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A STUDY OF THE SPECIAL EDUCATION ADMINISTRATOR'S ROLE RELATED TO SECONDARY TRANSITION: MANAGEMENT AND LEADERSHIP DIMENSIONS

A Dissertation

Presented to

The Faculty of the School of Education

The College of William and Mary in Virginia

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

---

by

Karen Richards Hudson

April 1998

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A STUDY OF THE SPECIAL EDUCATION ADMINISTRATOR'S ROLE RELATED

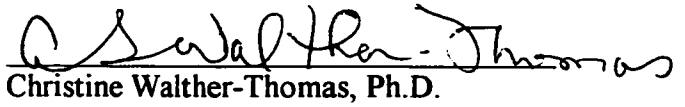
TO

SECONDARY TRANSITION:

LEADERSHIP AND MANAGEMENT DIMENSIONS

By Karen Richards Hudson

Approved April 1998



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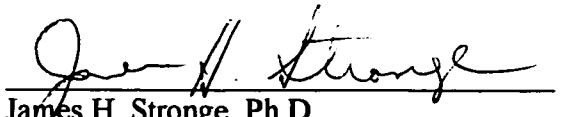

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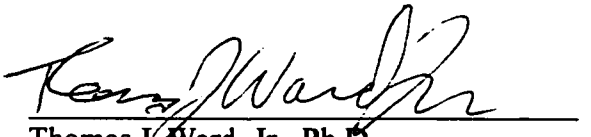

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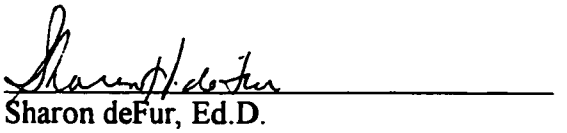

Sharon deFur, Ed.D.

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DEDICATION

It is with honor and gratitude that I dedicate this dissertation to my beloved family who have prayed and supported me through this process: to my parents for their confidence and long-distance encouragement; to my dear children, Kris and Karly, for their patience and benevolence of spirit; and especially to my husband, Ken, who made this dream a reality through his unwavering faith and love.

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A STUDY OF THE SPECIAL EDUCATION ADMINISTRATOR'S ROLE RELATED TO SECONDARY TRANSITION: LEADERSHIP AND MANAGEMENT DIMENSIONS

ABSTRACT

The primary purpose of this study was to explore the complex role of division-level special education administrators relating to secondary transition services. Management and leadership dimensions of the role of special education administrators as they relate to secondary transition services were explored by surveying all special education directors (133) in the Commonwealth of Virginia using a survey instrument specifically designed for this study.

Analyses of the data revealed significant overlap between the management and leadership components of the role, suggesting that the two constructs cannot be separated. The dimensions of management and leadership were highly correlated and ratings for importance of tasks related to both constructs fell between "some extent" and "great extent" on the survey scale.

However, significant difference was found between special education administrators' perceived ideal role and their real role. Transition-related tasks were rated in importance between "some extent" and "great extent," while ratings for the performance of those tasks in the real role fell between "small extent" and "some extent."

Administrators identified enablers to their ability to administer transition services in their divisions as support of a committed knowledgeable staff, adult agencies, community, general

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education, and their own personal vision and knowledge. Primary barriers included lack of time, resources, knowledge, and community support. Comments on factors related to enablers and barriers seemed to be linked with both management and leadership tasks as defined by this study.

KAREN RICHARDS HUDSON

PROGRAM IN EDUCATIONAL PLANNING, POLICY, AND LEADERSHIP

THE COLLEGE OF WILLIAM AND MARY

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A STUDY OF THE SPECIAL EDUCATION ADMINISTOR'S ROLE RELATED TO SECONDARY TRANSITION: MANAGEMENT AND LEADERSHIP DIMENSIONS

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Chapter 1: The Problem

Introduction

Transition from school to adult life for students with disabilities was identified as a national priority in the early 1980s; it has remained a focal point in special education as reports of employment and social adjustment problems of students with disabilities have been released (Louis Harris and Associates, Inc. [LHA], 1994; United States Department of Education, [USDE], 1993, 1995, 1997). Although the Individuals with Disabilities Act [IDEA] (1997) is clear in its intent to prepare students for roles as competent and independent adults while they are still in school, legislative mandates do not always render effective practice (Baer, Simmons, & Flexer, 1996; Benz, Johnson, Mikkelsen, & Lindstrom, 1995; Wandry & Repetto, 1996). Current academic educational reform efforts are often in direct conflict with provision of vocational and functional skills development that many students with disabilities need to prepare for adulthood (Neubert, 1997). Higher academic standards for high school diplomas leave little time for other important skill development.

Current special education foci are on provision of collaborative, integrated services for all students to more effectively prepare students for independent and satisfying lives (Goor, 1995; Sage & Burrello, 1994). The Council of Administrators of Special Education (CASE) promoted policy options describing a unified system of education for all students that have site-based management and inclusive schools as central themes (Burrello, Lashley, & Van Dyke, 1996; Goor, 1995; Sage & Burrello, 1994). The unified system challenges the existing parallel structure of educating students with disabilities and supports initiatives to include students in general education by providing special education services within an inclusive context (Burrello et al., 1996). The dimension of local empowerment through site-based management suggests the need

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for a reconceptualization of administrative roles in which increased collaboration and diffusion of district authority are prevalent characteristics (Burrello et al., 1996; Friend, 1996; Sage & Burrello, 1994).

Gaining access to existing services and developing new services to meet identified needs were the challenges of special education in the 1970s and early 1980s (Goor, 1995; Sage & Burrello, 1986). Contemporary special education issues have developed into concerns over the quality of services complicated by fiscal constraints (Burrello et al., 1996; Goor, 1995; Sage & Burrello, 1986). Current issues facing individuals responsible for administering special education services include a trend toward a unified model of service delivery, an emphasis on site-based management, and educational reform efforts that accentuate academic standards over functional and/or vocational achievement (Burrello et al., 1996; Goor, 1995; Ianacone & Kochhar, 1996; Sage & Burrello, 1986).

As a result of efforts toward increased inclusion and site-based management promoted by the unified model of special education, traditional teacher roles and responsibilities must be redefined. Thus, the special education administrator must facilitate changes to accommodate consulting roles, co-teaching arrangements, and other configurations to support efforts in conjunction with local needs. Additional challenges are created by increased emphasis on performance assessment and increased standards (Clark & Kolstoe, 1995; Neubert, 1997). In the midst of all these demands, it is the task of the special education administrator to maintain balanced curricular options that meet students' career and independent living needs in an environment that emphasizes academic performance and competency testing.

Balancing the vocational and independent living needs of students with trends toward a more unified system of education for all students is a challenge that requires administrative

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competence incorporating both technical management expertise such as planning and organizing, and leadership skills including vision, encouragement, and collaboration. Thus, special education administrators must attend to traditional managerial functions while embracing a leadership paradigm that reflects vision for desired outcomes and empowerment (Burrello et al., 1996; Goor, 1995). Special education administrators have been identified as essential sources of support in establishing appropriate transition programs and practices crucial to student participation in skill development (Anderson & Asselin, 1996; Billingsly, Farley, & Rude, 1993). Administering the rapidly changing field of special education, however, presents a variety of professional organizational and leadership challenges (Sullivan, 1996). The role of special education administrators continues to evolve in response to federal, state, and local changes involving the integration of students into less restrictive environments and decentralized approaches to administration (Burrello et al., 1996; Gillung, Spears, Campbell, & Rucker, 1992; Goor, 1995). Administrators can be purposeful change agents in the way transition services are delivered if they are committed to the mission and are skilled at motivating the participation of others in defining and reinforcing values, objectives, and processes (Anderson & Asselin, 1996; deFur & Taymans, 1995).

While administrative support has been cited frequently as a critical factor in the provision of effective transition services, little data exist to explain the components of the role of special education administrators relating to secondary transition services (Anderson & Asselin, 1996; Asselin, Thuli, & Anderson, 1995; Billingsley et al., 1993). Research to clarify the role of special education administrators has been minimal even though they must ensure the development and implementation of transition programs that serve the needs of students with disabilities equitably and appropriately (Burrello, et al., 1996; Kohler, 1997). To understand the role of special

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education administrators more fully, the sections that follow will present a description of the responsibilities. Next, management and leadership components of administration will be considered as they relate to special education efforts. Finally, an exploration of special education administrators' roles specific to provision of transition services will clarify the features and functions that characterize the position.

Role of Special Education Administration

The administration of special education services within a dynamic social and educational system requires numerous and various complex skills. Gillung and colleagues (1992) identified 84 special education administrator competencies within nine domains including organizational, management, and communication abilities. Similarly, a Council for Exceptional Children (CEC, 1997) document established guidelines for knowledge and skills required of special education administrators by recommending 57 separate competencies under eight major categories. Skills and knowledge statements range from vision, influence, and advocacy to more technical capabilities of strategic planning, program management, and policy implementation. Clearly, the roles of special education administrators require an assortment of skills and proficiencies to respond effectively to a wide range of emerging practices and restructuring efforts that impact special education.

Sage and Burrello (1994) drew explicit distinctions between administrative roles in terms of management and leadership processes. They asserted that special education is "...under-led" and "...over-managed" (p.28), a view that is shared by Osborne, DiMattia, and Curran (1993) who suggested that management functions receive priority over leadership qualities in administrative training programs. Traditional technical administrative skills involving such tasks as planning, organizing, prioritizing, and budget management have been identified as distinct from

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functions that emphasize shared visions, motivation, and empowerment (Osborne et al., 1993; Sage & Burrello, 1994). Although management and leadership skills have been identified separately, in practice, special education administration roles have developed as a combination of leadership and management in response to an array of complex demands. Goor (1995) described special education administration as requiring a balance between management and leadership capable of functioning effectively within dynamic educational systems. An exploration of the functions of management and leadership in administration will assist in providing a framework for studying the role of special education administrators.

Leadership and Management in Administration

Some theorists and researchers have distinguished between leadership and management (Burns, 1978; Kouzes & Posner, 1995; Sage & Burrello, 1994), while others in the field have highlighted significant overlap between the two constructs (Cascadden, 1996; Gardner, 1990; Stronge, 1990). Management roles are often characterized by terms found in classical scientific management theory such as "organizing", "coordinating", "reporting", and "budgeting" (Kouzes & Posner, 1995; Sergiovanni & Starratt, 1993), while leadership roles are described with vastly different adjectives such as "challenging", "motivating", "empowering", and "visioning" (Burns, 1978; Kousez & Posner, 1995; Sergiovanni & Starratt, 1993). Cascadden (1996) reported a significant concurrence among interview participants in a recent study surrounding definitions of management and leadership:

> Management was described as directive, involved with technical and detail oriented aspects, concerned with status quo and involving a mix of people and resources. Leadership was described as collaborative; involved with vision, goals, mission, tone, and

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direction; involving risk taking and change; and emphasized interaction with people. (p.152)

On one hand, theorists such as Gardner (1990) have asserted that effective leadership must possess a moral criterion that will serve the common good while satisfying our individual interests at the same time. He distinguished "leader/managers" (p.4) from traditional technical managers in terms of abilities to continually think beyond current circumstances and problems, envision the relationship between realm of influence and the greater organization, and to place and maintain emphasis on vision, values, and motivation.

On the other hand, Gardner (1990) identified the capacity to manage as an attribute of effective leadership contending that all leaders benefit by having managerial skills. Researchers such as Stronge (1990) noted that both leadership and management are required to effectively accomplish organizational goals. Sergiovanni and Starratt (1993) and Deal and Peterson (1994) concur with this orientation in recommending unification of the two approaches to ensure that goals are accomplished while organizational values are maintained. Although it is acknowledged that, in practice, administration is characterized by both management and leadership skills that overlap (Sergiovanni & Starratt, 1993; Stronge, 1990), it may be possible to separate the two constructs for the purposes of examination and discussion (Neagley & Evans, 1970).

Special Education Administration of Transition Services

The ideal role of public school special education administrators may be framed as a blend of leadership and management. The leadership component is characterized by Ianacone and Kochhar (1996) in their discussion of "transformative collaboration" (p. 192) in which leaders must frame critical questions regarding youth development, mediate different perspectives, and facilitate the whole transition process within the current national and local philosophical, social,

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and political environments. Leaders promote processes that bring individual perspectives and proposed solutions together to create new solutions based on equal access and shared responsibility for all.

In addition, technical management skills are required to accomplish administrative responsibilities related to arranging staff development opportunities to respond to the need for effective transition planning and service delivery (Severson, Hoover, & Wheeler, 1994). Administrators must manage programming and budgeting, and monitor for compliance while creating supportive climate within the school division and community (Clark & Kolstoe, 1995; Sage & Burrello, 1986). Congress also intended that transition for students with disabilities be a shared responsibility (Wandry & Repetto, 1993) and, according to IDEA (1990), it is the job of administrator to implement interagency participation in transition planning from school to post-school settings. Clearly, effective special education administration comprises a broad range of competencies necessary to manage and lead efforts to address the challenges and complex demands inherent in providing special education. Leadership and management tasks to support transition efforts must be clarified to reflect the value that is placed on this challenge. This theoretical rationale will be elaborated further in the following section.

Theoretical Rationale

The conceptual framework for this study was based on a review of theory related to the management and leadership aspects of administration. In building this framework, it was noted that while administrative roles are often characterized as a blend of leadership and management, they are often distinguished as separate constructs. For example, Cascadden (1996) asserted that management is a necessary component of good leadership and identified an "evolutionary change from more management to more leadership" among a group of administrators (p. 178). Similarly,

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Gardner (1990) suggested that leadership is a necessary component of good management and draws a distinction between "routine" managers and "leader/managers" (p. 4). Stronge (1990) and Sergiovanni and Starratt (1993) maintained that management and leadership are necessary and overlapping ingredients in effective administration. The latter stated that "...leadership alone will not get the job done; there must be someone to administer schedules, complete reports, manage budgets and resources" (p. 190). While in theory the constructs of leadership and management can be differentiated, in practice, they are often combined in harmonious and productive ways by effective administrators (Deal & Peterson, 1994; Sergiovanni & Starratt, 1993).

The framework for this study is based on a thorough review of research and theoretical literature related to management, leadership, special education administration, and transition services to ensure a comprehensive representation of critical constructs. A historical review of fundamental elements of administration allowed tasks and activities noted by researchers and theorists to be categorized according to components of management represented.

Leadership components were procured through a formulation of precepts suggested by Kouzes and Posner (1995) and supported by other leadership theorists. Further, researchers and theorists in the field of leadership and administration described a variety of activities and tasks that were summarized and categorized according to the various leadership components.

Elements of successful transition service delivery were categorized through a review of the research related to transition issues. Interagency efforts, curriculum, policies and procedures, personnel development, and family/consumer involvement were elements emerged as common themes in the literature. Specific administrative roles in providing transition services were grouped according to the various components that emerged.

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Finally, the literature related to the role of special education administrators was reviewed. Emerging tasks and purposes appear to be both classical functions of management and new leadership responsibilities. Deal and Peterson (1994) suggested that merging the two polarized aspects of administrative roles results in a balanced and effective approach to meeting complex challenges. A full review of the constructs of management, leadership, special education administration, and transition services will be presented in Chapter 2.

Significance of the Study

More than 300,000 students with disabilities leave the security of high school each year. The extent to which these students succeed depends, in large measure, on the effectiveness of the transition services they receive (Dunn, 1996; USDE, 1995). Transition programs that support student-centered planning, self-advocacy, preparation for postschool employment and community living, and further educational and advanced skill development opportunities play an essential role in preparing students with disabilities for life after high school. When youths with disabilities leave public school, their entitlement to special education and related services ends. Consequently, most students and their families become solely responsible for identifying and obtaining the educational support, post-secondary education, and services that are necessary for them to prepare for employment and independent living (Valdivieso & Hartman, 1991). Although the law has required that schools provide transition services since 1990, students with disabilities continue to encounter problems with the transition process as they leave the school setting to enter the community and world of work (LHA, 1994; USDE, 1993; 1995; 1997). Reports of high dropout rates, low and underemployment, and lack of general community participation of students with disabilities accentuate the gravity of the current state of secondary transition.

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The provision of effective transition services, which is critical to successful adult adjustment of students with disabilities, is contingent upon administrative support (Anderson & Asselin, 1996; Blalock, 1996; Furney, Hasazi, & Destefano, 1997; Severson et al., 1994). Furney and colleagues (1997) pointed to the need for leadership and advocacy as essential to the evolution of transition policies, practices, and services. Special education administrators were among those identified as "critical to the change process" (p. 350). Similarly, Anderson and Asselin (1996) noted that administrative support can impact transition initiatives significantly by maintaining focus on benefits for students by working through barriers and maintaining a vision that has its focuses on benefits for students.

Statement of the Problem

Purpose of the Study

The primary purposes of this study were to: (a) examine the role of special education administrators relating to transition services from both leadership and management perspectives, (b) explore the relationship between leadership and management components of the role, and (c) compare the perceived ideal role to the real role. This study will synthesize data collected from special education administrators across Virginia to address the following questions.

Phase I Research Questions: The Role of Special Education Administrators as It Relates to Transition Services from Both Leadership and Management Perspectives

I.1 To what extent do special education administrators consider transition tasks and functions with management components to be responsibilities of their roles?

I.2 To what extent do special education administrators consider transition tasks and functions with leadership components to be responsibilities of their roles?

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I.3 To what extent do special education administrators consider transition tasks and functions with both leadership and management components to be responsibilities of their roles?

Phase II Research Hypotheses: The Difference Between Perceived Ideal and Real Roles of Special Education Administrator as they Relate to Transition Services from Both Leadership and Management Perspectives

II.1 Mean scores for the perceived ideal role will be significantly greater ($p<.05$) than mean scores for the perceived real role of special education administrators relating to transition services from a management perspective.

II.2 Mean scores for the perceived ideal role will be significantly greater ($p<.05$) than mean scores for the perceived real role of special education administrators relating to transition services from a leadership perspective.

II.3 Mean scores for the perceived ideal role will be significantly greater ($p<.05$) than mean scores for the perceived real role of special education administrators relating to transition services from both management and leadership perspectives.

II.4 There is significant difference ($p<.05$) between the leadership and management components of the perceived ideal role of special education administrators relating to transition services.

II.5 Mean scores for the management components will be significantly greater ($p<.05$) than mean scores for the leadership components of the perceived real role of special education administrators relating to transition services.

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Phase III Research Hypotheses: The Relationship among Perceived Ideal and Real Roles of the Special Education Administrators as They Relate to Transition Services from Both Leadership and Management Perspectives

III.1 There is a positive relationship ($p<.05$) between the perceived ideal and real roles of special education administrators relating to transition services from a management perspective.

III.2 There is a positive relationship ($p<.05$) between the perceived ideal and real roles of special education administrators relating to transition services from a leadership perspective.

III.3 There is a positive relationship ($p<.05$) between the perceived ideal and real roles of special education administrators relating to transition services from both leadership and management persepctives.

III.4 There is a positive relationship ($p<.05$) between management and leadership components of the perceived ideal role of special education administrators relating to transition services.

III.5 There is a negative relationship ($p<.05$) between management and leadership components of the perceived real role of special education administrators relating to transition services.

Definitions

Disability. General term used for a functional limitation that interrupts a person's ability. It may refer to a physical, sensory, or mental condition (Research and Training Center on Independent Living, [RTCIL] 1996).

Inclusion. Maximum integration of students with disabilities into general education programs (Turnbull, Turnbull, Shank, & Leal, 1995).

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Independent living. Individual responsibility for residential choices and skills, economic decisions and money management, community mobility, citizenship, and involvement in community activities (Clark & Kolstoe, 1995).

Individualized educational program (IEP). An IEP is a written statement of a student's present educational performance, the annual goals to be achieved, short-term objectives, a statement of specific services to be performed, criteria, procedures, and schedules for evaluating objectives. It is developed at a meeting that is to include the teacher, parents, individual responsible for supervising special education, and the child, if appropriate (Rothstein, 1995).

Leadership. A process of persuasion by which a group is induced to pursue objectives through tasks and functions involving challenging, visioning, empowering, modeling, and/or encouraging (Walther-Thomas & Hudson, 1997).

Management. A technical process of implementing how a group achieves its purposes through utilization of tasks and functions including planning, organizing, coordinating, reporting, and/or budgeting (Walther-Thomas & Hudson, 1997).

Transition service delivery. A set of activities that are to be coordinated and designed within an outcome-oriented process that promotes movement from school to postschool activities (IDEA, 1990).

Limitations and Assumptions

Leadership and management have been defined in the literature as constructs that are both distinct and overlapping. This study was built on the assumption that by drawing an artificial dichotomy, leadership and management can be identified and studied separately to determine their impact on how responsibilities related to transition are carried out by special education administrators. The focus of this study was an examination of the nature of the perceived

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differences in the ideal and the actual role of the special education administrator as both leader and manager relating to the provision of transition services to student with disabilities. A limitation that may apply to the interpretation of the results of the study was that the research was restricted to special education administrators in Virginia during the 1997-98 academic year. Transition services are relatively new and may not be fully implemented in some districts.

Another limitation is that the description of the results will be based on self-report perceptions of administrators. Identified administrative roles (management and leadership) are not discrete entities and may overlap in defining perceptions that may affect interpretation of the results of the study.

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Chapter 2: Review of the Literature

The path toward independence is a complex one for all young people and it can be particularly challenging for students with disabilities (Halpern, Yovanoff, Doren, & Benz, 1995). Transition from school to adult life has been a federally mandated initiative in special education since 1990 and continues to receive attention as reports of highdrop out rates, low employment, and problems with social adjustments have emerged (LHA, 1994; USDE, 1993; 1995; 1997; Virginia Department of Education [VDE], 1997). The IDEA (1990) defined transition services as a set of activities that are to be coordinated and designed within an outcome-oriented process, that promotes movement from school to post-school activities (IDEA, 1990; USDE, 1992a, 1992b). This formalized a shift in emphasis from traditional in-school support for students with disabilities to a focus on transition from school to adult life. Recent amendments (1997) to the law strengthened the focus of postschool outcomes by lowering the age of required transition services to age 14, and by emphasizing the purpose of preparing students with disabilities for employment and independent living (National Transition Network [NTN], 1997).

Outcomes for youth with disabilities in the years following high school are of ongoing concern as their failure to successfully make the transition to postsecondary settings continue. The national dropout rate for students in special education across all disabilities is reported at 38% (USDE, 1995), with Virginia reporting a slightly lower dropout rate of 31% (VDE, 1997). Students with disabilities who leave school by dropping out often face poor postschool outcomes. Leaving school without a diploma or certificate of attendance deprives youth with disabilities of important credentials that are prerequisites for many adult opportunities (USDE, 1995). In Virginia, 33% of respondents who dropped out of school had held no jobs since leaving school compared to 17% of those with diplomas (VDE, 1993). In addition, working individuals with

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disabilities who dropped out of school were reported to be less satisfied with their jobs than graduates who were working (VDOE, 1993).

The National Longitudinal Transition Study (USDE, 1993) reported on general community participation of youth with disabilities across multiple dimensions including postschool education and training, residential arrangements, and social adjustments. Only 27% of youth with disabilities received some type of training or continuing education after leaving high school compared to 68% of youth without disabilities. Further, they were only half as likely as youth without disabilities to live in residential independence and, similarly, less likely than typical peers to be married or living with a person of the opposite sex in the years following secondary school (Blackorby & Wagner, 1996).

Youth who spent more time included in general education settings while in school were more likely to be fully participating in their communities after exiting school. More than 50% of the students who spent 75% or more of their time in general education settings were employed, or in school, and were participating socially in their communities (USDE, 1995). While improvements in identification and intervention strategies in mainstream settings have contributed to improved outcomes over the past 10 years, the capacity in special education for increased transition support and postsecondary services has not "kept pace" (Ianacone & Kochhar, 1996). Administrative support for the development of secondary transition is critical to the improvement of postschool outcomes for youth with disabilities.

Support for transition becomes even more critical in considering current attempts to reform public education and job training systems. National and state attention to academic standards, minimum competency testing, increased technical standards in vocational programs, and other reform efforts involved in the current educational "excellence" movement are often in

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conflict with transition efforts (Clark & Kolstoe, 1995; Ianocone & Kochhar, 1996; Lombard, Hazelkorn, & Miller, 1995). In some camps, opposition to vocational education and school-to-work programs exists, charging that such foci are "anti-academic" in nature (Lewis, 1998). Others maintain that the support of teaching and learning through improvement of school-to-work vocational options reflects attempts to offer meaningful, relevant educational opportunities to more students that may lead to enhanced success in postschool settings (Lewis, 1998; Lombard et al., 1995). Increasing tension exists among those who advocate for more stringent academic standards and those who seek to accommodate individual differences through the provision of a transition model that embraces broader life goals (Clark & Kolstoe, 1995; Ianacone & Kochhar, 1996). It is in this environment that special education administrators are challenged with developing and providing effective, inclusive, and student-centered programming that supports transition practices.

Mandated special education is not a pragmatically conceptualized and planned system of services (Sage & Burrello, 1994). To a great extent, requirements and provisions continue to evolve through the combined efforts of advocates, families, and professionals who are interested in serving students with disabilities (Boscardin & Jurgensen, 1996; Sage, 1996). The role of special education administrators involves setting new directions and influencing this evolution by effectively functioning within a rapidly changing system (Goor, 1995; Sage, 1996; Sage & Burrello, 1994). Thus, effective administration of special education services involves the paradox of facilitating complex organizational change while concurrently maintaining a stable, functioning system (Deal & Petersen, 1994; Sage, 1996). The dynamic and complex role of special education administrators is explored in the following section.

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Role of Special Education Administrators

Historical Perspective

To summarize three decades of change in the role of special education administration is to begin in the 1960s when special education consisted mainly of programs for students with mental retardation and severe disabilities. Such programs were often managed by administrators whose primary responsibility was to oversee general education or federally funded programs (Goor, 1995). Responsibility for managing a few special classes and coordinating placements in residential settings comprised most role descriptions (Gillung et al., 1992; Goor, 1995). Efforts of advocacy groups in the 1960s and early 1970s resulted in landmark legislation mandating the provision of a wide array of services for students with disabilities who had previously been underserved (Goor, 1995; Sage & Burrello, 1986). As a result, school districts nationwide hired full-time administrators to manage the complexity of the new services (Goor, 1995). The new role included establishing programs, managing budgets, hiring trained personnel, and responding to legal challenges (Goor, 1995; Sage & Burrello, 1986).

In the 1980s and 1990s research in special education focused on effective instruction and began questioning the efficacy of special services that segregated students from peers in general education. An emphasis on least restrictive environment (LRE) began to emerge that was intrinsically linked to cooperative efforts between general and special education (Burrello et al., 1996; Goor, 1995; Lipp, 1992). Education also followed the lead of business in some instances, by moving toward a site-based management approach requiring the reorganization of education to involve more individuals in decision making (Glasser, 1992; Sage & Burrello, 1994).

Additional forces setting the stage for a new definition of the role of special education administrators include a transition from mere legal compliance to increased emphasis on valuing

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individuals first and disability second, provision of collaborative integrative services to the greatest extent possible, and offering quality instructional programs that are linked to desired outcomes (Clark & Kolstoe, 1995; Turnbull et al., 1995). These forces illustrate the notion that the current role of special education administrators is comprised of both traditional management tasks to maintain compliance, and leadership competencies to move beyond the status quo. The role is a dynamic one, based on competencies related to building vision, supporting local school efforts, encouraging the development of collaborative work cultures, and empowering staff by support new configurations of service delivery (Burrello et al., 1996). At the same time, the role continues to encompass traditional functions of program management such as budgeting, planning, reporting, and program evaluation (Gillung et al., 1992; Sage & Burrello, 1986, 1994).

Current Evolution

Increasing emphasis on the least restrictive environment (LRE) principle of special education and decentralization issues imply the need for system changes that continue to affect the development of the role of special education administrators. The LRE provision of IDEA (1997) has been a relative concept since its inception (Hasazi, Johnston, Liggett, & Schattman; 1994). That is, while federal regulations state that students with disabilities are to be educated with typical peers to the maximum extent appropriate, additional regulations mandate a continuum of alternative placements to be available to meet individual needs. Hasazi and colleagues (1994) noted that the implementation of the LRE provision is contingent on how the principle is viewed by those in leadership positions. When LRE is perceived as an integration of special education and general education systems, the potential for change in policy and practice is enhanced. Special education administrators must support inclusive school and community settings for all

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students based on individual educational needs and desired outcomes (Council for Exceptional Children [CEC], 1993).

The emphasis on decentralization continues to have major implications for both building level administrators and the role of the division-level director of special education (Sage, 1996). An administrative approach that is "school-site specific" may maintain authority for monitoring and policy making as central-office functions, but may release responsibility for the design and implementation of programming to individual school-site authorities (Sage, 1996; Schaffner & Buswell, 1996). As a result, the role of special education administrators at the district level may shift to one that encourages responsibility and participation in serving all students well, and provides technical assistance to principals and their staffs in the development of programming (Lipp, 1992).

The decentralized approach incorporates an inclusive philosophy that reinforces the notion that parallel general and special education systems are unnecessary and inefficient. The concept of a unified system of education embraced the elements of inclusion and decentralization as proposed by the Council of Administrators in Special Education (CASE) (Burrello et al. 1996). Dynamic educational environments, in which special education is part of the total educational enterprise, enlarges the capacity of the system to serve all students (CEC, 1993). Movement toward a more unified approach to educating students with disabilities requires administrators to promote a common vision intended to establish a set of valued outcomes for all students.

The philosophy of inclusive schooling is at the heart of a unified system of special education involving the ability of the administrator to facilitate change (Sage, 1996; Schaffner & Buswell, 1996). Inclusion is grounded in the principles of equal access and opportunity for all individuals and is operationalized by programs designed to ensure full participation in the range of

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career development opportunities, transition options, and academic alternatives available to all students (Ianacone & Kochhar, 1996). The role of the special education administrator has evolved from one that primarily coordinated services in compliance with federal and state guidelines utilizing relatively mechanical processes, to a role that demands the use of complex strategies to promote a unified system and more inclusive practices (Goor, 1995; Sage, 1996).

Administrators need vision to encourage policy and programming supports aimed at improving special education services through collaborative critical inquiry to clarify values and purposes across disciplinary and agency boundaries (Ianacone & Kochhar, 1996). Some theorists have drawn artificial distinctions between technical management skills necessary to administer special education and the leadership essential to facilitate proactive change (Goor, 1995; Sage, 1996; Sage & Burrello, 1986, 1994). According to Sage and Burrello (1994), managers plan, budget, organize, and problem solve, while leaders set direction, inspire vision, motivate, challenge others, and model practices appropriate to democratic purposes.

Although sharp role distinctions have been proposed, others have asserted that a blend of skills is necessary to effectively the administer special education. For example, Goor (1995) stated "... the special education administrator must be a facile communicator, proficient manager, astute politician, and strategic planner" (p. 3). He noted that successful administrators in special education perceive their role as a "balancing act" in which they must advocate, empower, and collaborate, while utilizing technical skills to ensure compliance with policies and regulations, manage budgets, and keep efficient records (p. 3).

Competencies for administrators of special education have traditionally been defined in terms of classical management functions such as planning, organizing, managing time, and budgeting (Finkenbinder, 1981; Gillung et al., 1992; Sullivan, 1996). The CEC (1997) guidelines

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for knowledge and skills of special education administrators, however, incorporated competencies specific to special education administration in both management and leadership domains. Eight major categories contained 57 areas of knowledge and skill that include both traditional management and leadership competencies. Special education administrators are required to be proficient in skills related to the concept of leadership such as vision, communication, collaboration, and advocacy. Language in the skills guideline included terms such as "advocate, influence and interpret". One specific skill requirement was the ability to "develop an inclusive vision for meeting the needs of individuals with exceptionalities and communicate to the various publics and constituencies..." (pp. 1-2).

While the leadership competencies stated in the guidelines are balanced with traditional management functions that include planning and budgeting, they also demonstrate the need to move beyond the role as traditionally defined. Individuals responsible for administering special education services must aspire to competence in a variety of domains that embrace both technical aspects of management and transformative leadership skills. As special education continues to evolve, the role of special education administrators will also change (Goor, 1995). If special education services are to progress toward more inclusive practices and high-quality services that will advance and support improved student outcomes, administrators must posses the dynamic ability to perform management tasks while simultaneously attending to a critical leadership agenda. The constructs of management and leadership will be explored in depth in the following section.

Management and Leadership in Administration

Sergiovanni and Starratt (1993), Gardner (1990), and Cascadden (1996) noted that the construct of management is often perceived in unfavorable terms, while leadership is presented as

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an engaging concept to which effective administrators should aspire. The reality, however, is that both management and leadership skills are necessary to administer organizations effectively (Cascadden, 1996; Gardner, 1990; Goor, 1995; Sergiovanni & Starratt, 1993; Stronge, 1990). In practice, management has been identified as a necessary component of leadership (Cascadden, 1996). Leadership is also viewed as a component of effective management. This is reflected in Gardner's statement that "... first-class managers ... have quite a lot of leader in them" (p. 4). While the concepts of management and leadership are intertwined and overlapping, theories of leadership and management are different in nature and it is important to explore and understand the distinctions.

Management Theories

Scientific management, which was intended to "maximize the output of workers in an organization", was one of the earliest systematic views of administration (Getzels, Lipham, & Campbell, 1968, p. 23). In the early 1900s a noted theorist of this view, Frederick Taylor, described this concept in terms that later became known as the "four principles of scientific management" (Owens, 1981, p. 8). These included: (a) adopt scientific measurements to separate jobs into small, related tasks; (b) select and train workers systematically and for specific jobs; (c) divide responsibilities distinctly between management and worker; and (d) set objectives and create discipline whereby workers cooperate in achieving them.

Also in the early 1900s, French theorist Henri Fayol defined administration in terms of five functions of planning, organizing, commanding, coordinating, and controlling (Getzels et al., 1968). Applying and expanding on this concept, American scholar Luther Gulick created an acronym to describe the essential activities of administrators called "PODSCoRB" (p. 27). The letters in the acronym represent planning, organizing, directing, staffing, coordinating, reporting,

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and budgeting. Gulick contended that the application of the principles would result in more effective management of organizations (Getzels et al., 1968).

Figure 1 presents a conception of traditional management roles based on tasks selected from the notable functions of Fayol and Gulick (Getzels et al., 1968). While staffing is an important task in administration, it must be accomplished through the function of the other managerial components, therefore, for the purposes of this study the model did not include staffing as a primary function. Nor did the conceptualization include the component of directing as a fundamental element due to overlapping meaning within definitions. Directing refers to continual decision-making process that seems to be subsumed within the constructs of planning, organizing, coordinating, budgeting, and reporting. A review of related management literature revealed that the selected duties were supported by various authors as demonstrated in the model.

Noting again that the separation of management and leadership as distinct entities is an artificial one, Gardner (1990) indicated that management usually refers to a directive role in an organization that presides over processes and functions by allocating resources efficiently and utilizing human resources effectively. Covey (1990) stated that the ability to manage well determines the existence and quality of the organizational tasks at hand. He characterized management as analyzing, prioritizing, and sequencing, which leads into the first management task to be explored, planning.

Planning. Most authorities agreed that effective administrators must give adequate attention to the planning process (Sergiovanni, Burlingame, Coombs, & Thurston, 1993). Managers must plan in advance what to do and when to do it. Gardner (1990) described planning as an important management function that incorporates fixing priorities, choosing the means by

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Figure 1. Management tasks.

Elements Most Frequently Cited in the Literature (Gulick, 1937 as cited in Getzels, 1968)	Billingsly, et al. 1993	Gardenr, 1990	Goor, 1995	Sage & Burrello, 1993	Sergiovanni & Starratt, 1993	Getzels, et al. 1968	Harrison, 1968	Covey, 1990	Deal & Peterson, 1994
Planning	•	•	•	•	•	•	•	•	•
Organizing	•	•	•	•	•	•	•	•	•
Coordinating	•	•	•	•		•	•	•	•
Reporting	•		•	•	•	•			•
Budgeting		•	•	•	•	•		•	•

which goals are to be accomplished, and formulating policy. Harrison (1968) concurred that the ability to organize and plan is a necessary asset in the administration of the organization and in critical self-evaluation of the manager. A paradoxical facet of planning is that it needs to be flexible in order to bring stability (Deal & Peterson, 1994). Actions may need to respond to changing circumstances that require evolutionary planning techniques that build change into the fabric of the process.

Planning has been viewed as an essential process to help an organization improve effectiveness (Sergiovanni et al., 1993). Planning and evaluating staff development opportunities

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are important administrative functions (Sullivan, 1996). In addition, current knowledge and best practice for the organizational goals should be continually reviewed, analyzed, prioritized, and disseminated. Although planning may be related to long-range programmatic and staffing issues, planning is also necessary for daily operational survival (Sage & Burrello, 1986). Administrators, however, must guard against practicing disjointed, incremental planning based on limited vision of familiar alternatives (Lindblom, 1959). Rather, effective planning must be flexible and forward looking in order to meet dynamic organizational needs.

Organizing. The ability to organize is viewed as another essential asset for effective administrators (Harrison, 1968). Critical considerations in organizing include determining whether existing designs facilitate the accomplishment of tasks (Sage & Burrello, 1986). Competence in technical organizational skills must be accompanied by a proactive task orientation (Goor, 1995). Getting the job done is a primary consideration that leads to a number of secondary issues (Sage & Burrello, 1986), including efficient ongoing procedures for monitoring day-to-day management operations and keeping lists and schedules as essential for making daily decisions routine and managing programs efficiently (Lipham, 1964; Sage & Burrello; 1986, Sergiovanni et al., 1993). Maintaining records and controlling data flow are also necessary tasks associated with the component of organizing.

Decision making may also be conceived as part of the process of organizing. While decisions must be planned and coordinated, framing the course of action is a function of organizing. Analyzing, sequencing, and breaking down tasks are all part of day-to-day management (Covey, 1990; Griffeths, 1958). The ability to organize and to critically evaluate the process of organization itself are considered to be necessary assets of administrators (Harrison, 1968).

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Coordinating. According to Gulick and Urwick (1937 as cited in Getzels et al., 1968), coordinating is the task of interrelating various functions and processes to accomplish goals of the organization. For example, promoting collaboration between schools, community, and other agencies requires skill in coordination (Billingsly et al., 1993). The process of establishing procedures and creating ways to accomplish objectives are also functions of coordination (Gardner, 1990; Goor, 1995). Further, delegating responsibilities to others and establishing and maintaining communication across various systems are vital functions requiring expertise in coordination skills (Sage & Burrello, 1986; Sullivan, 1996).

Coordinating various services available in the community, disseminating current research, and the broad task of integrating knowledge across disciplines, all require expertise in coordination (Gillung et al., 1992). Finally, while communication involves many abilities, without the fundamental capacity to coordinate, it falls short of its potential purposes (Harrison, 1968).

Reporting. Record keeping and reporting are essential functions in management. Completion of federal and state forms, student and teacher accounting, disseminating research findings, and reporting across school divisions and communities are important tasks in educational administration (Sullivan, 1996). Informing constituents is an essential role in administration and cannot be accomplished without skillful record keeping and reporting mechanisms (Deal & Peterson, 1994; Sage & Burrello, 1994).

Goor (1995) noted that records and reporting are of critical concern to all administrators. By recording information and data that are needed for reports on an ongoing basis, personnel and annual reports are more easily compiled. Conducting and reporting program evaluations, is important to ensure compliance with federal and state regulations, and to plan and implement program improvements (Billingsly et al., 1993 Goor, 1995; Sage & Burrello, 1986). Other

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important reporting tasks may take the form of public relations communications that serve to advocate for policy and budget assistance (Sage & Burrello, 1994).

Budgeting. Budgeting has been described as the process of looking at the funds that are provided and expended in the current and past year and making incremental adjustments reflecting a reconciliation between resource availability and demand for services (Sage & Burrello, 1994). The decision-making process is crucial within this function of administration. It is here that a fiscal description of the organization's goals are presented (Ostrander & Dethy, 1968). Consequently, financial constraints are an issue in most organizations. Resources that are necessary to progress toward outcomes must be allocated prudently (Deal & Peterson, 1994; Gardner, 1990). The gap between the ideal and the real is usually a function of perceived fiscal limitations (Sage & Burrello, 1986). Although there are rarely enough resources to go around, administrators must lead the prioritization process to ensure that shared goals, rather than parochial interests, dominate the process (Deal & Peterson, 1994).

Budgeting must include long-range planning to allow for change and to promote innovation (Goor, 1995). When objectives are developed collaboratively, conflict at budget time among staff, administrators, and community will likely be minimal (Ostrander & Dethy, 1968). In special education organizations, determining the cost is often complex and varies among states and local agencies. Administrators must be familiar with state and local reimbursement formulas and procedures, while looking toward additional funding sources such as government grants and business partnerships to stretch existing resources (Goor, 1995).

Leadership Theories

Effective administrators provide leadership at many complex levels. It is useful, therefore, to examine developments in leadership theory to interpret and describe diverse challenges (Goor,

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1995; Sergiovanni & Starratt, 1993). In exploring the dynamic process of leadership, Kouzes and Posner (1995) isolated five fundamental principles. A graphic representation of the model supported by a number of researchers and theorists is presented in Figure 2.

Figure 2. Leadership tasks.

Elements Most Frequently Cited in the Literature (Kouzes & Posner, 1995)	Burns, 1978	Fullan, 1994	Sergiovanni & Starratt, 1993	Getzels et al., 1968	Harrison, 1968	Blanchard, 1997	Covey, 1990	Deal & Peterson, 1994	Gardner, 1990
Challenging	•	•	•	•		•	•	•	•
Visioning	•	•	•	•	•	•	•	•	•
Empowering	•	•	•	•	•	•	•	•	•
Modeling	•	•				•	•	•	•
Encouraging	•	•	•		•	•	•	•	•

Kouzes and Posner (1995) found that effective leaders "challenge the process (p. 9)." Specifically, they identify opportunities for positive change and are willing to take risks to challenge the system. Second, they "inspire a shared vision," communicating possibilities and encouraging others to conceptualize aspirations (p. 10). Third, effective leaders "enable others to act" through actively encouraging participation and empowering others (p. 12). Next, they "model the way" (p. 13) by clarifying their personal guiding principles and creating opportunities to provide examples or mentors. Finally, effective leaders "encourage the heart" (p.13). They

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create opportunities for growth and recognition of contributions. These principles and actions of effective leadership enable administrators to elicit human behavior in the service of various goals (Guba, 1960; Kouzes & Posner, 1995). Presented in the following sections is a description of the various leadership components as characterized by various scholars.

Challenging. By their commonly held components, theorists in the area of leadership reinforced the framework based on the work of Kouzes and Posner (1995). For example, Gardner (1990), Covey (1990), Sergiovanni and Starratt (1993), Deal and Peterson (1994), and others emphasized the importance of challenging the process as an important leadership task. Effective leaders must be equipped with a technical orientation and the ability to ... "get the system headed in the right direction" (Deal & Peterson, 1994, p.11). Gardner (1990) emphasized the capacity to respond to changing systems through continuous renewal while Covey (1990) accentuated the ability to prioritize and to be "proactive" as essential leadership functions (p. 67).

Sergiovanni and Starratt (1993) noted that effective leadership operates in the zone between demands and constraints. It is the responsibility of leaders to identify dilemmas that evoke cognitive dissonance to facilitate change within this context. Building meaningful conflict and advocacy into the planning process, demonstrating a commitment to continuous improvement, and challenging the process through continuous renewal are representative components of leadership (Burns, 1978; Fullan, 1993; Gardner, 1990; Kouzes & Posner, 1993). Effective leaders must create conditions for change by identifying dilemmas and channeling the challenges into productive solutions through facilitating reflective practice in themselves and others (Sergiovanni & Starratt, 1993).

Visioning. Visioning has been defined as a belief system and as a trait. As a belief system, it reflects and creates philosophies and values within the organization (Burns, 1978; Harrison,

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1968). As a trait it is the ability to see potential, to think in broad contexts, and to accomplish goals while attending to core beliefs and values (Deal & Peterson, 1994; Gardner, 1990). Effective leaders consider reflection and visioning as a critical process in examining current practices for improvement (Deal & Peterson, 1994). Linking the component of "visioning" with the component of "challenging the process", Fullan (1993) stated that reflective experiences under dynamic and complex conditions are necessary to form plausible visions. Leaders can influence vision by exposing others to broader values or identifying behaviors inconsistent with organizational goals (Burns, 1978).

Conceptual skill as defined by Katz (1955) involve the recognition of how various organizational functions are interdependent and extend to a vision that is meant to advance the broad purposes of the organization. Gardner (1990) referred to this as thinking "... longer term" (p. 4). He suggested that effective leaders are cognizant of the larger picture and extend their thinking to conditions external to the organization. Deal and Peterson (1994) emphasized the need for effective leaders to accomplish goals while maintaining core values and beliefs within complex systems.

Empowering. The concept of empowering others by strengthening them and creating a trusting environment is also advocated as an effective leadership component (Burns, 1978; Gardner, 1990; Kouzes & Posner, 1995; Sergiovanni & Starratt, 1993). Fullan (1993) emphasized the importance of expanding individual and organizational capacity by extending leadership opportunities to others. Empowering others contributes to organizational synergy that unifies and serves as a catalyst for effective change. A collaborative environment in which individuals are encouraged to seek integrative solutions and develop personal competence enables others to perform effectively (Kouzes & Posner, 1995).

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An important role of the leader is to help other members of the organization develop a desire to achieve the purposes of the group (Harrison, 1968). Skilled administrators assist others in building capacity and in being their "best selves" (Getzels et al., 1968, p. 374). To establish a foundation of trust, leaders need to share information and demonstrate to subordinates that creativity and innovation are honored and valued (Kouzes & Posner, 1995). Leaders should empower others while attending to goals, perceptions, reactions and outcomes to various courses of action (Blanchard, 1997; Katz, 1955; Kouzes & Posner, 1995).

Modeling. Effective leadership also involves fostering growth in others and creating organizational standards of excellence (Gardner, 1990; Kouzes & Posner, 1995). Administrators should clarify personal and organizational values and model those beliefs among constituents (Fullan, 1993). Committing to challenges and providing mentors who reflect the meanings embedded in the organizational vision and goals is fundamental to establishing credibility (Gardner, 1990; Kouzes & Posner, 1995). Sergiovanni and Starratt (1993) identified symbolic forces through which administrators create positive changes. One of these forces was defining values and focusing attention on what is important through both personal and public relations efforts. Leaders enact the meaning of the organization in every decision they make, and they need to understand the influence of those decisions on others (Deal & Peterson, 1994).

Administrators need to recognize the moral foundation of their authority as leaders (Sergiovanni & Starratt, 1993). The authority is derived from close connections to widely shared community and organizational values (Blanchard, 1997; Sergiovanni & Starratt, 1993). Moral leadership emerges as a process of responding to the fundamental needs, aspirations, and values that are held by themselves and by others (Burns, 1978). Such interactions are believed to raise the alliance to higher levels of motivation and morality. If leadership is to encourage ethical

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aspirations and high moral standards, it must be articulated and modeled because personal integrity transforms words into reality (Covey, 1990).

Encouraging. The morally elevating component of leadership is solidly promoted by theorists regarding attitudes, assumptions, and beliefs about working with people (Burns, 1978; Fullan, 1993; Gardner, 1990; Kouzes & Posner, 1995; Sergiovanni & Starratt, 1993). Administrators should be skillful in communicating, encouraging, and motivating others to actions that achieve "... the maximum good for the total organization" (p. 42). Shaping and elevating motives and values are noted as a vital sources of change when mobilized and strengthened through effective leadership (Burns, 1978). Moral leadership that is woven into the fabric of the leadership construct can be strengthened by encouragement and recognition of accomplishments to support hope and determination (Kouzes & Posner, 1995; Sergiovanni & Starratt, 1993).

Basic to the success of administration is the notion that individuals want to be recognized and have a sense of belonging (Harrison, 1968). Opportunities for systematically planned, short-term successes should be created and celebrated (Blanchard, 1997). This type of success can lead individuals to understand that attainment of goals are possible and valued. Kindness, small courtesies, and sincere recognition set the tone for communication and provide individuals with a positive sense of direction that may encourage them to draw on their inner resources to do their best (Covey, 1990; Kouzes & Posner, 1995). Valuing victories and celebrating efforts may provide encouragement and valiancy in the face of adversity, and may lead to brilliance and superior accomplishments in times of prosperity and success (Kouzes & Posner, 1995).

Management and Leadership

As mentioned earlier, while management and leadership theories have been classified and contemplated separately, the two constructs contain fundamental skills that must be interrelated in

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administrative practice. Deal and Peterson (1994) maintained that it is not enough for organizations to be led by technically skilled administrators with abilities to coordinate, plan, and make sound decisions. Instead, leadership, as a set of conceptual skills used to recognize interrelationships and to visualize and advance organizations toward its goals, is operationalized by the employment of technical management skills through which the goals are accomplished.

Efficient, goal-directed organizations must be deeply committed to a meaningful purpose that serves to unite the organization through symbolic behaviors (Burns, 1978; Deal & Peterson, 1994; Sergiovanni & Starratt, 1993). Effective functioning of organizations in complex systems requires administrative efforts with attention to rational analysis, strategic planning, and reflective decisionmaking, in combination with vision, moral purpose, continuous improvement, and encouragement. The complex role of special education administrators relating to secondary transition services is examined in the following section.

Special Education Administration and Transition Services

Administrative support has been identified as critical to the success of transition efforts (Anderson & Asselin, 1996; Benz & Halpern, 1987; Blalock, 1996; Kohler, 1997). Federal and state laws mandate the provision of appropriate educational opportunities for students with disabilities, however, simple compliance with the law does not necessarily render effective practice (Baer et al., 1996). While administrators must manage special education services, gather data, and monitor practices, they are equally responsible for those functions relating to human and conceptual skills as noted by Ianacone and Kochhar, (1996). Specifically, special education administrators must be facilitators in the shared process of reflective inquiry regarding conditions that promote positive youth in postschool settings. They must also serve as mediators who fuse together differing perspectives on the problem, and developmental strategists who view solutions

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in terms of potential for creating long-term social change in which the community is invested (Ianacone & Kochhar, 1996; Kohler, 1997).

Current emphases on back to basics and increased academic standards tend to ignore the concept of individual differences and threaten to obscure transition education efforts (Clark & Kolstoe, 1995). These social and political issues highlight the need for effective leadership to advocate for access and full participation of students with disabilities in education and employment preparation (Ianocone & Kochhar, 1996).

The recent reauthorization of IDEA (1997) included fundamental changes that stressed the importance of transition services by strengthening the integrity of the original transition concept; and by clarifying activities in the provision of transition services (NTN, 1997). The 1997 amendments emphasized congressional recognition of the value of transition through the retention of the original definition requiring a statement of transition services to be included in students' IEPs by age 16, and by adding a new requirement. The new IDEA (1997) mandated that beginning at age 14, a statement of transition services must be included in the IEP that focuses on the course of study for individual students with disabilities. While the two requirements seem confusingly similar, the intent was to focus at an earlier age on the child's educational program and planning so that successful transition to life goals in postschool settings may be attained (NTN, 1997). Specific agency linkages and responsibilities, however, do not need to be addressed until age 16.

In the 1990 IDEA, the postschool focus was found only in the transition definition. Section 1400 (d) of the 1997 amendments to IDEA, however, stated that the purpose of a free appropriate public education is to prepare students for employment and independent living. Thus, the new amendments strengthened the point in a broader special education context that may lead

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to increased emphasis on a more seamless transition toward life goals from early childhood education through graduation (NTN, 1997). The emphasis on transition appears to be at odds with reform efforts centered on raising academic standards and accountability (McDonnell, McLaughlin, & Morrison, 1997). All students should have access to challenging standards; however, comprehensive outcomes that prepare students with disabilities to become productive and independent adults need also to be developed and supported (McDonnell et al., 1997).

Traditionally, special education has valued educational outcomes that are broader than those with strict academic orientation; however, special education shares common goals with general education reform in terms of federal school-to-work efforts. Because these initiatives emphasized creating a system of service for all students, opportunities exist to address special education transition issues in a broader more inclusive context (Halpern et al., 1995). The concept of transition planning has implications for all students as they consider curricular options that will prepare them for successful postschool employment, education and training, and community life (Furney et al., 1997). Leaders in special education need to ensure that the interests of students with disabilities are being represented in the goals and activities in general education transition initiatives (Furney, et al., 1997; Johnson, 1996).

Secondary Transition

To consider administrators' leadership role in transition planning and programming, first it is useful to review the fundamental premise of transition services. Despite national and state attention to special education issues, students with disabilities continue to experience problems associated with the transition process (Anderson & Asselin, 1996; Furney et al., 1997; USDE, 1993). According to the National Longitudinal Study of Special Education Students (1993), 38% of students with disabilities left school by dropping out. Employment data from a Harris Survey

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indicated that 60% of all working-age persons with disabilities were unemployed and that the average earnings of those individuals who were working were 35% less than for those workers without disabilities (LHA, 1994). Disappointing levels of educational and occupational attainment of students with disabilities cannot be attributed to one source, however. Lack of interagency planning, staff development, and formal transition services and programs are commonly reported areas of breakdown in transition best practice (Anderson & Asselin, 1996; Baer et al. 1996).

Students with disabilities must move from public education, a relatively coordinated structure of services to which they are entitled, to a fragmented, often confusing array of services providers to which they must demonstrate their eligibility (Blalock, 1996; Wandry & Repetto, 1993). The IDEA (1990) first formalized the concept of interagency and community linkages by making it a part of the IEP process requiring that representatives of other agencies providing or paying for services be included in the planning. An integrative approach to transition efforts has been identified as exemplary practice in developing and supporting educational services to assist student in negotiating the maze of post-school opportunities that may facilitate future success (Blalock, 1996; Hasazi, Gordon & Roe, 1985; Johnson & Rusch, 1993). Figure 3 presents a model of elements essential to effective secondary transition services based on those components most frequently cited in the literature.

Interagency efforts. Building strong interagency partnerships fosters a more seamless delivery system that makes connections while students are in school and helps maintain these connections as students move into postschool environments. School personnel, agency personnel, employers, community, students, and families must work together in a coordinated effort to assist

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Figure 3. Elements of successful secondary transition.

Elements Most Frequently Cited in the Literature	Asselin & Clark, 1993	Clark & Kolstoe, 1995	Ianacone & Kochhar, 1996	Repetto & Correa, 1993	Wandry & Repetto, 1993	West, et al., 1992	Kohler, 1997	Kohler et al., 1994	Bassett, et al., 1997	Taymans & deFur, 1994	Anderson & Asselin, 1996	Severson, et al., 1994	McDonnel et al, 1991	Blalock, 1996	Johnson et al., 1993
Interagency Efforts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Curriculum Issues	•	•	•	•	•	•	•	•			•	•	•	•	•
Policy Concerns			•	•	•	•						•	•	•	•
Personnel Development	•	•	•	•	•		•		•	•	•	•	•		
Student/ Family Involvement	•	•	•	•	•	•	•	•	•	•	•	•	•		•
Administrative Support	•	•	•				•			•	•	•	•	•	•

students in preparing for participation in life beyond public schools (Repetto & Correa, 1996). Individuals with responsibility for secondary transition should become familiar with the roles and requirements of agencies and parallel service systems in order to effectively coordinate programming for individual students (Severson et al., 1994).

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Communication with adult agencies is an important issue in providing connections with students and families and in supplying referral information so that budgets and other administrative preparations can be accomplished (Benz & Halpern, 1987; Benz et al., 1995; Blalock, 1996). Tasks relating to interagency collaboration, however, are often complicated by bureaucratic entanglements that inhibit effective transition planning (Halpern, 1985; Tonelson & Waters, 1993). Thus, research indicated that community representatives rarely participate in formal transition planning meetings for students with disabilities (Benz & Halpern, 1987; Benz et al., 1995; deFur, Getzel, & Kregel, 1994; Kohler, Destefano, Wermuth, Grayson, & McGinty, 1994). This delineates a major obstacle to the provision of transition services in compliance with the law.

According to the IDEA (1990), it is the responsibility of the administrator to implement interagency participation in transition planning; however, this mandate often translates into mere compliance with paper work requirements (Baer et al., 1996; Wandry & Repetto, 1993). The vast majority of respondents in a study by Asselin and Anderson (1996) indicated that cooperative planning was encouraged, but, only half indicated that an individual was assigned the responsibility to coordinate planning. It is the legal responsibility of educational agencies to facilitate interagency cooperation and they will be held accountable if it is not fulfilled (Mason City Community School District, 1994; Wandry & Repetto, 1993; Yankton School District, 1994).

Curriculum issues. Curriculum planning within the context of the community, involving students and families, sharing community resources, and collaboration between general, vocational, and special education is an essential element in transition planning that demonstrates the need for a collaborative approach (Asselin & Clark, 1993; Blalock, 1996). Traditionally,

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individuals and organizations have functioned in an independent manner that limited the opportunities for integrating disciplines pooling and expertise (Ianacone & Kochhar, 1996). It is important for administrators to ensure opportunities for academic instruction, yet it is equally important to prepare students to be participating citizens in an inclusive adult world (Repetto & Correa, 1993). Integrated services targeting academic, vocational, independent living, and social/interpersonal skills are fundamental elements of desired instruction for secondary students (Clark & Kolstoe, 1995).

Curriculum directions can also be influenced by community employers to promote meaningful instructional opportunities (Blalock, 1996; Clark & Kolstoe, 1995; Phillips, 1990). A variety of curricular options and instructional settings should be available to all students, therefore, general, vocational, and special education connections must be created and maintained to ensure access for special populations to the full range of educational options (Benz & Halpern, 1986; Kochhar & Deschamps, 1992).

The concept of transition planning has important implications for all students, as students with and without disabilities need to be prepared for postschool education and training, employment, and life in the community (Furney et al., 1997). Transition initiatives should be integrated into visions for the future that include general education reform efforts and federal school-to-work initiatives. Without these connections, secondary transition may be categorized as a special education issue that is neglected in general education attempts to reform secondary curricula. (Clark & Kolstoe, 1995; Furney, et al., 1997).

Policy concerns. Educational leaders must ensure the delivery of special, individualized services to students with disabilities in compliance with the procedural requirements of the law. However, state and local policies that enhance federal transition mandates are needed to support

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and sustain effective administrative efforts. Legislation supporting transition initiatives is essential for positive, long-term transformation (Blalock, 1996). Although there is no single best way to implement the requirements of IDEA, best practices need to be identified as a reference point for reflecting on current practices and promoting improvements (Furney et al., 1997). Translating policy into practice requires knowledge and commitment and must be placed in the context of local needs. Knowledge and research that inform policy at the federal, state, and local level must be monitored by professionals in special education so that they may advocate for secondary transition (Ianacone & Kochhar, 1996).

Secondary transition policy and practices research has implications for professional development. Educators need to be trained in the importance of self-determination, social skills, career planning and development, student-centered goals, other service systems, and collaboration skills (Kohler, 1997). School counselors, administrators, and general educators should be included in training related to transition content and process. In addition, strategies suggested to support interagency participation and curriculum development include regular sharing of information, and increased personnel support and preparation (Repetto & Correa, 1996).

Personnel development. Successful transition can only occur if personnel are knowledgeable about "best practices" that relate to transition planning and implementation (Severson et al., 1994). Administrators, therefore, are responsible for arranging staff development opportunities as necessary to respond to the need for effective transition planning and service delivery. Competencies that are grounded in the skills of communication, consultation, collaboration, and increased knowledge of agencies and systems change could be greatly enhanced by staff development activities (Anderson & Asselin, 1996; deFur & Taymans, 1995).

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While currently, few special education teacher training programs prepare professionals for teaching critical secondary transition skills, programs are beginning to acknowledge the need to adjust curriculum to address these issues (McDonnell et al., 1991; Taymans & deFur, 1994). Staff development activities should encourage professional growth through opportunities to apply, practice, and reflect on skills that are presented (Bassett, Patton, White, Blalock, & Smith, 1997; Billingsly et al., 1993). Leaders in special education must systematically plan for cooperation and allocation of staff and time to support a structured training inservice process (Anderson & Asselin, 1996).

Student/family involvement. Individual students are at the center of secondary transition services. Thus, education and employment preparation programs should promote the active participation of both students and families (Ianacone & Kochhar, 1996). Self-determination is an important concept for students in this preparation. Self-advocacy and assertiveness are integral elements in the transition process as students move toward increased self-reliance and greater autonomy and must be taught through carefully developed curriculum and instructional strategies (Field, 1996).

Families and students are the only constant in the transition process, with parents or other family members often serving as case managers (Benz & Halpern, 1987). As active participants in the process, students and families need to be aware of opportunities and choices across educational, agency, and community systems (Blalock, 1996). Armed with this knowledge, they are empowered in making transition decisions (Asselin & Clark, 1993). Their participation also ensures that plans and activities are based on individual student needs and interests (Wandry & Repetto, 1993). Despite the importance of family participation to the outcome of the transition process, parents often have less contact with teachers as their children grow older (Wikfors,

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1995). Gaining family systems perspectives and respecting family preferences are important components in individualizing communication and garnering support that will contribute to the success of students as they make decisions related to education, employment, and community living goals.

Administrative support. Woven throughout the critical elements in effective secondary transition is the concept of administrative support. Intended outcomes can only be accomplished if resources and processes are developed and supported by individuals responsible for special education (Ianacone & Kocchar, 1996). Interagency linkages, family connections, staff development, curricular options, and policy involvement must be conceptualized and facilitated collaboratively. While secondary transition is a collaborative effort, strong administrative support for transition services can have a positive influence upon resolving many traditional obstacles (Benz & Halpern, 1987).

Secondary special education programming must provide students with curricula related to transition and life skills development. An appropriate framework for all exceptionalities at the secondary level must be developed. Clear choices should be available for students among curricula of courses of study that include outcome goals ranging from academic achievement to life skills development (Clark & Kolstoe, 1995). Although general education appears to be moving in the direction of more restrictive focus on academics, the importance of establishing a transition education curriculum in various program options does not diminish. Recent educational reform initiatives that promote academic rigor and fail to consider the crucial need for alternative programming for large numbers of students are a major challenge for those responsible for transition planning (Blalock, 1996; Neubert, 1997). Ensuring that appropriate curricular options and educational supports are incorporated into state and local plans to guarantee equal access for

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students with disabilities is a challenge that must be addressed. In planning for transition services for students with disabilities, it is necessary for leaders to be vigilant in maintaining equity of opportunities for students in both academic and vocational education through a collaborative, crossdisciplinary process.

Special education administrators are ultimately responsible for ensuring that students with disabilities receive high-quality transition services that meet students' individual needs, interests, and preferences (Asselin & Clark, 1993; Flexer, Baer, Simmons, & Shell, 1997; Kohler, 1997). Administrators must take the leadership role in developing and articulating the vision, philosophy, policy, planning, and resource development related to transition initiatives.

Summary of Literature Review

Management and leadership functions are essential to administer programs and organizations effectively. Both constructs are necessary elements in achieving goals and purposes across dynamic educational environments. Special education professionals need to reflect on their role in providing services by working to create inclusive communities and schools that are committed to all students (Johnson, 1996; Lewis, 1998). The unique challenge of individuals responsible for special education is to serve the needs of students who are exceptional, while integrating within the larger system and advocating for reforms that will better meet the needs of all students (Furney et al, 1997; Johnson, 1996; Lewis, 1998).

Administrators must not only monitor transition practices for compliance, but are also called to create a climate of support within the division. Leadership efforts to help students with disabilities must be communicated to teachers, transition specialists, school boards, teacher organizations, and citizen groups at every opportunity (Asselin, Todd, & deFur, 1998; Clark & Kolstoe, 1995; Sage & Burrello, 1986, Sergiovanni & Starratt, 1993). Special education

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administrators must clarify their roles as they evolve within a dynamic system of often contradictory demands.

The focus of this study was to describe the role of the special education administrator in providing transition services from both leadership and management perspectives. Although the transition movement has attained high visibility in recent years, it is not new (Clark & Kolstoe, 1995; Halpern, 1992, Neubert, 1997). Issues of preparing youth for adult roles in society are as pertinent today as they were 50 years ago when Dr. William Jensen addressed the 1947 International Council for Exceptional Children convention (Neubert, 1997). He stated, "It is the right of the exceptional to leave school capable of being contributors to society. It is the duty of the schools to see that individuals whenever possible do not leave without such capabilities" (p 5). The duty is mandated in the IDEA (1997), but simply abiding by laws does not ensure quality services (Baer et al., 1996; Boscardin & Jurgensen, 1996). Administrative support of policy and practice that reflects the spirit of the legislation will empower youth with disabilities to make smooth transitions from school to personally fulfilling roles in postschool environments (Durlak, Rose, & Bursuck, 1994; Field, 1996).

An exploration of the necessary management and leadership components of the role of special education administrators will contribute to more effective support for future transition initiatives. The role of special education administrators has traditionally been defined in terms of technical management competencies. No study has examined the nature of the role of special education administrators in terms of varying emphases on management and leadership constructs. Administrator preparation programs should reflect research-based constructs and competencies that address outcome-based, student centered services.

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Training programs must recognize the need to prepare students to administer secondary transition services effectively. An exploration of the necessary management and leadership components of the role of special education administrators will contribute to more comprehensive and effective support for future transition initiatives.

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Chapter 3: Methodology

The major purposes of this study were to: (a) examine the role of the special education administrator relating to transition services from leadership and management perspectives; (b) explore the relationship between leadership and management components of this role; and (c) compare the perceived ideal role to the real role. Data were collected from division-level special education administrators in Virginia using a survey design that employed a questionnaire. The methodology and procedures used to investigate the research questions and hypotheses are presented in this chapter.

Research Questions

Phase I Research Questions: The Role of Special Education Administrators as It Relates to Transition Services from both Leadership and Management Perspectives

I.1 To what extent do special education administrators consider transition tasks and functions with management components to be responsibilities of their roles?

I.2 To what extent do special education administrators consider transition tasks and functions with leadership components to be responsibilities of their roles?

I.3 To what extent do special education administrators consider transition tasks and functions with both management and leadership components to be responsibilities of their roles?

Research Hypotheses

Phase II Research Hypotheses: The Difference Between Perceived Ideal and Real Roles of Special Education Administrators as They Relate to Transition Services from Both Leadership and Management Perspectives

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II.1 Mean scores for the perceived ideal role will be significantly greater ($p<.05$) than mean scores for the perceived real role of special education administrators relating to transition services from a management perspective.

II.2 Mean scores for the perceived ideal role will be significantly greater ($p<.05$) than mean scores for the perceived real role of special education administrators relating to transition services from a leadership perspective.

II.3 Mean score for the perceived ideal role will be significantly greater ($p<.05$) than mean scores for the perceived real role of special education administrators relating to transition services from both management and leadership perspectives.

II.4 There is significant difference ($p<.05$) between the leadership and management components of the perceived ideal role of special education administrators relating to transition services.

II.5 Mean scores for the management components will be significantly greater ($p<.05$) than mean scores for the leadership components of the perceived real role of special education administrators relating to transition services.

Phase III Research Hypotheses: The Relationship among Perceived Ideal and Real Roles of Special Education Administrators as they Relate to Transition Services from Both Leadership and Management Perspectives.

III.1 There is a positive relationship ($p<.05$) between the perceived ideal and real roles special education administrators as they relate to transition services from a management perspective.

III.2 There is a positive relationship ($p<.05$) between the perceived ideal and real roles of special education administrators as they relate to transition services from a leadership perspective.

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III.3 There is positive relationship ($p<.05$) between the perceived and real roles of special education administrator as it relates to transition services from both leadership and management perspectives.

III.4 There is a positive relationship ($p<.05$) between leadership and management components of the perceived ideal role of special education administrators relating to transition services.

III.5 There is a negative relationship ($p<.05$) between leadership and management components of the perceived real role of special education administrators relating to transition services.

Participants

Division level-directors or supervisors with responsibility for special education services in all (133) public school divisions in the Commonwealth of Virginia comprised the sample. A list of names and addresses were obtained from the Virginia Department of Education. The cover letter (see Appendix A) sent to participants emphasized that the study was based on the perceptions of division-level directors and supervisors specifically, so the task of completing the questionnaire should not be delegated to an assistant in this effort.

Instrumentation

The broad purpose of this study was to explore the role of the division-level special education administrator as it relates to transition services from both leadership and management perspectives. Survey methodology was selected for data collection because it can be used to systematically obtain and explore substantial information from a relatively large population (Kerlinger, 1979). A review of related studies offered no appropriate survey instrument for use in this study. Therefore, an instrument was developed based on

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the work of researchers and theorists in the fields of leadership, management, and transition.

Survey questions addressed key elements of successful transition programming. Questions also addressed leadership and management tasks identified in the literature. Tables of specifications were developed by selecting the factors relating to leadership, management, and transition, then constructing the questions based on those components. Multiple survey items relating to secondary transition were used to assess management and leadership dimensions. The final form of the survey (see Appendix B) consisted of two sections: Part I contained questions to obtain demographic information for the purposes of describing the sample. Part II contained items specific to perceptions regarding the role related to transition from both leadership and management perspectives. The primary use of closed-form questions ensured comparability of information and ease of response. The results of the responses to the questionnaire were used to answer Research Questions and Research Hypotheses.

Questions in Part I, Items 1-12, were designed to obtain background information so as to describe the sample in terms of gender, years of experience in present position, and prior educational, training, teaching, and administrative experiences. Respondents were asked to provide information regarding amount of time spent on transition issues and numbers of division coordinators and/or assistants with transition responsibilities. Information was also sought to determine perceptions of transition services effectiveness in the division and if applications for grants had been made to fund transition initiatives during the respondent's tenure.

In Part II, a total of 50 items assessed respondents' perceptions of the administrators of their ideal and actual roles pertaining to leadership and management as

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these relate to transition issues. Five to six questions relating to transition services addressed each of the various components of management and leadership that were based on the literature and existing research. Components of management included planning, organizing, coordinating, reporting, and budgeting. Leadership components included challenging, visioning, empowering, modeling, and encouraging. Each of the elements of successful transition programming identified in the literature were addressed in six or more of the questions. These include interagency efforts, curriculum, policy and procedures, personnel development, and family/consumer involvement. Part II also contained two open-ended items in which respondents described factors that enabled their role to effectively administer transition programming, as well as barriers that hindered their role.

The statements were rated on a 4-point Likert scale and were based on the respondents' perceptions of ideal and real roles as they relate to transition issues from both leadership and management perspectives. In Part II, Items 1 through 52 were rated on a Likert scale ranging from to great extent to not at all (e.g., 1= not at all). Composite scores were generated for the perceptions of the ideal and real roles of management and leadership relating to functions of administering secondary transition services.

At least four questions were written for each of the components of management and leadership in order to obtain a reliable representation of the constructs based on the operational definitions. Figure 4 presents the numbers of items that refer to tasks related to management intended to portray a balanced representation of components within the construct. The revised survey (see Appendix B) presents the questions that correspond with the numbers in Figures 4 and 5.

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Figure 4. Survey items addressing management tasks.

Management Tasks	Survey Items
Planning	7, 15, 17, 18, 37, 43
Organizing	13, 26, 45, 46, 50
Coordinating	2, 9, 12, 35
Reporting	3, 23, 24, 25, 29
Budgeting	19, 21, 22, 30, 39

Survey items relating to secondary transition were used to assess leadership dimensions. Figure 5 presents the numbers of items relating to leadership tasks that were meant to depict a reliable and balanced representation of components within the construct.

Figure 5. Survey items addressing leadership tasks.

Leadership Tasks	Survey Items
Challenging	1, 8, 27, 31
Visioning	16, 20, 28, 40, 49
Empowering	32, 34, 38, 41, 44
Modeling	4, 5, 10, 33, 47
Encouraging	6, 11, 15, 36, 42, 49

Expert Panel

The questionnaire was reviewed by a panel of experts in transition and administration consisting of seven field practitioners and five university professors. The field practitioners included Dr. Judy Wald, CEC National Center for Special Education

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Clearinghouse, Reston, Virginia; Mr. Jim Heiden, Special Education Director, Cudahy, Wisconsin; Dr. Iva Dean Cook, Special Education Director and former president of CEC Division of Career Development and Transition (DCDT), Scott Depot, West Virginia; Dr. Dianne Gillespie, Principal Investigator, Training and Technical Assistance Center (T-TAC), Virginia Polytechnic Institute and State University, and former state director of special education; Mr. Tracey English, Specialist, T-TAC, College of William and Mary; Dr. Carol Massanari, Specialist in Leadership Development, Mid-South Regional Resource Center, University of Kentucky; and Dr. Carol Wallington, Specialist, Vocational Transition Services, Washington, DC. Higher education professionals serving as expert reviewers had research interest or prior technical experience in secondary transition and/or administration. They included Dr. Dianne Bassett, University of Northern Colorado, Greely, Colorado; Dr. Carol Kochhar, George Washington University, Washington, DC; Dr. Jane Razeghi, George Mason University, Fairfax, Virginia; Dr. Alice Anderson, Radford University, Radford, Virginia; and Dr. Kay Shriner, University of Arkansas, Fayetteville, Arkansas.

The panel was asked to review the instrument and provide feedback regarding issues of construct validity and presentation. Recommendations were sought regarding clarity of directions and language, length, and comprehensiveness of the topic. The panel was provided with definitions of management and leadership and was asked categorize each of the items. The ratings and recommendations of the judges were considered in making revisions, deletions, and additions. The final instrument had an interrater reliability of .79. Prior to executing the next phase, revisions were made to structure items based on suggestions from the panel.

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Five special education professionals reviewed the final version of the survey. They included Mr. Rick Reames, Special Education Director, Florence, South Carolina; Ms. Suzette Catoe, Special Education Coordinator, Florence, South Carolina; Ms. Rita Brandon, Special Education Teacher, Nashville, Tennessee; Ms. Sheila Bailey, Doctoral Candidate, College of William and Mary; and Special Education Teacher, Crater Detention Center, Prince George, Virginia; Ms. Evelyn Reed-Victor, Doctoral Candidate, College of William and Mary.

Data Analysis

Data collected from both Part I and Part II of the questionnaire were analyzed using descriptive statistics. Frequencies, means, and standard deviations were used to describe the variables in both sections. Perceptions of ideal and real responsibilities of special education administrators were analyzed by making pairwise comparisons. To determine which pairs of means differed significantly, comparisons were made using t-tests. Statistics were used to identify relationships and the degree of relationships between perceived ideal and real roles of special education administrators. The Pearson correlation coefficient was used to determine the magnitude of the relationships between management and leadership dimensions of the role.

Responses to the open-ended questions at the end of the questionnaire relating to the perceived factors that enable and impede administration of transition services were coded according to categories derived directly from the data. After careful study of the data, similarities that were considered instances of the same concept were identified and labeled as categories. This conformed to the principles of grounded theory in which categories are "grounded" in the data (Gall, Borg, & Gall, 1996, p. 565). Data were

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analyzed for common words and shared meaning, and coded according to the established categories.

Ethical Safeguards

The anonymity of the participants was protected in this study (see Appendix A). To ensure confidentiality, participants' names and/or school divisions did not appear on the questionnaire. Names of respondents were listed on separate postcards, which were to returned by participants to indicate completion of the survey. Returned postcards were then used to record participation of specific school divisions and to determine follow-up mailings with those who do not respond to original requests.

The study was conducted in keeping with acceptable research practices. A research proposal was submitted to and approved by the Human Subjects Committee of The College of William and Mary. Results of the study were mailed to all participants who requested a copy.

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Chapter 4: Results

The current study investigated the complex role of special education administrators as leaders and managers related to transition services in secondary special education. Major purposes of this study included: (a) examination of the role of special education administrators related to transition services from both leadership and management perspectives, (b) exploration of the relationship between the leadership and management components of their roles, and (c) comparison of their perceived ideal roles to real roles. A survey design employed a questionnaire to collect data from division-level special education administrators in Virginia's public school divisions.

Questionnaire Development

Based on the review of the literature in educational management, leadership, and transition, an instrument was developed to explore these topics as components of the role of administrators with responsibility for special education. Survey questions were developed to integrate key elements of successful secondary transition services as manifested in either leadership or management functions and tasks.

Expert Panel

A 12-member panel of experts in the field of transition administration reviewed the instrument to determine construct and content validity. The expert panel, described in Chapter 3, consisted of seven field practitioners and five university professors. Panelists were asked to: (a) evaluate whether each survey item related to the construct of management or leadership by referring to the definitions provided, and (b) note any suggestions or changes to the survey that would improve clarity of directions, language, length, and comprehensive coverage of the topic of transition. Appendix C contains the

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survey form that the expert panel used to judge the items along with the cover letter inviting participation.

An interrater agreement of 80% was set as the minimum criteria for acceptance of individual survey items. Several items were revised to represent a more clearly management or leadership focus based on comments and suggestions from the panel. Table 1 presents a summary of the item analysis showing percentages of agreement with either leadership or management focus for each item.

Items with less than 80% agreement among the expert panel were modified with attention to syntax in response to panel recommendations. Suggestions made by the panel included various changes related to semantics and sentence structure, closely related items, and recommendations to structure items by topic. Several panelists noted that the use of two terms to describe various tasks could be confusing to respondents, especially when one term seemed to describe a management function and the other a leadership function. For example, Item two2 in the initial survey, designed to be a leadership item, was "Initiate and encourage curriculum development and modifications to promote transition efforts." Panelists pointed out that the words "initiate" and "encourage" represented two different actions. "Initiate" could be interpreted as a management task, while "encourage" could be seen as a leadership task. The revised item included as number Item 8 in the final version of the survey was stated as follows, "encourage curriculum development and modifications to promote transition efforts." A number of items were modified to clarify language in a similar way. Three items

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Table 1

Expert Panel Review Item Analysis

Item	Item Focus: Management (M) Leadership (L)	% Answer Agreement	Item	Item Focus: Management (M) Leadership (L)	% Answer Agreement
1	M	75	27	L	67
2	L	58	28	L	75
3	L	67	29	L	25
4	M	92	30	M	100
5	L	100	31	L	75
6	L	83	32	M	100
7	M	83	33	L	67
8	M	92	34	L	83
9	M	73	35	M	92
10	M	92	36	M	92
11	L	42	37	M	92
12	L	58	38	L	25
13	L	50	39	L	58
14	M	100	40	M	75
15	M	50	41	L	92
16	M	92	42	L	67
17	M	83	43	L	42
18	L	58	44	M	100
19	L	67	45	L	42
20	M	100	46	M	100
21	L	58	47	M	58
22	M	42	48	L	75
23	M	92	49	L	100
24	M	100	50	M	92
25	M	100	51	L	83
26	L	58	52	M	67

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were omitted due to overlap with other survey items. One item was added to include an aspect of transition not previously addressed in the instrument as ruled by panelists. The new item, Item 20 on the revised version of the survey, was "conceptualize transition program philosophy in policy making."

Detailed comments and agreement on needed changes by a number of panelists led to revision of many items to augment clarity. Based on suggestions by the experts, language recognized as representing management (e.g., "planning", "organizing", and "coordinating") and leadership (e.g., "visioning", "modeling", and "encouraging"), was included to clarify a number of items. For example, Item 19 on the initial survey was "seek opportunities to participate in training related to the provision of transition services." The item was revised to more clearly depict the function of leadership. Included as Item 33 on the final version of the survey, it was revised as "Model professional development by personally participating in training related to transition services." As suggested by the expert panel and colleagues, items were renumbered and categorized according to the five identified transition components. Renumbering of items from the original survey to the final form is presented in Table 2. Five professionals in the field of special education and the dissertation committee reviewed the final version of the survey and provided suggestions for clarity of purpose, language, and directions. Fifty items were retained in the final form of the survey.

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Table 2

Items on Original and New Versions of the Survey on the Role of Special Education Administrators in Providing Secondary Transition Services for Students with Disabilities

Transition Components	Management Original	Management New	Leadership Original	Leadership New
Interagency	9, 10, 7	2, 3, 7	6, 18, 27, 29	1, 4, 5, 6
Curriculum	22, 15, 25, 37	9, 12, 13, 14	2, 3, 13, 49, 5	8, 10, 11, 15, 16
Policies and Procedures	4, 8, 14, (16), 21, 23, 24, 30, 32, (43), 44, 46	17, 18, 19, 22, 23, 24, 25, 26, 29, 30	33, 34, 28	20*, 27, 28, 31
Personnel	38, 40, 50	35, 37, 39	11, 19, 31, 39, 47, 40, (42)	32, 33, 34, 36, 38, 40
Families and Students	17, 35, 36, 52	43, 45, 46, 50	1, 12, 26, 45, 48, 51	41, 42, 44, 47, 48, 49

( ) = deleted.
* = added.

Return Rate

A postcard was mailed to solicit responses to the forthcoming questionnaire. One week after the postcard was sent, the revised version of the questionnaire was mailed to special education directors in all (133) public school divisions in Virginia. Within two weeks of mailing the questionnaires, 67 (50%) of the surveys had been returned. In response to a reminder postcard, 21 additional responses (16%) were received the following week. A final mailing of a follow-up letter accompanied by another copy of the questionnaire sent to all nonrespondents five weeks after the initial mailing led to 16 more surveys, for an overall response rate of 78% (n=104).

Of the 104 surveys returned, five were unusable and 99 (or 74% of the original sample) were useable. Four of the five unusable questionnaires were returned blank. To three of these notes were attached stating that the respondent was no longer employed at

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the division. One attached a cover letter stating that he or she did not have time to complete the questionnaire. The last survey was returned with incomplete responses to many of the survey items. In 10 cases, responses were missing to one or two items, which had a minimal effect on data analysis; these questionnaires were kept in the analysis by replacing missing ratings with a 2.5, which is neutral on the scale.

Demographic Information: Responding Administrators

The questionnaire included 13 multiple-choice items to gather descriptive information on the experience of the administrator, number of transition coordinators in the division with responsibility for secondary transition, transition-related grant initiatives, and effectiveness of transition services in the division. Frequency counts and percentages of demographic data collected are presented in Table 3. Of the 99 useable surveys returned by special education administrators, 90 (91%) were completed by special education directors and nine (9%) were completed by another administrator in the division. Professional titles of the nine other administrators completing the survey included directors of student services (2), assistant superintendents (3), a coordinator of special services (1), a secondary coordinator (1), a director of special programs (1), and a director pupil personnel services (1).

A majority of responding special education administrators (66.7%) were female and 71.7% of all respondents had degrees in special education. Sixty-one (61.6%) of respondents had master's degrees, 14% had earned Ed.S. degrees, and 23.2% had

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Table 3

Frequency Counts and Percentages for Information to Describe Special Education Administrators Sample

Descriptive Information	Frequency Count	%
Male	33	33.3
Female	66	66.7
Degree in Special Education	71	71.7
Level of Education		
B.A./B.S.	1	1.0
M.A./M.Ed.	61	61.6
Ed.S.	14	14.1
Ed.D./Ph.D.	23	23.2
Years Experience in Position		
0-2	15	15.2
3-8	42	42.4
9-20	34	34.3
21 or more	8	8.1

doctoral degrees. The largest number of administrators (42.4%) had between three and eight years of experience in their current position, 34.3% had been in their jobs nine to 20 years. Fifteen administrators had zero to two years of experience in their jobs,

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accounting for 15.2% of the sample, and 8.1% had been in their current positions for 21 or more years.

Table 4 summarizes additional respondent information on prior experiences related to secondary administration, secondary classroom teaching, and secondary transition experience. Administrators were asked to indicate whether they had prior administrative and teaching experiences at the secondary level. Descriptive information was used to verify the generalizability of survey results.

Table 4

Frequency Counts and Percentages for Prior Secondary Experiences and Transition Training

Descriptive Information	Frequency Count	%
Administrators with Prior Secondary Education Administrative Experiences	29	29.3
Administrators with Prior Secondary Education Teaching Experience	67	67.7

A majority of respondents (67.7%) reported prior secondary teaching experiences, while only 29.3% reported prior administrative experiences in secondary education. A question was asked about the amount of personal work time the special education administrators devoted to transition services. Table 5 presents the responses in frequency counts and percentages.

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Table 5

Frequency Counts and Percentages for Administrators' Personal Work Time Devoted to Transition

Personal Work Time Devoted to Transition	Frequency Count	%
Less than 5%	44	44.4
5-25%	46	46.5
26-50%	7	7.1
51-75%	1	1.0
76-100%	1	1.0

Ninety special education administrators (91%) reported that they spent less than 26% of their personal work time on transition services. While 7.1% responded that they spent between between 26-50%, only 2% indicated that they devoted more than 50% to transition services.

Two questions addressed the number of full- and part-time coordinators or assistants in divisions with direct responsibility for assisting teachers in providing transition services. Frequency counts and percentages for numbers of full-time and part-time coordinators are presented in Table 6.

Thirty-seven percent had neither full-time nor part-time coordinators. Administrators reporting at least one full-time coordinator were 29%, with 22% reporting at least one part-time coordinator. Eleven administrators (11%) reported at least one full-

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Table 6

Frequency Counts and Percentages for Number of Full-Time and Part-Time Coordinators with Responsibility for Transition Services

Number of Coordinators	Frequency Count	%
No full- or part-time coordinators	37	37.4
One or more part-time coordinator	22	22.2
One or more full-time coordinator	29	29.3
One or more full-time and part-time coordinator	11	11.1

time coordinator and one part time coordinator.

To collect background information on funding initiatives during the tenure of the respondents, a question asked whether divisions had applied for grants related to transition. The frequency counts and associated percentages for the responses to this item are presented in Table 7.

Table 7

Frequencies and Percentages for Transition Grant Initiatives

Grant Initiatives	Frequency Count	%
Divisions Applying for Grant Money For Transition	59	59.6

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The results indicated that 59.6% of the respondents' divisions had applied for federal or state-funded grant money related to transition initiatives. While the question did not ask whether the divisions had received the grant, the fact that they had applied demonstrated a commitment to secondary transition services.

Figure 6 represents percentages of choices administrators made regarding the

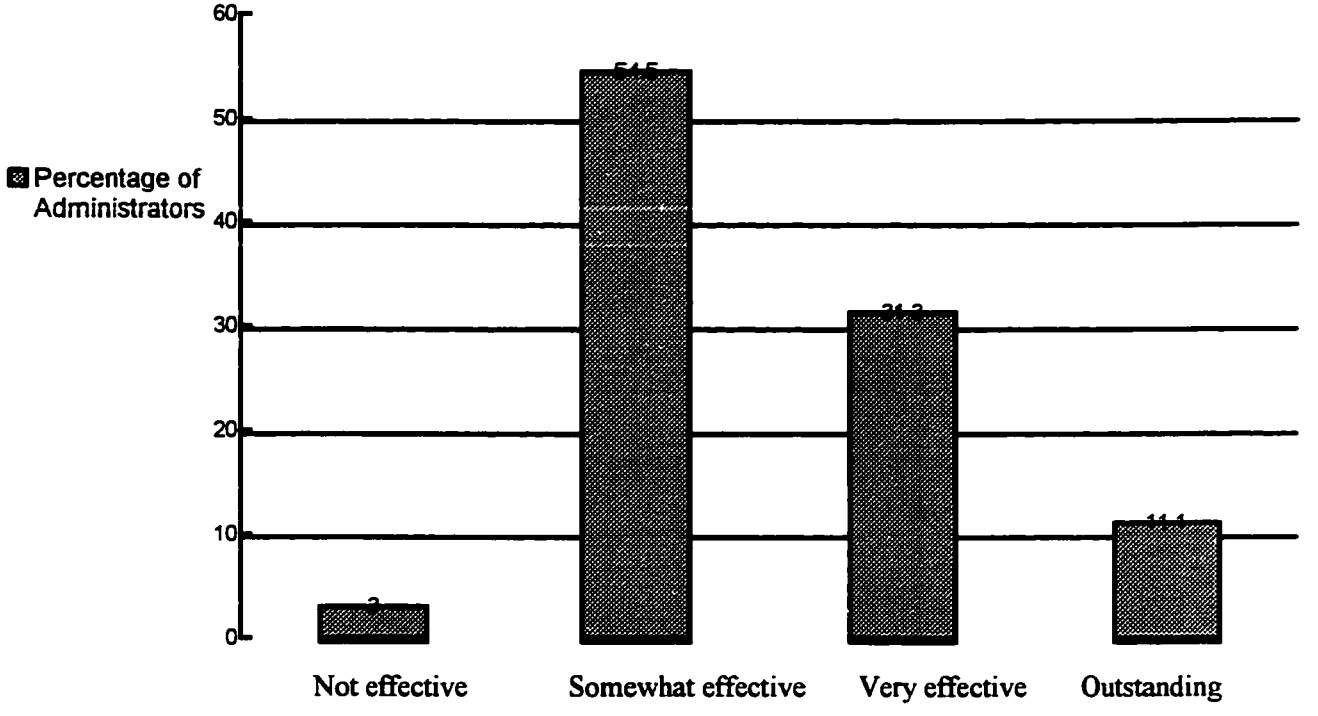

Figure 6. Percentage of administrators rating the effectiveness of secondary transition programs in their divisions at indicated levels.

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reported effectiveness of their divisions in providing secondary transition services to students with disabilities. A majority of responding special education administrators (54.5%) reported the transition services in their divisions were somewhat effective, while 3% indicated that they were not effective. Thirty-one percent of respondents reported transition services in their division were either very effective (31%) or outstanding (11%).

The amounts of transition training reported by administrators are shown in Figure 7. It is noteworthy that three respondents (3%) indicated that they had no transition

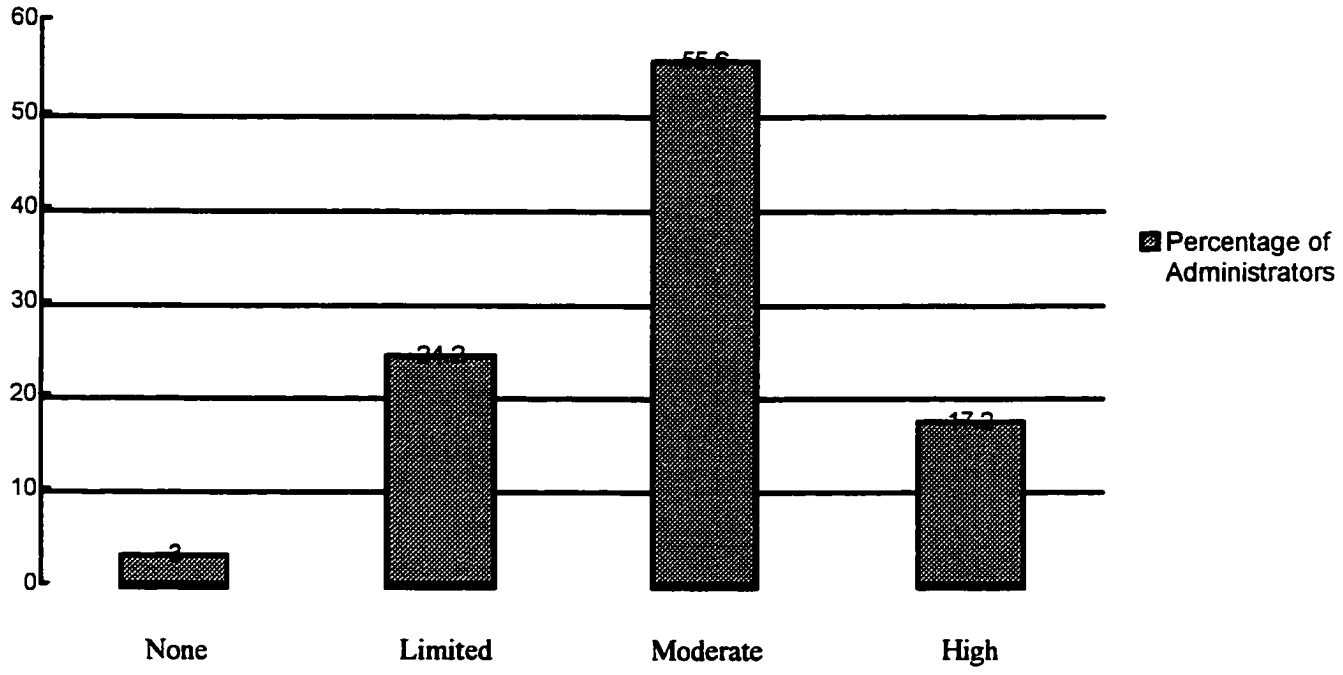

Figure 7. Percentage of administrators rating the amount of secondary transition training they had received at indicated levels.

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training, while 3% also reported transition services in their divisions to be not effective. Twenty-four percent reported they had received limited transition training and 54.5% reported somewhat effective transition services. Although the data were not analyzed for correlations between training and effectiveness ratings, parallels seem to suggest that even limited instruction impacted the effectiveness of secondary transition services for students with disabilities. Further analysis of the data to determine if training and effectiveness are related would provide useful information in planning administration preparation programs.

Findings for Research Questions

The study explored three phases of questions: (a) Phase I: Extent to which special education administrators consider management and leadership transition tasks and functions to be responsibilities of their real and ideal roles; (b) Phase II: Difference between the ideal and real roles of special education administrators as they relate to transition services from both leadership and management perspectives; and (c) Phase III: Relationship between the ideal and real roles of special education administrators as they relate to transition services from both leadership and management perspectives. Phase I explored six research questions, while Phase II and Phase III investigated five research hypotheses each.

To determine the extent to which special education administrators believed that tasks and functions related to transition should be a part of their ideal role, and to explore the extent to which the respondents were able to perform those tasks and functions in their role, the respondents were asked to answer survey questions using a Likert scale.

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The scale was developed to determine the respondents' level of agreement with each task or function by employing a 4-point scale ranging from not at all to great extent with point values attached to each of the four points on the scale (e.g., 1= not at all). Composite scores were generated which reflected the extent to which respondents believed various items were components of the ideal role.

Similarly, composite scores were computed to determine the extent to which respondents agreed that various items were components of their real role. The higher the composite score, the greater the extent to which the administrators believed that the component should be, or actually was, a part of the special education administrator role. Composite scores were put on the same scale with the lowest possible score of 1 and the highest score of 4. The first three research questions in Phase I addressed the ideal role of the special education administrator by looking at ideal management components, ideal leadership components, and the total ideal role.

Research Questions for Phase I (I.1-I.3) – The Role of Special Education Administrators as It Relates to Transition Services from Both Management and Leadership Perspectives

I.1. To what extent do special education administrators consider transition tasks and functions with management components to be responsibilities of their ideal roles?

I.2 To what extent do special education administrators consider transition tasks and functions with leadership components to be responsibilities of their ideal roles?

I.3 To what extent do special education administrators consider transition tasks and functions with both leadership and management components to be responsibilities of their ideal roles?

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Table 13 presents the mean scores and ranges for the ratings for the first three research questions in Phase I. There was little difference in the ratings of administrators related to management and leadership components of the ideal role. While ratings ranged from 1.84-4.00 for management components and 2.04-4.00 for leadership

Table 8

Mean Scores, Standard Deviations, and Ranges for Tasks and Functions of the Ideal Role of Special Education Administrators

Ideal Role Components	Mean	SD	Range
Management	3.35	.43	1.84-4.00
Leadership	3.36	.42	2.04-4.00
Total Management and Leadership	3.36	.41	2.04-3.98

n = 99.

components, the mean ratings for management (3.35) and leadership (3.36) reflect a difference of .01.

Similarly, the mean rating for the total role was 3.36, which placed respondents' ratings of the tasks and functions as part of the ideal role on the scale between "some extent" and "great extent." The last three research questions in Phase I addressed the real role of the special education administrator by looking at real management components, real leadership components, and the total real role.

Research Questions for Phase I (I.4–I.6) – The Role of Special Education Administrators as it Relates to Transition Services from Both Management and Leadership Perspectives

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I.4. To what extent do special education administrators consider transition tasks and functions with management components to be responsibilities of their real roles?

I.5. To what extent do special education administrators consider transition tasks and functions with leadership components to be responsibilities of their real roles?

I.6. To what extent do special education administrators consider transition tasks and functions with both leadership and management components to be responsibilities of their real roles?

The mean scores and ranges for the ratings for the last three research questions in Phase I are reported in Table 9.

Table 9

Mean Scores, Standard Deviations, and Ranges for Tasks and Functions of the Real Role of Special Education Administrators

Real Role Components	Mean	SD	Range
Management	2.71	.50	1.24-4.00
Leadership	2.61	.51	1.24-3.84
Total Management and Leadership	2.66	.49	1.24-3.92

n = 99.

A comparison of ratings between management (2.71) and leadership components (2.61) of the real role of special education administrators reflects little difference (.10). Ratings ranged from 1.24-4.00 for management components and 1.24-3.84 for leadership components. The mean rating for the extent to which tasks and functions were reported

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as part of the total real role (2.66) indicated that the average scores were on the scale between "small extent" and "some extent."

Findings for Research Hypotheses

Phase II Research Hypotheses II.1-II.3: Difference Between Perceived Ideal and Real Roles of Special Education Administrators as They Relate to Transition Services from Both Leadership and Management Perspectives

II.1 Mean scores for the ideal role will be significantly greater ($p<.05$) than mean scores for the real role of special education from a management perspective.

II.2 Mean scores for the ideal role will be significantly greater ($p<.05$) than mean scores for the real role of special education administrators from a leadership perspective.

II.3 Mean scores for the ideal role will be significantly greater ($p<.05$) than mean scores for the real role of special education administrators from both leadership and management perspectives.

Tables 10, 11, 12 present results of t-tests for paired samples used to analyze the differences postulated in research hypotheses II.1-II.3.

Table 10

Means, Standard Deviations, and 2-Tail Significance for the Differences Between Ideal Scores and Real Scores with Management Components of the Role of Special Education Administrators

Role Component	M	SD	2-Tail Sig
Real Management	2.71	.505	.002
Ideal Management	3.35	.430	

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Table 11

Means, Standard Deviations, and 2-Tail Significance for the Differences Between Ideal Scores and Real Scores with Leadership Components of the Role of Special Education Administrators

Role Component	M	SD	2-Tail Sig
Real Leadership	2.60	.511	.004
Ideal Leadership	3.36	.416	

Table 12

Means, Standard Deviations, and 2-Tail Significance for the Differences Between Ideal Scores and Real Scores with Both Management and Leadership Components of the Role of Special Education Administrators

Role Component	M	SD	2-Tail Sig
Real	2.66	.494	.006
Ideal	3.36	.409	

With an alpha level of .05, and a t-test for paired samples, the mean scores for the ideal role were significantly greater than mean scores for the real role with respect to management components, leadership components, and the total roles encompassing both management and leadership components. The mean score for the ideal management role (3.35) was significantly greater than the mean score for the real management role (2.71). Ideal leadership scores (3.36) were also significantly greater than ideal management scores (2.60). Ideal scores for the total role of the special education administrator (3.36)

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with both management and leadership components were significantly greater than real scores for the total role (2.66). Mean ratings for the ideal role were placed on the scale between "some extent" and "great extent," while mean ratings for the real role were on the scale between "small extent" and "some extent."

Research hypotheses explored to determine the difference between leadership and management components of the role of special education administrators are presented below.

Phase II Research Hypotheses II.4-II.5: Difference Between Leadership and Management Components of the Real and Ideal Role of Special Education Administrators

II.4. There is significance difference ($p<.05$) between leadership and management components of the ideal role of the special education administrator.

II.5 Mean scores for the management components will be significantly greater than mean scores for the leadership components of the real role of the special education administrator.

Table 13 present means, standard deviations, and 2-tail significance findings for Hypothesis II.4, which theorized that there would be a significant difference in the leadership and management components of the ideal role of the special education administrator. Limited research on the role of special education administrators did not support a directional hypothesis for this research question regarding beliefs held by administrators on the management and leadership components of the ideal role.

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Table 13

Means, Standard Deviations, and 2-Tail Significance for the Differences Between Management and Leadership Components of the Ideal Role of Special Education Administrators

Role Component	M	SD	t-value	2-Tail Sig
Ideal Management	3.35	.430		
			.41	.682
Ideal Leadership	3.36	.416		

The mean rating for management components in the ideal role of the special education administrator was 3.35. The leadership components of the ideal role were rated at 3.36. The value of the 2-tail significance (.682) was greater than the alpha level .05, demonstrating that there was no significant difference between the two components of leadership and management in the ideal role.

Table 14 presents means, standard deviations, and 2-tail significance for directional Hypothesis II.5, which postulated that mean scores for management components will be significantly greater than mean scores for leadership components in the real role of the special education administrator.

Table 14

Means, Standard Deviations, and 2-Tail Significance for the Differences Between Management and Leadership Components of the Real Role of Special Education Administrators

Role Component	M	SD	t-value	2-Tail Sig
Real Management	2.71	.505		
			4.54	.000
Real Leadership	2.60	.511		

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The mean rating for management components (2.71) of the real role was significantly greater than mean rating for leadership components (2.60) of the real role with a 2-tail significance of .000. The difference in ratings between management and leadership components in the real role was small (.11) but statistically significant due to the sample size (n=99). While significant, practical implications are inconsequential as 2.71 and 2.60 both fall between "small extent" and "some extent" on the scale. Research hypotheses for Phase III of the study are presented below.

Phase III Research Hypotheses III.1-III.3: Relationship Between Perceived Ideal and Real Roles of Special Education Administrators as They Relate to Transition Services from Both Leadership and Management Perspectives

III.1. There is a positive relationship ($p<.05$) between the perceived ideal and real roles of special education administrators from a management perspective.

III.2. There is a positive relationship ($p<.05$) between the perceived ideal and real roles of special education administrators from a leadership perspective.

III.3. There is a positive relationship ($p<.05$) between the perceived ideal and real roles of special education administrators from both leadership and management perspectives.

The relationships between the ideal and real roles of special education administrators were analyzed using correlation coefficients. Table 15 presents the results of the correlation coefficient for research Hypotheses III.1-III.3. With an alpha level of .05, there were small but significant correlations between ideal and real ratings for management (.313), leadership (.290), and for the total role encompassing both management and leadership (.278). The ratings for the ideal role and the real role were

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Table 15

Correlation Coefficients of Relationship Between Ideal and Real Roles of Special Education Administrators

Ideal v. Real	Correlation
Management	.313
Leadership	.290
Management and Leadership	.278

significantly positively related, indicating that as the ideal role ratings increased, ratings for the real role also increased. The final two research hypotheses are presented below.

III.4. There is a positive relationship ($p<.05$) between leadership and management components of the ideal role of special education administrators.

III.5. There is a negative relationship ($p<.05$) between leadership and management components of the real role of special education administrators.

Correlation coefficients for relationships between management and leadership components of the role of special education administrators are presented in Table 16.

Table 16

Correlation Coefficients of Relationship Between Management and Leadership Components of Ideal and Real Roles of Special Education Administrators

Management v. Leadership	Correlation
Ideal	.871
Real	.894

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As hypothesized, there was a significant positive correlation (.871) between ideal management and leadership. The relationship between real management and leadership was also highly significant with a positive correlation of .894, disproving the hypothesis that there would be a significant negative relationship. It was hypothesized that as ratings increased on the management components of the real role, the ratings on the leadership components would decrease. This assumption was made based on a review of the literature on the role of special education directors, which emphasized a traditional management focus.

Factor Analysis

A factor analysis was used to combine variables that were moderately or highly correlated with each other. Results of the factor analysis are presented in Table 17.

Table 17

Factor Analysis of Survey Items

Factor	Category	Variance %
1	General	21.1
2	Ideal/Real	12.9
3-22	Indeterminate	45.5

Twenty-two factors were responsible for 79.5% of the variability in the data. Factor 1 represented a general, overall compilation of the survey items, which contributed to 21.1% of the variance. This supported a correlation suggesting the presence of a general underlying construct; high ratings predict continued high ratings, while low ratings serve to predict further low ratings. The division between ideal and real ratings

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on survey items was supported as a construct in the data in the second factor that accounted for 12.9 of the variance. There were 19 factors accounting for 45.5% of the variance which, upon examination, did not seem to cohere in any meaningful way, and were, therefore, considered indeterminant.

Enabling Factors

Special education administrators were asked to identify two or three of the most important factors that enabled them in their role as leader/manager to administer secondary transition services within their respective divisions. Ninety-one administrators (92%) provided responses (n = 189). An analytic inductive approach was employed to identify patterns and themes from the data. Analytic induction involves searching the data and then inferring that certain words and statements are instances of the same underlying pattern or theme (Gall et al., 1996).

The responses were analyzed for common words and shared meaning with codes assigned to each statement. The text of verbatim comments along with code/category assignments is located in Appendix D. Some comments were coded to reflect multiple categories. Outlier comments were assigned to a miscellaneous category. Table 18 shows the frequency with which each component was cited and the percent of total responses that addressed the component.

Administrators made the most comments (44) on the competence and willingness of the special education staff and on personal characteristics of the special education director (43). Numerous comments were made regarding school-division support (25), agency connections (25), adequate resources, and the presence of transition coordinator positions (22). Other common responses cited less frequently included support of

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families and students (17), community opportunity (13), and awareness of law and policy (7). Two comments were placed in the miscellaneous category. Examples of

Table 18

Frequency Count and Percentages of Comments on Enabling Factors in the Administration of Secondary Transition Services

Topic of Comment	Frequency Count	%
Special Education Staff Attributes	44	23
Special Education Director Characteristics	43	23
Agency Connections	25	13
School Division Support	25	13
Adequate Resources	24	13
Transition Coordinator Positions	22	12
Family and Student Support	17	9
Community Opportunities	13	7
Law/Policy Awareness	7	4
Miscellaneous	2	1

Responses: n = 189.

types of comments provided for each category along with the frequency with which each was made can be found in Table 19.

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Table 19

Examples of Comments on Enabling Factors in the Administration of Transition Services

Comment Category	Examples of Comments
Special Education Staff Attributes	• willingness/commitment (13) • knowledge/competence (12) • supportive (8)
Special Education Director Characteristics	• knowledge/understanding (7) • personal desire/vision (7) • influence of position (3)
Adequate Resources	• state and local funding (15) • budget responsibility (4)
Agency Connections	• working relationships (16) • encouragement/support (7)
School Division Support	• general education cooperation (8) • superintendent/board support (6) • vocational education support (4)
Transition Coordinator Positions	• direct responsibility (8) • knowledge (4)
Family and Student Support	• cooperative (2) • supportive (2)
Community Opportunities	• local training opportunities (4) • community support (5) • transition teams (4)
Law/Policy Awareness	• guidelines (2) • mandate (2)
Miscellaneous	• small school division (2)

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Comments addressing attributes of the special education staff included willingness and commitment (13), knowledge and competence (12), and general support (8). The special education director attributes category included comments regarding the administrator's knowledge and understanding of transition (7), personal desire and vision (7), and the influence and authority of the role itself. Comments on agency connections as enabling factors in the administration of transition services addressed encouragement and working relationships with agencies. In the area of school division support, general and vocational education cooperation and support from superintendents and school board supports were noted. Resources, transition coordinators, families and students, and community training opportunities were categories supported by comments relating to adequate resources, knowledge, coordination, and support. Finally, clear legal and procedural guidelines were discussed as were two miscellaneous comments regarding the size of the school division.

Barriers

Administrators were asked to respond to a second open-ended question that asked them to identify the two to three of the biggest barriers that hindered them, as leader/managers, in administering secondary transition services in their divisions. Ninety-two administrators provided responses (n = 196). The verbatim text of the comments and code assignments can be found in Appendix E. As in the prior open-ended responses, comments were analyzed for shared meaning and common words. In some cases, more than one component was addressed in a comment; the comment was coded accordingly to reflect multiple categories. A miscellaneous category was used for

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outlier comments. In Table 20 the frequency with which components were cited along with the percent of total responses addressing the item are presented.

Table 20

Frequency Count and Percentages of Comments on Barriers in the Administration of Secondary Transition Services

Topic of Comment	Frequency Count	%
Special Education Director's Role	63	32
Limited Resources	47	24
Lack of Special Education Staff and Training	29	15
Community Characteristics	25	13
School Division Barriers	23	12
Agency Inadequacy	19	10
Limited Family Participation	7	4
Policy Barriers	5	3
Miscellaneous	2	1

Responses: n = 197.

Examples of administrators' comments regarding barriers in the administration of transition services are presented in Table 21. As illustrated, many of the comments related to the role of the special education administrator itself. Time and selecting priorities (42) was the most common remark in this category followed by conflicting role responsibilities (16) and lack of transition knowledge (7). Comments regarding limited resources related to lack of funds and to lack of budget control. In addition, transportation was regarded as a barrier to secondary transition services.

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Table 21

Examples of Comments on Barriers in the Administration of Transition Services

Comment Category	Examples of Comments
Special Education Director's Role	• time/priorities (42) • conflicting responsibilities (16) • lack of knowledge (7)
Limited Resources	• lack of funds (30) • budget constraints (5) • limited transportation (3)
Lack of Special Education Staff and Training	• lack of staff to manage transition (12) • lack of transition specialist positions (7) • lack of teacher training on transition (5)
Community Characteristics	• limited job training opportunities (13) • lack of collaborative planning (4) • philosophical/ attitudinal barriers (4)
School Division Barriers	• philosophical/attitudinal barriers in general education (8) • lack of vocational education options/support (5) • local School Board attitudes (3)
Agency Inadequacy	• limited adult services – caseloads (8) • lack of support/cooperation (4) • lack of communication/coordination (3)

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Limited Family Participation	• infrequent support and participation (6) • difficulty in coordinating input (1)
Policy Barriers	• lack of guidance (4) • political intrusion (1)
Miscellaneous	• support for students with behavior problems (1) • student value change regarding vocations (1)

Lack of staff to manage transition services was mentioned 12 times, whereas the specific mention of lack of a transition specialist position was noted seven times. Additional comments were made regarding lack of transition training for the special education staff. Comments about community and school division barriers involved philosophical and attitudinal concerns. Lack of support was noted in both agency and family categories. Other comments addressed vague policy guidelines and the lack of educational input in policy decisions. Two miscellaneous comments focused on student behavior and student vocational values as barriers.

Interpretation of the data collected in this research study provided a profile of the role of special education administrators in secondary transition services with regard to management and leadership dimensions. In the following chapter the results of the data analyses are reviewed and discussed.

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Chapter 5: Summary, Discussion, and Recommendations

In this chapter research findings will be summarized and discussed in relation to other work in the fields of management, leadership, and secondary transition. Recommendations for future research are discussed, along with implications of the research findings for policy and administration education programs.

Summary of Findings

The purpose of this study was to explore management and leadership dimensions of the role of division-level special education administrators related to secondary transition services. Not only is research on the role of special education directors limited (Finkenbinder, 1981; Gillung et al., 1992; Sullivan, 1996), but it is a role that is rapidly evolving in nature (Burrello et al., 1996; Gillung et al., 1992; Goor, 1995; Sullivan, 1996). Little more than two decades ago large numbers of students with disabilities were excluded from public schools or special education services were provided in segregated environments. Today public school districts provide appropriate educational services to most students with disabilities within the general education environment and division-level responsibility for special education has been transformed. Its metamorphosis continues as the discipline moves from merely making public special education services available in compliance with federal and state mandates, to developing, expanding, and integrating quality instructional services that are offered to all students.

Secondary transition services offer a suitable example of the evolution of the role of special education administrators. Secondary transition services have been federally mandated as a special education responsibility since 1990, directing new attention to

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program vision, encouragement of interagency connections, and staff, student, and family empowerment. Researchers and authors in the area of secondary transition have suggested that effective delivery of these services requires a comprehensive administrative approach that goes beyond merely coordinating programs, but the role of the administrator has remained undefined (Asselin & Anderson,1996; Billingsly et al, 1992; Goor, 1995; Kohler, 1997).

Although current administration of special education services encompasses multi-faceted responsibilities including advocating for students, empowering staff, acknowledging the needs of families, and collaborating with other administrators (Goor, 1995; Osborne et al., 1993), most research on the role of special education administrators has been concerned with specific tasks related to traditional management functions such as planning, organizing, directing, coordinating, reporting, and budgeting (Gillung, 1992; Rude & Sasso, 1988; Sullivan, 1996). No studies have investigated the expanding role connected to leadership functions such as challenging, visioning, empowering, enabling, and encouraging.

In this study, management and leadership dimensions of the role of special education administrators related to secondary transition services were explored by surveying all special education directors (133) in the Commonwealth of Virginia using a specifically designed survey instrument. Seventy-four percent ($\underline{n} = 99$) of the surveys were returned in usable form. The study was conducted in three phases. Phase I addressed the extent to which special education directors considered transition tasks and functions with leadership and management components to be part of their real and ideal roles. Phases II hypothesized that components of the ideal roles would be rated higher

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than components of the real role and that management components would be rated higher than leadership components in the real role. Finally, Phase III hypothesized that there would be significant relationships between management and leadership aspects of the real and ideal role. Findings for the research questions are summarized below:

Research Questions for Phase I – The Role of Special Education Administrators as It Relates to Transition Services from Both Leadership and Management Perspectives

To analyze the ideal and real roles of special education administrators from leadership and management perspectives, measures of central tendency were calculated and used to describe the average ratings for the research questions in Phase I. Research Questions I.1-I.3 explored the extent to which administrators considered transition tasks and functions with management and leadership components to be part of their ideal role. The mean rating for management components was calculated at 3.35, with leadership components at 3.36, and the combined role also at 3.36. These ratings for the ideal role fell between "some extent" and "great extent" on the survey scale.

Research Questions I.4-I.6 examined the extent to which administrators considered transition tasks and functions with management and leadership components to be part of their real role. Ratings for the real role fell between "small extent" and "great extent" on the survey scale. The mean ratings for the real role, or the extent to which administrators believed they were able to perform transition tasks and functions with management, leadership, and combined components, were at 2.71, 2.61, and 2.66, respectively.

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Phase II Research Hypotheses: Difference Between Perceived Ideal and Real Roles of Special Education Administrators Relating to Transition Services from Both Leadership and Management Perspectives

Hypothesized differences between ideal and real roles of special education administrators from both leadership and management perspectives were tested by using t-tests for paired samples. Research Hypotheses II.1-II.3 predicted that mean scores for management, leadership, and combined components of the ideal role would be significantly greater than mean scores for the real role. With significance levels at .000, mean scores for management (3.35), leadership (3.36), and combined (3.36) components of the ideal role were significantly greater than management (2.71), leadership (2.60), and combined (2.66) component scores for the real role. Ratings for the ideal role related to transition tasks and functions were statistically significantly greater than ratings for the real role. While the difference between mean ratings of 3.36 and 2.66 is only .7, it is a statistically significant variance. The possibility of finding even small statistically significant differences was increased due to the relatively large sample size. While the statistical significance was small, the finding was meaningful in a practical sense as it related to the meaning of the ratings on the scale. Ideal ratings (3.36) fell between "some extent" and "great extent" and were significantly greater than real ratings (2.66), which fell between "small extent" and "some extent."

Research Hypothesis II.4 predicted that there would be a significant difference between the leadership and management components of special education directors' ideal roles. Results of the t-test for paired samples, however, indicated the 2-tail significance

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was at .682, revealing no statistical significance between administrators' perceptions of leadership and management components of the ideal role.

Research Hypothesis II.5 stated that mean scores for management components would be significantly greater than mean scores for leadership components of the real role of special education administrators related to secondary transition. This hypothesis was accepted with a 2-tail significance level of .000. However, for practical application, there was no significant difference. Mean scores for real management components were at 2.71, while mean scores for real leadership components were at 2.61, both falling on the survey scale between "small extent" and "some extent."

Phase III Research Hypotheses: Relationship Between Perceived Ideal and Real Roles of Special Education Administrators Relating to Transition Services from Both Leadership and Management Perspectives

Correlation coefficients were computed to test Phase III research hypotheses. Hypotheses III.1-III.3 predicted a positive relationship between ratings for ideal and real management, leadership, and combined components of roles of special education administrators. Small but statistically significant correlations were found between ratings for ideal and real management components (.31), ideal and real leadership components (.28), and combined components of ideal and real roles (.27). Approximately 9% of variability in mean ratings for the ideal role was related to mean ratings for real role.

Hypothesis III.4, which stated that a positive relationship existed between ideal management and ideal leadership components of the role of the special education administrator, was accepted due to the highly significant correlation (.87). In this case,

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76% of the variability in mean ratings for ideal management components was related to mean ratings for the leadership components of the role.

A negative relationship between leadership and management components, which was predicted in Hypothesis II.5, was rejected due to a highly significant positive correlation (.89). The traditional management focus of the role reported in the literature drove the hypothesis that as management tasks were rated more highly, leadership tasks would be rated lower. That is, the assumption was that as more importance was placed on management components that are traditionally emphasized in the literature, less importance would be placed on leadership components of the role.

Finally, a factor analysis was used to determine items that were correlated with each other. Twenty-two factors were identified, with the largest factor accounting for 21.1% of the variance thereby supporting a general, overall construct. Ideal and real ratings were related to each other and identified as a factor accounting for 12.9% of the variance. The 19 remaining factors were indeterminate and did not seem to relate to each other in any practical or meaningful way.

Discussion of Findings

The following sections contain a discussion of the findings of this research study, which explored the role of division-level special education administrators related to secondary transition services. First, an examination of the demographic findings to describe the participants is presented. In subsequent sections, a discussion of findings relating to management and leadership dimensions, and perceptions of the ideal and real role, is followed by an analysis of the enablers and barriers to the role.

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Demographics

Information was collected to depict the sample of the special education administrators who participated in this research study for purposes of description and future generalization. A majority (66.7%) of the administrators were female and a large percentage (71.1%) of respondents held a degree in special education. Although some researchers have suggested that a clear distinction does not exist between the roles of special education administrators and general education administrators in terms of day-to-day functioning (Gillung et al, 1992), others have cited the unique nature of the role related to integrative program development with general education, special instructional techniques, interagency collaboration, ongoing family partnerships, and compliance with federal and state mandates (Finkenbinder, 1981; Flexer et al., 1997; Osborne et al., 1993).

Of the comments made in response to the question in this study on factors that enable effective administration of secondary transition services, 23% were directly related to knowledge, vision, and commitment. A majority (32%) of anecdotal comments regarding barriers to effective administration was associated with a lack of knowledge, lack of priority, and competing responsibilities. It would seem that special education directors without certification in the field might lack the depth of expertise, specialized skills, and vision to administer programs effectively. In this regard, a recent decision to eliminate the requirement of a special education degree for certification standards for special education administration raises potential concerns (S. Aldrich, personal communication, March 31, 1998). Therefore, the new Virginia licensure regulations with

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no specific endorsement for director of special education needs to be evaluated carefully and may present an area of future research related to the role.

One of the newest and most important roles in the provision of effective secondary transition services is that of the transition coordinator (Asselin et al., 1998; Taymans & deFur, 1995). Effective delivery of secondary transition services within school divisions is linked to coordinator duties associated with intraschool linkages, interagency linkages, career and assessment counseling, transition planning, education and community training, family support, public relations, program development, and evaluation (Asselin et al., 1998; deFur & Taymans, 1995). A vast majority (92%) of special education directors in the current study reported spending less than 25% of their own time on transition services, and nearly half (44%) spent less than 5%.

These statistics suggested a need to delegate direct responsibility for secondary transition to others. Sixty percent of the respondents indicated that they had at least one full-time or one part-time coordinator with responsibility for transition services in their division. Beginning in 1993, Virginia's Unified Intercommunity Transition and Empowerment for Youth with Disabilities (UNITE) awarded 12-month incentive grants to fund projects in local school divisions to stimulate and encourage systems change in the provision of secondary transition services. The projects have contributed to improved services and increased awareness in special education leadership as demonstrated in the high percentages of divisions employing transition coordinators reported in this study. Correlations were not calculated on the relationship between effectiveness and transition coordinators employed in the division, however, further analysis of the data would

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provide valuable insight into transition coordinators as a potential factor affecting secondary transition services.

Although 92% of the directors reported spending less than 25% of their time on secondary transition, 60% had no one else charged with the responsibility. This gap may suggest that either the responsibility falls on the classroom teacher, or it does not get done. The burden of transition planning has typically been assumed by the classroom teacher as the individual responsible for IEP development (Kohler, 1997). One administrator noted in an anecdotal comment that an enabling factor in the provision of transition services was "the staff's willingness to donate time beyond working hours," while another noted that "...we pay one of our teachers to work extra hours each week to coordinate services." In fact, 23% of the comments regarding factors that enable transition administration were associated with the special education staff.

Only 3% of the respondents reported that transition services in the division were "not effective;" a clear majority (55%) rated transition services in their division as only "somewhat effective." The importance of staff roles in the coordination of secondary transition was substantiated in the anecdotal comments in which 35% of the remarks related to staff and/or transition coordinator commitment, knowledge, support, and responsibility. Numerous comments were made regarding the importance of the transition coordinator role. Examples of the 22 remarks that specified the influence of the role included: "Our school division hired a system-wide transition coordinator who directs all transition services," "having a knowledgeable, energetic transition coordinator is also important," and "a wonderful transition coordinator!" Another administrator stated:

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> Teachers at the high school have wanted more programs for transition services but did not have the time/energy to advocate for changes. Coordinator's position has allowed changes to occur primarily as a result of a Project UNITE grant.

Yet another administrator noted that:

> I think transition services are extremely important. I am sorry we lost our transition specialist but as a special education director, I oversee these services, like all the other special education programs.

While the majority of administrators (57%) rated transition services in their divisions as either "not effective" or "somewhat effective," 42% rated them as "very effective" or "outstanding. Lack of time was reported as the number one barrier to administering transition services with 42 comments relating directly to time limitations and 19 additional comments were associated with lack of assistance in managing and coordinating secondary transition. One administrator wrote: "Biggest barrier is lack of availability of staff to administer transition services." While the growing complexity of special education puts many diverse demands on special education administrators' time, for effective transition services to occur, someone must take responsibility for establishing and coordinating these efforts (deFur & Taymans, 1995; Kohler, 1997). Demographic data in this study offered a composite picture of division-level special education directors in Virginia and secondary transition services under their administration.

Management and Leadership Dimensions

For the purposes of this study, definitions of management and leadership were constructed from a synthesis of the review of the literature. A single, succinct statement

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of management and leadership proved elusive; however, numerous scholars recognized the various components used in this study to define the constructs. Based on the following definitions, survey items were validated as either management-focused or leadership-focused: (a) Management is the technical process of implementing how a group achieves its purposes through utilization of tasks and functions including planning, organizing, coordinating, reporting, and/or budgeting; and (b) leadership is the process of persuasion by which a group is induced to pursue objectives through tasks and functions involving challenging, visioning, empowering, modeling, and/or encouraging.

Analysis of the data supported the assertion of theorists and researchers in the field that the constructs of management and leadership are not, in practice, separate entities. Thus, mean scores that rated management tasks and functions (3.35) as elements that should be part of an ideal special education administrator's role were nearly identical to ratings for leadership tasks and functions (3.36). Another striking finding was the relationship between the two artificially separated constructs. Ratings for management items on the survey were highly correlated (.87) with ratings for leadership items, suggesting that the two dimensions do not function independently. Further substantiating the separateness of the constructs of management and leadership were the results of a factor analysis. None of the reliable, definable factors were connected with management and leadership as separate dimensions. Management and leadership were not supported in the data as distinct constructs, which lends support to theories that suggest an intimate interrelationship and overlap between management and leadership (Gardner, 1990; Neagly & Evans; 1970; Stronge, 1990).

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Transition tasks and functions identified in the literature as critical to effective secondary transition were integrated into the management and leadership items in the survey. For example, interagency efforts were viewed in the literature as one essential component in assisting students and families to prepare for success in postschool settings (Blalock, 1996; Hasazi et al, 1985; Johnson & Rusch, 1993; Kohler, 1997). A management focus of interagency responsibilities was included in Item 7: "planning and establishing interagency participation procedures" and item three "preparing reports for local transition councils." Leadership tasks in the area of interagency responsibilities were reflected in Item 1: "encourage efforts to develop interagency teams," and Item 6: "encourage staff innovations related to interagency efforts by providing support." Apparently the distinction drawn between various administrative tasks as separate functions of management and leadership was not a valid separation. Interrelationships between management and leadership functions appear to be inherent. For example, a management task such as planning interagency procedures would seem to overlap with leadership functions of encouraging and supporting efforts in that planning efforts would be integrally connected to commitment, encouragement, and support. A blend of constructs of management and leadership lend increased efficacy to the role through the provision of both value and structure (Deal & Peterson, 1994; Gardner, 1990; Stronge, 1990).

While administrators agreed that tasks identified in the survey were important for effective secondary transition, they did not separate them as either management or leadership functions. The results of this study supported the view that management, as segregated from leadership, is a misconception of administration (Stronge, 1990). It may

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be proposed that technical skills are necessary to achieve the purposes of secondary transition services, but no more so than the leadership qualities that challenge, provide vision, and support the process. In any case, results of this study suggested that effective special education administration is comprised of a broad range of both leadership and management responsibilities and behaviors. It may be concluded, therefore, that the role of the special education administrator requires a blend of reflective leadership and competent management that supports quality secondary transition services for students with disabilities.

Ideal and Real Roles

Because of the evolving role of special education administrators (Goor, 1995; Osborne et al., 1993), it was assumed, for the purposes of this study, that the ideal role, or the extent to which respondents believed transition-related tasks should be part of their role responsibilities, would be greater than the real role, or the extent to which they were able to perform the activities in their present circumstances. Since secondary transition services are a relatively new mandate, it was assumed that the roles related to this aspect of special education may not have had time to develop in reality (Asselin et al., 1998).

In the current study, mean ratings for the ideal role (3.36) were, as expected, significantly greater than mean ratings for the real role (2.66). The factor analysis supported the relationship between ideal and real as a significant, definable construct of the data. Although there was no significant difference between ratings for management and leadership components, ideal ratings for transition components fell on the survey scale between important to "some extent" and "great extent;" but real ratings were on the

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scale as important between "small extent" and "some extent". There was a small but significant positive correlation between the ideal and real role (.278), suggesting that those tasks that are important to administrators were related to the tasks that they actually perform. This finding implies the importance of administrator training to facilitate informed decisions on effective, research-based activities and best practices in secondary transition. Competency and commitment develop as a result of capacity building attained through the acquisition of knowledge and skill (Kouzes & Posner, 1993).

The fact that the role of special education administrators in secondary transition had been previously undefined (Anderson & Asselin, 1996; Asselin et al., 1995) may have contributed to the rating of the ideal role as higher than the real role. The rationale behind this premise is that responsibilities that are not formally defined may lead to role ambiguity (Asselin et al, 1998). This assumption was supported in the following comments by respondents referring to their lack of knowledge in secondary transition: "uncertainty about goals and possibilities," "lack of knowledge and experience with transition services," and "need more training in the use of resources." Special education administrators need to reflect on their roles and seek training when necessary to effectively lead transition initiatives for students with disabilities.

Finally, the notion that most administrators operate with limited federal, state, and local funds (Goor, 1995; Sage & Burrello, 1994) may have contributed to findings that ideal transition activities exceeded those that administrators were able to perform in reality. This presumption is substantiated by some of the anecdotal comments offered by administrators in response to questions regarding enablers versus barriers to administering effective transition services. While 13% of the comments related to

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enablers were associated with adequate resources, 24% of the comments on perceived barriers were directly linked to the lack of sufficient resources. One administrator cited a barrier as "budgetary constraints in the big picture as we look at division-wide priorities for all students." "Lack of monetary resources," "lack of funds," and "inadequate finances" were common remarks associated with barriers to the administration of secondary transition.

According to Goor (1995), creative special education administrators often look for government and business grants to obtain additional funds. While 60% of the respondents indicated that they had applied for grant money related to secondary transition, it is unclear whether the funds had been granted. One respondent commented that "upper administration is leery of grants that aren't ongoing ..." The reluctance of local school boards to fund transition initiatives was noted as a barrier by a number of respondents, while administrative and financial support were signified as enabling factors in the administration of secondary transition services. An examination of funding structures and budget development related to transition was outside the scope of this study but would provide valuable information to guide the support of a full array of comprehensive special education services for students with disabilities.

Enablers and Barriers in Secondary Transition Administration

Division-level administrators have been as identified as holding primary responsibility for managing and supporting transition programming and services (Anderson & Asselin, 1996; Kohler, 1997; Squires, 1996). Elements critical to the effective administration of secondary transition include vision, philosophy, policy, planning, and resource development and allocation (Ianacone & Kochhar, 1996; Johnson,

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et al., 1993; Kohler, 1997; Squires, 1996). Special education administrators in this study verified these ingredients through comments that identified factors that enabled them to administer secondary transition and factors that served as barriers.

Vision and philosophy were identified as important enabling elements. Thus, 23% of the comments were directly related to personal characteristics of special education directors, a large number of them pertaining to vision and philosophy. One administrator cited a commitment to "value the worth of transition for students with disabilities – a positive attitude and supportive actions," while another commented on vision as a "willingness to target transition services as a priority for improvement."

Philosophy has also been suggested as a potential barrier within general education and the larger community (Blalock, 1996; Lombard et al., 1995). This was supported by the current study, as 25% of the comments on barriers were associated with the school division and the community. Comments related to school-division attitudes as a barrier included: "transition services are considered a special education issue only," "existing psychological barriers and attitudes in general education," and "reluctance of administrators." Community attitudinal barriers were viewed as lack of "community awareness that jobs for disabled people are important/disabled people can be productive", and "prejudice of the disabled and their ability to do work." Effective special education administrators communicate their philosophy and sense of purpose effectively and advocate for students with disabilities through their actions (Deal & Peterson, 1994; Goor, 1995).

Also noted as an important enabling factor in the administration of transition services was knowledge of law and policy. Comments illustrating the importance of

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legislative support for secondary transition noted that "knowledge of IDEA" and "clear procedural guidelines" impacted the ability to administer transition services. While a few administrators commented on law and policy as empowering the implementation of secondary transition, the question remains whether mandates truly improve services at the local level (Baer et al., 1996; Kohler et al., 1994). In a 1996 study Baer and colleagues suggested that IDEA compliance in secondary transition appeared to focus on acquiescence to paperwork requirements rather than providing services. Predictors of transition policy implementation have been identified as training, knowledge, and value consensus (Baer et al, 1996; Furney et al., 1997), all of which seem to be supported by the findings of this study.

It is interesting to note that 3% of the respondents had no transition training and 3% reported transition services in their divisions as "not effective." Further, 80% had received limited or moderate training and 85% considered the effectiveness of transition services in their division to be "somewhat" or "very effective." Eleven percent considered their division's transition services to be "outstanding" and 17% rated their transition training as "high." Although the correlations were not calculated for a relationship between effectiveness of programs and amount of training, there is a clear parallel in the descriptive data. This supports existing research suggesting that the improvement of transition practices seems to be linked with capacity-building activities as integral components of training (Furney et al. 1997; Kouzes & Posner, 1993). Effective transition training needs to address issues around exemplary practices associated with individual planning, interagency collaboration, and systemic change (Furney et al, 1997; Kohler et al., 1994). Special education administrators need to build

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their competence and lead the process of capacity building for others by framing critical questions on secondary transition services and seeking opportunities to address those questions through ongoing training and support (Blalock, 1996; Inacone & Kochhar, 1996; Kouzes & Posner, 1993).

While some comments on factors that enable transition administration seemed to relate to leadership functions as defined in this study (visioning, encouraging), others appeared to be associated with technical management tasks (budgeting, coordinating). The notion supported by the data analysis in this study, that the two constructs are overlapping, leads to the presumption that budgeting as an enabler may be related to philosophy and commitment to secondary transition. Vision, values, and encouragement may also be seen as meaningless without tangible support that is accessible and responsive to the needs related to transition. Special education directors are in a unique position to use administrative skills to support the secondary transition process by expressing their imaginal horizons through rational, carefully conceived activities.

Limitations

Interpretation and generalization of this findings of the study should be considered cautiously in terms of the following limitations. As suggested at the outset, transition services are a relatively new concept and may not be fully implemented in some divisions. This would affect the gap between perceptions of ideal and real roles in secondary transition. A limitation involving the descriptive information on program effectiveness involves the lack of a standard definition of "effective" and the subjective nature of the self-report responses. Because 57% of the respondents indicated that

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transition services in their divisions were "somewhat effective" or "not effective", however, it was assumed that participants answered candidly.

Another item that was not well defined related to the amount of personal work time special education administrators spent on secondary transition. The question did not specify its reference to time spent "daily," "weekly," "monthly," or "annually". Therefore, it would be not be feasible to make precise comparisons based on the data gathered from this flawed item.

An additional limitation relates to the instrument itself. While the survey offered information regarding management and leadership aspects of the role, and presented data on the ideal and real perceptions of the position of special education administrators, it provided a limited characterization of the nature of secondary transition services. More detailed information on special education administrators' perceptions of the relative importance of the responsibilities would be beneficial in further defining the role.

Recommendations

As special education evolves, its administrative focus must also continue to grow and change. Secondary transition, as a relatively newly defined subsection within special education, has developed in response to large numbers of youth with disabilities who fail to make successful transitions to postsecondary settings. It embraces an integrated approach to service delivery intended to positively influence life outcomes for students. Administrators, whose support is critical for success of special education initiatives, must redefine their roles and redirect their efforts toward development of student and family involvement, collaboration within the school division, facilitation of linkages with

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community businesses and agencies, and advocacy for the best possible programs for students with disabilities (Clark & Kolstoe, 1995; Goor, 1995; Johnson et al., 1993).

This study explored the nature and characteristics of the role of the special education administrator in secondary transition. While the study attempted to examine the constructs of management and leadership as separate entities, the findings validated theories asserting that such a task is impossible apart from a purely academic discourse. Stronge (1990) noted that the dimensions of management and leadership were not mutually exclusive but suggested also that they may exist in varying degrees of overlap. He stated that the role of the principal had evolved from that of instructional leader to one that was increasingly focused on daily general management tasks. Conversely, the role of the special education administrators has made a transition from simple coordination of special education placements in compliance with new federal law to a role that has an inclusive vision for meeting needs of students in collaboration with general education and the community. In both cases, management and leadership are overlapping constructs that embody both technical and purposeful aspects of the roles.

Results of the study indicated a gap between the ideal role reported by administrators and the extent to which administrators were able to perform the tasks and functions of the role. A number of causes for this discrepancy were postulated based on a review of the literature and qualitative data regarding barriers and enablers. Potential sources for the discontinuity between the perceived ideal and real role included limited resources, role ambiguity, and underdeveloped programs due to the newness of secondary transition as a special education initiative.

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Recommendations for Future Research

This study looked broadly at the role of special education administrators related to transition services, however, it did not focus on administrator perceptions regarding specific aspects of transition service delivery. A rank order of the various components in secondary transition would be useful to determine perceived importance of individual components and their relationship to each other. While the study examined perceptions of administrators related to their own roles, it would be useful to also explore perceptions of special education staff and other stakeholders as recipients of administrative support. Such a study would not only provide information to determine the agreement between support providers and recipients regarding perceptions of the ideal role, but would also furnish valuable feedback to administrators by displaying differences that may be manifested in various perceptions of the real role.

Another valuable area of future research would be an in-depth exploration of transition services and administrative support employing case-study methodology. While the current study provided a broad perspective on the importance of leadership and management tasks in administering transition, an examination of exemplary divisions to determine the means and methods through which support is provided would be useful.

An investigation of efficacy of transition coursework and inservice training would be beneficial in an attempt to explore the administrator preparation process. Transition leadership competencies need to be included in course offerings across colleges and universities (Bassett et al., 1997; Flexer et al., 1997). Studies to determine the extent to which they are currently offered, in addition to evidence that corroborates a correlation

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between transition coursework and enhanced transition processes, would be valuable contributions to the field.

Recommendations for Policy

The self-reported distinction between the ideal and the real role of administrators related to secondary transition suggested that administrators are not comfortable with their current roles or are overwhelmed by current demands; however, organizations tend to continue in traditional directions unless forced by external agents (Blalock, 1996; Stodden & Leake, 1994). The fact that secondary transition was strengthened in the recent reauthorization of IDEA (1997) does not necessarily translate directly to practice. State and local policies need to also reflect a commitment to transition services through support for transition staff, training, and programs.

While there is no political recipe for effective change, state-level policymakers and leaders must be attentive to the needs of students with disabilities and provide appropriate support for the development and continuation of effective practices (Furney, et al., 1997). Implications of this study for Virginia is the need for legislative support in the development of transition training programs and the provision of funds for administration and staff. State and local support is necessary to display commitment to the spirit of the requirements of IDEA and to institutionalize transition initiatives.

Recommendations for Administration Education Programs

The process of administering secondary transition services for students with disabilities involves the development of links between education, students and families, communities, human service agencies, businesses, and communities. Such connections necessitate new directions for the role of special education administrators through

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collaborative inquiry and reflection to enhance and develop transition services. From a training perspective, investment in transition practices requires knowledge and commitment. Information is the first step in determining subsequent steps in program improvements and personnel preparation is the key to reducing barriers and creating positive changes (Ianacone & Kochhar, 1996; Johnson et al., 1993). Thus, programs to prepare leaders in special education should incorporate both leadership tasks and management functions of secondary transition in their programs.

The complex role of special education directors at the division level requires a unique body of knowledge and competencies (CEC, 1997; Whitworth & Hatley, 1979). It has been suggested that special education administration personnel preparation programs have not sufficiently addressed the radical changes that have occurred in recent years (Flexer et al., 1997). An interdisciplinary leadership program that incorporates fundamental transition principles and competencies is needed to adequately prepare individuals responsible for the delivery of secondary transition services.

Conclusion

This dissertation employed a self-report survey of a sample of special education directors in Virginia to determine their perceptions of their roles as leader/managers related to secondary transition. Analyses of the data indicated that while ratings for the ideal role were significantly higher than ratings for the real role, the constructs of management and leadership were highly correlated. Administrative advocacy supplies service providers with freedom to initiate positive changes by valuing and supporting transition enterprises (Johnson et al., 1993). This advocacy must take the form of an

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inclusive vision accompanied by practical strategies to support transition initiatives designed to prepare young adults with disabilities for community-inclusive settings.

One of the challenges faced by individuals with responsibility for secondary transition, however, lies in the seemingly competing priorities of inclusion efforts and transition initiatives. Inclusive practices advocate educating students with disabilities in general education classrooms to provide high-quality opportunities for all students to learn along side their peers in natural, integrated educational settings (Stainback & Stainback, 1992). Current reform efforts aimed at increasing academic standards, however, threaten to overshadow alternative educational initiatives such as school-to-work programs and vocational education. Alternative programming to meet the needs of students with a variety of interests, abilities, and life goals must be supported by administrators and policymakers to build effective learning environments for all students.

Efforts to create more opportunities for all students, while supporting the needs of students with disabilties, offer greater chances for lasting success (Blalock, 1996). As the role of special education administrators continues to evolve, increased legislative emphasis on secondary transition may provide a unique opportunity for leaders to reexamine their roles and to construct priorities around person-centered and integrated services offered in collaboration with general education, families and the community. The ultimate goal in secondary transition is the provision of services that will prepare and support students in the successful progression from school settings to satisfying and independent lives. It is the responsibility of individuals who are accountable for administering secondary special education transition services to lead the way by

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articulating their imaginal horizons and supporting them through effective planning in collaboration with key stakeholders.

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Appendix A

Correspondence to Special Education Administrators

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(Postcard sent prior to mailing survey.)

(Personalize in manuscript)

My name is Karen Hudson and I am a doctoral candidate at the College of William and Mary. The focus of my dissertation research is on the role of the special education administrator relating to secondary transition services. In two weeks you will receive a survey on this topic. I hope you will share your expertise by completing the questionnaire when you receive it.

Thank you in advance for supporting this research effort. Happy New Year!

Karen Hudson (Sign)

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«Title» «FirstName» «LastName»
«JobTitle»
«Company»
«Address1»
«City», «State» «PostalCode»

January 15, 1998

Dear «Title» «LastName»:

A challenging responsibility for many special education administrators is the development and delivery of secondary transition services to assist students with disabilities as they leave school and move into adult roles. Karen Hudson, a doctoral candidate at the College of William and Mary, is conducting a study to investigate the role of the special education director as the leader/manager of secondary transition services for students with disabilities. This survey research is designed to collect information regarding (a) perceptions of the ideal role of the administrator and (b) the extent to which administrators fulfill that role under the present circumstances.

We would like your help in this study. Because of your roles and responsibilities, we would like you to complete the enclosed questionnaire. Survey information is being gathered from Special Education Directors throughout Virginia. To protect the anonymity of the school divisions and individuals, no name or code will be used on any questionnaire. To track who has responded to the survey without comprising the anonymity of the respondents, there is a postcard included with each survey which we ask that you mail back separately.

The questions on the survey are designed to obtain information from the individual who has **division level** responsibility for Special Education services. We assume that person is you. Your candid responses, as the special education director, to the questions will be very helpful in collecting the information necessary to complete this study. We know this is a busy time of year but your response will provide valuable information that will help improve transition services. The questionnaire takes approximately 20 minutes to complete and we request that it be returned in the enclosed stamped, self-addressed envelope by **January 30, 1998.**

If you have any questions regarding this study, please feel free to contact Karen Hudson at 757/221-2406 ext. 4 (W) or 757/229-3358 (H). A summary of survey results will be provided to you at your request. Please accept our sincere thanks for your assistance with this important research. The enclosed Project UNITE post-it notes and pencil are tokens of our appreciation.

Sincerely,

Sharon de Fur
Education Specialist
Virginia Department of Education

Karen Hudson
Doctoral
Candidate

Chriss Walther-Thomas
Professor
Education Policy, Planning,
and Leadership

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(Postcard sent with transmittal letter.)

Dear Colleague:

Please check here to indicate that you have completed the survey and mailed it back to Karen Hudson.

Please check here to request a copy of the research results.

Thank you!

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(Reminder postcard to return survey)

Dear Colleague:

This is a reminder to please return the Questionnaire on the role of special education directors in secondary transition services. We appreciate your valuable time and expertise in support of this research effort.

Sharon deFur
Virginia Department
of Education

Karen Hudson
College of William
and Mary

Chriss Walther-Thomas
College of William
and Mary

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Appendix B

Final Version of Survey

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THE ROLE OF SPECIAL EDUCATION ADMINISTRATORS IN PROVIDING TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES

QUESTIONNAIRE

I.D.

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PART I: Demographics - Please fill in the information requested below, using a number 2 pencil. (Fill in the bubble completely.)

1. Position:
   - Special Education Director or Supervisor
   - Other (please identify) _____

2. Gender:
   - Male
   - Female

3. Do you have a degree in Special Education?
   - Yes
   - No

4. Check your highest level of education:
   - B. A. / B. S.
   - M. A. / M. Ed.
   - Ed. S.
   - Ed. D. / Ph. D.

5. Number of years in present position:
   - 0 - 2
   - 3 - 8
   - 9 - 20
   - 21 or more

6. Do you have prior administrative experience at the secondary education level?
   - Yes
   - No

7. Do you have prior teaching experience at the secondary education level?
   - Yes
   - No

8. How would you rate your training regarding secondary transition services?
   - None
   - Limited
   - Moderate
   - High

9. About how much of your personal work time is devoted to developing, coordinating, and implementing secondary transition service delivery?
   - Less than 5%
   - 5 - 25%
   - 26 - 50%
   - 51 - 75%
   - 76 - 100%

10. How many FULL-TIME coordinators/assistants are in your division with direct responsibility fc assisting teachers in providing transition services?
    - None
    - 1 or 2
    - 3 or more

11. How many PART-TIME coordinators/assistants are in your division with direct responsibility fc assisting teachers in providing transition services?
    - None
    - 1 or 2
    - 3 or more

12. Has your division applied for grant money (UNITE, JTPA, STWOA, etc.) related to transition initiatives since you have been in your present position?
    - Yes
    - No

13. When you think of your division, how effective do you believe it to be in providing transition services for students with disabilities?
    - Not effective
    - Somewhat effective
    - Very effective
    - Outstanding

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PART II

PAGE

I.D.

Definition of Transition

The survey items refer to transition services as defined by the Individuals with Disabilities Education Act (IDEA, 1997). Transition services are a set of activities that are to be coordinated and designed within an outcome-oriented process, that promote movement from school to post-school activities.

Directions to Completing the Survey

In Column A, labeled "IDEAL", indicate to what extent you believe the following tasks and functions SHOULD BE the responsibility of special education directors. In Column B, labeled "REAL", indicate to what extent you are able to perform the tasks and functions in your present role.

A : IDEAL					B : REAL			
Not at all	small extent	some extent	great extent		Not at all	small extent	some extent	e
				INTERAGENCY				
				1. Encourage efforts to develop interagency transition teams	1.			
				2. Arrange and maintain formal contacts between school staff and community agencies	2.			
				3. Prepare reports for local transition council or similar agency group	3.			
				4. Facilitate communication of research and best practices between school staff and community agencies	4.			
				5. Create opportunities to learn about legislation impacting transition services and share information with stakeholders	5.			
				6. Encourage staff innovations related to interagency efforts in transition by providing support	6.			
				7. Plan and establish procedures for interagency participation	7.			
				CURRICULUM				
				8. Encourage curriculum development and modifications to promote transition efforts	8.			
				9. Coordinate transition planning and support services with vocational educators	9.			
				10. Provide collaborative opportunities between schools and vo tech centers regarding student goals and accommodations	10.			
				11. Encourage staff by publicizing individual and system-wide successes related to vocational, employment, and life skills curricula	11.			
				12. Coordinate working relationship with general academic educators related to transition curriculum issues	12.			
				13. Assist school staff in coordinating time and schedules for transition services delivery	13.			
				14. Plan and implement functional life-skills, employment-skills, and vocational curricular options	14.			

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	A: IDEAL					B: REAL			
	Not at all	small extent	some extent	great extent		Not at all	small extent	some extent	e
15.	○	○	○	○	Celebrate accomplishments of system-wide transition curriculum and instructional programming	15. ○	○	○	
16.	○	○	○	○	Develop with others a mission statement related to curricular issues in providing transition services	16. ○	○	○	
					POLICIES AND PROCEDURES				
17.	○	○	○	○	Review local procedures annually of transition planning and services delivery	17. ○	○	○	
18.	○	○	○	○	Provide guidelines and procedures for IEP development related to transition goals and objectives	18. ○	○	○	
19.	○	○	○	○	Administer existing grant awards for transition services and programming	19. ○	○	○	
20.	○	○	○	○	Conceptualize and consider transition program philosophy in policy planning	20. ○	○		
21.	○	○	○	○	Authorize transition budget allocation to school staff	21. ○	○	○	
22.	○	○	○	○	Apply for grant(s) to facilitate transition services	22. ○	○	○	
23.	○	○	○	○	Report results of studies to evaluate division-wide program effectiveness	23. ○			
24.	○	○	○	○	Prepare reports related to transition services and outcomes for local school board	24.			
25.	○	○	○	○	Prepare reports related to transition services and outcomes to fulfill state requirements	25. ○	○	○	
26.	○	○	○	○	Supervise maintenance, implementation, and expansion of transition services	26. ○	○	○	
27.	○	○	○	○	Conceptualize and propose interagency policies and procedures that exceed federal and state mandates	27. ○	○	○	
28.	○	○	○	○	Use results of evaluations of policies and procedures for transition services delivery to conceptualize future improvements	28. ○	○	○	
29.	○	○	○	○	Monitor and evaluate transition services to ensure compliance with federal and state regulations	29. ○	○	○	
30.	○	○	○	○	Prepare budget to fund existing transition services	30. ○	○	○	
31.	○	○	○	○	Conceptualize and propose system changes to increase transition services and/or positions	31. ○	○	○	

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	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨

A: IDEAL						B: REAL			
- at all	small extent	some extent	great extent		PERSONNEL	Not at all	small extent	some extent	gr ext
○	○	○	○	32.	Create opportunities for staff development and training related to transition services	32. ○	○	○	
○	○	○	○	33.	Model professional development by personally participating in training related to transition services	33. ○	○	○	
○	○	○	○	34.	Provide advocacy for staff innovations related to transition curriculum issues	34. ○	○	○	
○	○	○	○	35.	Delegate responsibility for transition services to subordinate(s)	35. ○	○	○	
○	○	○	○	36.	Support and encourage individual(s) in division for coordinating transition efforts	36. ○	○	○	
○	○	○	○	37.	Plan and establish training opportunities for involving general and vocational educators in IEP development	37. ○	○	○	
○	○	○	○	38.	Conceptualize a training agenda for staff related to transition service delivery	38. ○	○	○	
○	○	○	○	39.	Administer resources to enhance staff development efforts related to transition service delivery	39. ○	○	○	
○	○	○	○	40.	Conceptualize and articulate the division's values, beliefs, and position on transition issues to school staff	40. ○	○	○	
					FAMILIES and STUDENTS				
○	○	○	○	41.	Conceptualize procedures to increase involvement of students and families in the transition process	41. ○	○	○	
○	○	○	○	42.	Encourage recognition of individual students who have accomplished transition goals	42. ○	○	○	
○	○	○	○	43.	Plan and conduct follow-up studies of secondary students who have exited the special education program	43. ○	○	○	
○	○	○	○	44.	Encourage opportunities for collaboration with teachers, students, and families related to system-wide transition goals and activities	44. ○	○	○	
○	○	○		45.	Maintain documentation concerning individual transition plans and student placement	45. ○	○	○	
○	○	○	○	46.	Establish district-wide procedures for student participation in IEP development	46. ○	○	○	
○	○	○	○	47.	Interpret and share policy and program efforts with families and students	47. ○	○	○	

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	A : IDEAL					B : REAL			
	ɪt at all	small extent	some extent	great extent		Not at all	small extent	some extent	great extent
48.	○	○	○	○	Recognize individuals in the division who have made outstanding contributions in facilitating student/family participation in the transition process	○	○	○	○
49.	○	○	○	○	Advocate for participation of students with disabilities in state and local testing	○	○	○	○
50.	○	○	○	○	Implement assessment programs for students with disabilities that provide appropriate accommodations or alternate assessments	○	○	○	○

PART III: Please answer the questions below. If additional space is needed, use back side of paper.

51. In your opinion, what are the 2-3 most important factors that enable you, as leader/manager, to administer secondary transition services in your division?

52. In your opinion, what are the 2-3 biggest barriers that hinder you, as leader/manager, in administering secondary transition services in your division?

THANK YOU!

Karen Hudson
15 Frenchmen's Key
Williamsburg, VA 23185
(757) 229-3358

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Appendix C

Correspondence to Expert Review Panel and Survey Form

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Karen Hudson
15 Frenchemen's Key
Williamsburg, VA 23185

November 10, 1997

Expert Panelist
Address

Dear (Expert Panelist):

I am a doctoral candidate at the College of William and Mary working with Dr. Sharon deFur, Educational Specialist at the Virginia Department of Education on my dissertation research. Dr. deFur recommended you to review the attached questionnaire to be used in a study investigating the role of the special education director as leader/manager relating to secondary transition services. She indicated that your expertise would provide valuable insight in refining the instrument and strengthening the proposed research.

I know this is a very busy time, but I hope you will take a fifteen minutes to review the survey and return it along with your suggestions for improvement. As you review the instrument, please:

- Read the items and identify each as either management or leadership tasks related to the definitions provided on the instrument.
- Note any comments by writing directly on the instrument regarding comprehensive coverage of the topic of transition administration.
- Note any comments by writing directly on the instrument regarding technical aspects of clarity of direction, language, and length.
- Indicate how long you estimate it will take someone to complete the questionnaire.

Please return the questionnaire in the attached self-addressed, stamped envelope by November 24, 1997. Your participation as an expert reviewer for this study is greatly appreciated.

Sincerely,

Karen Hudson

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Expert Panel

irections: Your task as an expert judge is to evaluate whether each survey item relates primarily to the construc management or leadership. Definitions of management and leadership are provided below for the purposes of this study. Read each item carefully and circle the rating to the left of each item. Circle I indicate management or **L** to denote a leadership focus.

Please note any suggestions or changes to the survey regarding clarity of directions, language, length, comprehensive coverage of the topic of transition administration.

> Management (**M**): A process of facilitating the actions of a group through tasks and functions involving planning, organizing, coordinating, reporting, and/or budgeting.
>
> Leadership (**L**): A process of facilitating the actions of a group through tasks and functions involving challenging, visioning, empowering, modeling, and/or inspiring.

Survey participants will be asked to follow the directions below in completing the questionnaire. **You are not being asked to complete the ratings to the right of each item**, but please estimate the amou of time you believe it will take participants to complete the survey:

Column A, labeled **"Ideal"**, indicate to what extent you believe the following tasks and functions *should be* the ponsibility of special education directors. In Column B, labeled **"Real"**, indicate to what extent you are able to form the tasks and functions in your present role.

M: Management
L: Leadership

			A: Ideal				B: Real			
			Not at all	To small extent	To some extent	To great extent	Not at all	To small extent	To some extent	To great extent
L	1.	Implement procedures to involve students and families in the transition process	1	2	3	4	1	2	3	4
L	2.	Initiate and encourage curriculum development and modifications to promote transition efforts	1	2	3	4	1	2	3	4
L	3.	Provide collaborative opportunities between general education and special education for information sharing/review of case-studies, and for problem solving related to transition curriculum issues	1	2	3	4	1	2	3	4

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			A: Ideal				B: Real			
			Not at all	To small extent	To some extent	To great extent	Not at all	To small extent	To some extent	To great extent
L	4.	Review mechanics of transition service planning and delivery annually	1	2	3	4	1	2	3	4
L	5.	Develop with others a mission statement relative to curricular issues in providing transition services	1	2	3	4	1	2	3	4
L	6.	Initiate and encourage development of interagency teams related to transition	1	2	3	4	1	2	3	4
L	7.	Provide technical assistance on implementation of transition services	1	2	3	4	1	2	3	4
L	8.	Provide guidelines and procedures for IEP development related to transition goals and objectives	1	2	3	4	1	2	3	4
L	9.	Arrange and maintain formal contacts between schools and community agencies	1	2	3	4	1	2	3	4
L	10.	Prepare transition reports for local transition council or similar interagency group	1	2	3	4	1	2	3	4
L	11.	Create and enable opportunities for staff development and training related to transition	1	2	3	4	1	2	3	4
L	12.	Recognize individual students who have accomplished transition goals	1	2	3	4	1	2	3	4
L	13.	Publicize and disseminate individual and system-wide successes related to balanced curricula addressing transition issues	1	2	3	4	1	2	3	4
L	14.	Administer existing grant awards relative to transition services	1	2	3	4	1	2	3	4

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			A: Ideal				B: Real			
			Not at all	To small extent	To some extent	To great extent	Not at all	To small extent	To some extent	To great extent
L	15.	Establish and coordinate working relationship with general academic educators in transition planning	1	2	3	4	1	2	3	4
L	16.	Reallocate resources to fund expanded transition services	1	2	3	4	1	2	3	4
L	17.	Conduct follow-up studies of secondary students who have exited the special education program	1	2	3	4	1	2	3	4
L	18.	Enable communication opportunities regarding research and best practices between staff and agencies	1	2	3	4	1	2	3	4
L	19.	Seek opportunities to participate in training related to the provision of transition services	1	2	3	4	1	2	3	4
L	20.	Authorize transition budget allocation to staff	1	2	3	4	1	2	3	4
L	21.	Seek opportunities to apply for grant(s) to facilitate transition services	1	2	3	4	1	2	3	4
L	22.	Establish and coordinate transition services and support services with vocational educators	1	2	3	4	1	2	3	4
L	23.	Report results of follow-up studies to evaluate program effectiveness	1	2	3	4	1	2	3	4
L	24.	Prepare reports related to transition services and outcomes for local school board	1	2	3	4	1	2	3	4

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			A: Ideal				B: Real			
			Not at all	To small extent	To some extent	To great extent	Not at all	To small extent	To some extent	To great extent
L	25.	Assist staff in coordinating time and schedules relative to transition services delivery	1	2	3	4	1	2	3	4
L	26.	Develop system goals and activities related to transition collaboratively with teachers, students, and families	1	2	3	4	1	2	3	4
L	27.	Create opportunities to investigate and share related legislation impacting transition services with stakeholders	1	2	3	4	1	2	3	4
L	28.	Conceptualize and propose systems changes to increase transition services and/or position(s)	1	2	3	4	1	2	3	4
L	29.	Provide resources for staff innovations related to interagency efforts related to transition issues	1	2	3	4	1	2	3	4
L	30.	Prepare reports related to transition services and outcomes to fulfill state requirements	1	2	3	4	1	2	3	4
L	31.	Provide advocacy for staff innovations related to curriculum and transition issues	1	2	3	4	1	2	3	4
L	32.	Supervise maintenance, implementation, and expansion of transition services	1	2	3	4	1	2	3	4
L	33.	Conceptualize and propose policies and procedures that exceed federal and state mandates related to interagency transition service delivery	1	2	3	4	1	2	3	4

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			A: Ideal				B: Real			
			Not at all	To small extent	To some extent	To great extent	Not at all	To small extent	To some extent	To great extent
L	34.	Utilize results of evaluations of transition services to conceptualize future improvements	1	2	3	4	1	2	3	4
L	35.	Maintain documentation concerning individual transition plans and student placement	1	2	3	4	1	2	3	4
L	36.	Plan and establish procedures for participation of staff, service providers, students, and families in the transition planning process	1	2	3	4	1	2	3	4
L	37.	Plan and implement comprehensive functional curricular options	1	2	3	4	1	2	3	4
L	38.	Create opportunities to delegate responsibility for transition services to subordinate(s)	1	2	3	4	1	2	3	4
L	39.	Support individual(s) in division responsible for coordinating transition efforts	1	2	3	4	1	2	3	4
L	40.	Establish procedures for involving general and vocational educators in planning transition services	1	2	3	4	1	2	3	4
L	41.	Conceptualize and articulate the division's values, beliefs, and position with special education teachers, students, and families regarding transition issues	1	2	3	4	1	2	3	4
L	42.	Provide ongoing feedback to staff regarding significance of successes and efforts related to involvement of community links in the transition process	1	2	3	4	1	2	3	4
L	43.	Conceptualize and create policies and procedures to improve transition efforts	1	2	3	4	1	2	3	4

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			A: Ideal				B: Real			
			Not at all	To small extent	To some extent	To great extent	Not at all	To small extent	To some extent	To gre exte
L	44.	Monitor and evaluate transition services to ensure compliance with federal and state regulations	1	2	3	4	1	2	3	4
L	45.	Interpret and share policy and program efforts with staff, students, families, and community for their input	1	2	3	4	1	2	3	4
L	46.	Prepare budget to fund existing transition services	1	2	3	4	1	2	3	4
L	47.	Develop a training agenda for staff related to transition service delivery	1	2	3	4	1	2	3	4
L	48.	Recognize individuals in the division who have made outstanding contributions in facilitating student/family participation in the transition process	1	2	3	4	1	2	3	4
L	49.	Celebrate accomplishment of system-wide transition objectives related to curriculum and instructional programming	1	2	3	4	1	2	3	4
L	50.	Administer resources to enhance staff development efforts related to transition services delivery	1	2	3	4	1	2	3	4
L	51.	Advocate for participation of students with disabilities in state local testing	1	2	3	4	1	2	3	4
L	52.	Implement assessment programs for students with disabilities that provide appropriate accommodations or alternative assessments	1	2	3	4	1	2	3	4

hank your for participation in reviewing this document. Please use the space below to make any additional ecommendations or comments.

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Appendix D

Text of Verbatim Comments and Code Assignments for Enabling Factors

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Verbatim Responses to Question #51

In your opinion, what are the 2-3 most important factors that enable you, as leader/manager, to administer transition services in your division?

Response	Comment	Coding
1.	Established relationship with adult service providers	3
2.	Awareness of resources available in system, community and state	2, 6
3.	Understand how transition services fit within total instructional program	
4.	Support from superintendent	5
5.	Willingness of special education staff	1
6.	Recent development of the transition specialist position	4
7.	Prior knowledge of transitioning by special ed teachers	1
8.	Willingness of voc-ed teachers to accommodate for special education students we have a very competent secondary staff who entirely administers all transitional services. They do a great job!	1, 5
9.	Having a transition specialist to carry out majority of responsibilities.	4
10.	Commitment of staff and general education administrators, as well as School Board, to effective transition.	1,5
11.	I participate in local interagency transition council	1,3
12.	My high school spec ed staff is very capable and experienced	1
13.	The most important factor is that I have a Transition Coordinator. This survey was hard for me to answer as a director because I do have such a staff member, and she does the majority of the work so I don't have to do many of the things that I might otherwise have to do.	4
14.	Good working relationship with DRS counselor, use of their services to assist students in planning and job hunting	3
15.	Participation in Project PERT	10
16.	My position	2
17.	Interagency contacts	3
18.	Mandated through IEP process	9
19.	Positive relationships with other agency directors	3
20.	Supportive assistant superintendent	5
21.	Regional and local options for transitioning students	8
22.	Cooperation with DRS	3
23.	Cooperation with TAC Center for workshop and information	2
24.	Knowledge of IDEA Transition guidelines	2, 9
25.	Utilization of best practice in transitioning (reviewing)	2
26.	Utilization of interagency services to facilitate transitioning	3
27.	My concern and belief that all children can learn	2
28.	My willingness to donate time beyond work hours	2
29.	The staff's ability to donate time beyond work hours	1

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30.	Mandated legislation to support transition	9
31.	Positions designated in budget for transition coordinator	4, 6
32.	My previous experience as the transition facilitator for the district	2
33.	My training by statewide transition professionals	2
34.	Great transition services team	1
35.	Clear procedural guidelines/supporting documents	9
36.	Effective staff member who coordinates services	4
37.	Close ties with local community agencies	3
38.	Supportive school administrators	5
39.	Knowledge of secondary transition services	2
40.	Experience in secondary transition services	2
41.	Staff, time, funding	1, 2, 6
42.	Willingness of teachers to find options for placement	1
43.	Strong vocational component in county	5
44.	My own personal desire to make it work	2
45.	A devoted Sp. Ed. Dept. Chair at the H.S. level	1
46.	There is no one else	2
47.	Know total program and prepare entire Sp.Ed. Budget	2, 6
48.	Being an advocate for Sp. Ed. children	2
49.	Have adequate staff to carry out needed transition services	1
50.	Develop job sites for career exploration	8
52.	Develop institutional awareness of transition needs	2, 5
53.	Competent staff	1
54.	Transition coordinator	4
55.	Perkins funds	6
56.	Flow-through funds	6
57.	Support system with other special education supervisors	8
58.	Excellent staff at High School	1
59.	Very good working relationship with DRS counselor	3
60.	Time and time!	2
61.	Our school division hired a system-wide transition coordinator. This person directs all transition services.	4
62.	Having a part-time coordinator	4
63.	Encouragement and participation of community agencies	3
64.	Accomplishments of students	7
65.	Two interdivisional teams – one for transition coordinators and one for special education directors and agency representatives have been most helpful	8
66.	Having knowledgeable, energetic transition coordinator is also important	4
67.	Dedication of staff to working with and providing opportunities to students	1
68.	Collaboration effort with local rehab agency	3
69.	Support of superintendent	5
70.	Part-time help in transition coordinator	4
71.	Much support from key members of the secondary sp. ed. staff	1

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72.	Supportive, encouraging interagency team	3
73.	Parental support	7
74.	Support of superintendent	5
75.	Competent subordinates for implementation and monitoring	1
76.	Community and agency supports available	3
77.	Willingness of school-based teams to work cooperatively with families (families with staff)	1, 7
78.	School based support/Superintendent	5
79.	Complete responsibility for transition	2
80.	Participation in and review of IEPs	2
81.	Cooperation of principals at high schools in allowing teachers to attend meetings during the workday	5
82.	The position itself (having the authority to delegate and schedule meetings)	2
83.	Interagency contacts	3
84.	Interest/commitment of staff	1
85.	Clear vision/philosophy	2
86.	Genuine need for services	7
87.	A knowledgeable cadre of special education teachers	1
88.	Cooperative school level administrators	5
89.	Familiarity with secondary services and many of the students	2
90.	The requirements of the law	8
91.	The support of local agencies	3
92.	The support of teachers	1
93.	Understanding of community based integration and the need for vocational preparation and skills development for students exiting our program	2, 5
94.	Collaboration with secondary and continuing education dept. to provide alternatives for students	5
95.	Statewide availability of transition training/inservice	6
96.	Cooperation that is received from special education and vocational staff	1, 5
97.	Teachers at the high school have wanted more programs for transition services but did not have the time/energy to advocate for changes. Coordinators position has allowed changes to occur primarily as a result of Project UNITE grant.	4, 6
98.	Access to information/training available to teachers	9
99.	I couldn't begin to meet with all the transition meetings – a sped coordinator and vocational resource teachers are critical to the meetings.	1, 4
100.	Second, we had training and community teams established years ago. In addition, we had a small grant (UNITE) which helped us get the LCCE curriculum in place as well as other programs. I couldn't imagine beginning now.	6, 8
101.	Relationship with DRS	3
102.	Guidance	9
103.	Sp.Ed. Teachers	1

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104.	Time	2
105.	Staff support	1
106.	Parental support	7
107.	Positive and ongoing collaboration with local adult agency representatives	3
108.	Positive and ongoing collaboration between special education and vocational education staff	1, 5
109.	Supportive parents and staff for the transition process	7
109.	What enables me to provide transition services currently is that we pay one of our teachers to work extra hours each week to coordinate transition services.	4
110.	Excellent secondary staff who are committed to providing good transition services with limited resources	1
111.	A good working relationship with our local DRS	3
112.	Competent staff	1
113.	Good administrators at school-site	5
114.	Cutting-edge consultant support	6
115.	Principals required to attend IEP and eligibility meetings	9
116.	Superintendent's leadership	5
117.	Expertise	2
118.	My transition specialist's strength and knowledge	4
119.	Leadership	2
120.	Delegate responsibilities	2
121.	Provide funding	6
122.	Monitor the results of transition meetings	2
123.	I have a teacher who handles the transition services	4
124.	I work closely with other agencies to help us achieve these goals	3
125.	A wonderful transition coordinator!	4
126.	The support of local businesses to have the students train and work in their businesses.	9
127.	Transition advisory and local interagency councils that work very hard for kids and their transition from school to work.	3, 8
128.	None	10
129.	Vocational special needs teachers at the secondary level	1
130.	Central office staff who coordinate efforts	4
131.	Small division	10
132.	½ time transition coordinator – no teaching duties	4
133.	Good people to work with – students, parents, and school staff	1, 7, 9
134.	Personal interest	2
135.	Interest of teaching staff and PERT team staff	1, 10
136.	Community representative interest	8
137.	A competent staff that understands the process and has the ability to train teachers, develop cooperative agreements with agencies, facilitate interagency meetings, and supervise programs that provide direct services to students	1, 3
138.	Time	2

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139.	Money from division	6
140.	I think transition services are extremely important. I am sorry we lost our transition specialist but as a special ed. director, I oversee these services, like all the other sp ed programs. The facilitators do the coordination and contact with the teachers.	1, 2
141.	Knowledge of community resources	2
142.	Support of building administrators	5
143.	Ability to network	2
144.	The support of the transition specialist, teachers, and parents	1, 4, 7
145.	Knowledge of educators	1
146.	Cooperation and support of agencies	3
147.	Support of students/parents	7
148.	Having authority and responsibility for the entire special education program puts me in a position to get the job done	2
149.	Ability to call on and utilize personnel and resources in the Department	2, 6
150.	Excellent rapport and professional relationship with representatives of various local agencies and service providers	3
151.	Freedom/willingness to target transition services as a priority for improvement	2
152.	Assistance from Sharon deFur (DOE)	6
153.	Small size school system – I personally know each student	10
154.	Cooperation of DRS personnel	3
154.	Resources and time	2, 6
155.	Expertise on staff; with transition services assigned as a primary responsibility	1
156.	Financial support	6
156.	As Special Education Director I have the latitude and authority (from the Superintendent) to set priorities and implement services in our division	2, 5
157.	I have an ongoing schedule of in-services sessions with all special education personnel throughout the school year. Transition is always a topic of importance	1, 2
158.	We have a very active Transition Council which meets monthly to plan implement services	8
158.	Value the worth of transition services for students with disabilities (a positive attitude and supportive actions)	2
159.	Knowledge of the scope of possibilities available to students via staff, curriculum, and community opportunities	1, 2
160.	Help from staff persons at the Middle and High School levels	1
161.	Prior training on transition issues	2
162.	Budget allowances for transition services (when it is available)	6
163.	Increased interest on the part of parents	7
164.	Good support staff	1
165.	Administrative and financial support	5, 6
166.	Overall support of administration/School Board/community – including business community	5, 8
167.	Proven record of positive outcomes	7

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168.	Progressive business community which allows us to use them as community training sites	8
169.	Highly motivated special education teachers who actively pursue training and work experiences for their students	1
170.	Support of businesses in the community in providing transition and employment opportunities for students with disabilities	8
171.	Outside agencies who provide opportunities for assessment, training, and meaningful work experiences	3
172.	Trained Transition Coordinator	4
173.	Vocational assessment center that has been upgraded	6
174.	A designated teacher at the secondary level who coordinates transition activities. This is a paid supplement	4
175.	Involvement of secondary teachers in planning transition – close working relationship with DRS and other agents	1, 3
176.	Superintendent support	5
177.	Funding	6
178.	Staff support	1
179.	Flexibility by the Board	5
180.	Control of Sp. Ed. Budget	6
181.	Building level leadership	5
182.	Excellent staff	1
183.	Parent interest	7
184.	Parental contact	7
185.	Student input	7
186.	Availability of resources (money, personnel)	6
187.	Administrative and community support	5, 8
188.	Parent support	7
189.	Coordinator at each school to disseminate transition information	4

Code:

1 = Special Education Staff
2 = Special Education Director Attributes
3 = Agencies
4 = Transition Coordinators
5 = School Division
6 = Resources
7 = Families and Students
8 = Community
9 = Law/Policy
10 = Miscellaneous

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Appendix E

Text of Verbatim Comments and Code Assignments for Barriers

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Verbatim Responses to Question #52

In your opinion, what are the 2-3 biggest barriers that hinder you, as leader/manager, in administering transition services in your division?

Response	Comment	Coding
1.	Do not have the time to supervise all aspects of secondary transition services	1
2.	Need further training in conducting systems change	1
3.	Transition services are considered as a special education issues only	5
4.	Time and effort it takes to efficiently and effectively administer services	1
5.	Reluctance of administrators	5
6.	Coordination of services between agencies is often difficult	6
7.	Input from families is often difficult to obtain/coordinate	7
8.	Lack of budget, time, and priority.	1, 2
9.	Too many competing responsibilities and too little time.	1
9.	Transition services are one more "unfunded mandate" for local divisions to provide; local Boards are reluctant to fund needed positions with no additional federal $s.	2, 5
10.	Budget and time	1, 2
11.	We will not have a staff person denoted to transition until 1999-2000. Right now a high school teacher is also the transition coordinator.	3
12.	Money	2
13.	Lack of job sites for some students	4
14.	Lack of transportation (public) in our area	4
15.	Lack of availability of jobs for low level students	4
16.	Need for more teacher training in area of transition	3
17.	Lack of time	1
18.	Lack of interagency communication on regular basis	6
19.	Lack of specific council to address and initiate transition plans/issues/concerns	4
20.	Heavy caseloads of other agencies and ours so transition is often not a top priority	1, 5
21.	Budgetary constraints in the big picture as we look at division-wide priorities for all students	2
22.	Lack of qualified candidates to consider to lead transition into the 21st century	3
23.	Lack of services available within our rural community	4
24.	Parents willingness to participate	7
25.	Time and encumbrance of additional duties non-related to special Education	1
26.	Competing with other required in-services obligations as part of SEA requirements during staff training days	3

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27.	Wearing too many hats. Transition is a full-time job by itself. Classroom special education teachers assume coordinator will do all the work of transitioning	1, 3
28.	Community awareness that jobs for disabled are important/disabled can be productive	4
29.	Coordinating efforts with the district's vocation programs	5
30.	Providing enough paid work experiences for sped students	4
31.	Providing a transition knowledge base for non-sped personnel	5
32.	Time constraints	1
33.	Budget	2
34.	Lack of sufficient time	1
35.	Staff shortage	3
36.	Funding	2
37.	System change	1
38.	Staff, time, funding	1, 2, 3
39.	Lack of businesses'/industries' participation	4
40.	Effective time to meet and discuss transition services and lack of planning time	1
41.	Lack of monetary resources to implement all that is needed	2
42.	Lack of personnel to supervise/manage transition	3
43.	Lack of support staff	3
44.	Lack of time	1
45.	Lack of finances	2
46.	There is no one else	3
47.	Time	1
48.	Money	
49.	Transition specialist is only ½ time position	3
50.	Guidance from state	8
51.	Grant qualifications	2
52.	Lack of consistency across state	8
53.	Lack of adult services/caseloads	6
54.	Inadequate funding to hire full-time coordinator	2, 3
55.	Lack of community resources	4
56.	Lack of parent involvement	7
57.	Time and time!	1
58.	Time	1
59.	Other responsibilities	1
60.	Lack of funds to support school-community work site coordinator	2, 3
61.	Lack of parent interest in following up in transition goals	7
62.	Few employment opportunities in community	4
63.	Continued lack of school-agency communication	6
64.	Staff turnover both in schools and agencies	3, 6
65.	Uncertainty about goals and possibilities	1
66.	Focus on students with more severe disabilities rather than college-bound students	1
67.	Lack of time (transition is one of <u>many</u> things)	1

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68.	Lack of other agency support	6
69.	Lack of parental involvement	7
70.	Time	1
71.	Support from regular vocational program	5
72.	Little time for devotion to program	1
73.	Need more training as to use of resources	1, 2
74.	Psychological barriers and attitudes in gen. ed.	5
75.	Turf of other agencies	6
76.	Lack of sufficient community resources	4
77.	Broad-based knowledge of community based opportunities/agency responsibilities	1
78.	Transportation options	2
79.	Time	1
80.	Lack of expertise	1
81.	Lack of cooperation from adult agencies	5
82.	Lack of funding	2
83.	Low parent involvement	7
83.	Limited resources in rural agencies – transportation problems for parents and students	2, 6
84.	Not adequate resources (lack of staffing)	2, 3
85.	Small community with limited agency support	6
86.	There are many things I would like to do (and could do) if there were enough hours in the day. I do not even have a secretary. I do my own reports and letters. Local school boards of small systems look for ways to make budget cuts...Special education is viewed as a "necessary evil" by most school boards and building principals. They would rather spend money on athletics, "gifted", or ways to improve the divisions' achievement scores. Get the picture??!!**	1, 3, 5
87.	Lack of time	1
88.	Lack of resources	2
89.	Limited interagency options (because they too have limited time and resources)	6
90.	Rural division – not enough staff – asked to wear too many hats	1
91.	Lack of money	2
92.	Intrusion of politicians – educators need to set policy and run education – lawyers need to take care of legal system, etc. Things will only get worse if this trend continues whether you are considering transition or any other educational issue	8
93.	Lack of administrative assistance	1
94.	Lack of community-based training opportunities	4
95.	We are a small school division; therefore, a small department whose members must divide their time among various priorities. The biggest barriers: time, limited staff, and available resources in community	1, 3, 4

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96.	"Regular education" does not have transition requirements; therefore, special ed. requirements are just another "pain" to get through	5
97.	Time. No one has time to do all that needs to be done while the student is in school. NO one has time to design, oversee, and implement grant programs.	1
98.	Upper administration is leary of grants that aren't "on-going" and leary of doing more than required when we can't afford to do what is required.	5
99.	Paper work and litigation to resolve the complaints of a minority of stakeholders	8
100.	Grassroots support from counselors, teachers, and vocational educators to advocate for the students who exhibit problematic behaviors	9
101.	Lack of public transportation to get students to the job site	4
102.	Lack of funding for a transition specialist	3
103.	Heavy teacher caseloads that impact the time spent for transition activities	3
104.	Financial concerns when implementing changes (additional personnel, curriculum, training, etc.)	2
105.	Restrictive general education curriculum and block scheduling	5
106.	Time – Sp.Ed. Directors have a million demands on their time.	1
107.	Priorities – where as transition services are critically important, they are simply a piece of the pie. They can only receive so much attention when there are SOLs to be considered, new regs., etc.	1, 5
108.	Time, time, time	1
109.	Lack of some parental involvement	7
110.	Student value changes regarding vocations	9
111.	Cooperation from some businesses	4
112.	Available time to devote to transition resources	1
113.	Budget constraints for additional staff and funds	2, 3
114.	Availability of financial resources	2
115.	Availability of staff to administer transition services	3
116.	Time to monitor and facilitate transition policies and procedures	1
117.	Philosophy for students with disability services/programs in reg. ed.	5
118.	Funding	2
119.	Attitude for risk-taking and change (politics)	5
120.	No structured state report on secondary outcomes in sp.ed.	8
121.	Limited funds (state) specific to transition	2
122.	Time	1
123.	Money available	2
124.	Too few electives for sp. ed. students in vocational curriculum	5
125.	Too few paraprofessionals to assist vocational teachers	5
126.	Inadequate resources to maintain quality training	2
127.	I am the <u>only</u> administrator for pupil personnel, sp. ed., gifted, ESL, and Safe and Drug Free schools	1
128.	Resources are limited and I do not have the personnel I need to do everything expected of me	2, 3

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129.	Prejudice of the disabled and their ability to work.	4
130.	Physical barriers in some businesses and training areas.	4
131.	Time	1
132.	Resources	2
133.	Time	1
134.	Budget	2
135.	Varying levels of commitment at the building level	5
136.	Limited services for adults in county	6
137.	DRS doesn't share the same level of concern as school personnel do	6
138.	Transportation	2
139.	No administrative staff to share transition coordination with	4
140.	Lack of time for coordination/sharing between special/vocational/ general ed. staff members on transition needs	1, 5
141.	Funds to hire more staff. Ideally a transition coordinator should be housed in every high school. Currently there is one coordinator for the division.	3
142.	State needs to provide more grant money	2
143.	Feds need to provide more grant money	2
144.	I oversee the process. The special education facilitators are taking the role of transition coordinating with local agencies. I do not see this as a director of speds position in a division of over 11,000 students	1
145.	Lack of availability of representatives from community resources to attend meetings at the building level	6
146.	Lack of time	1
147.	The biggest barrier I feel in most areas would be the funding. Most programs for follow-up measures are not funded by the state or local funds	2
148.	Financial resources	2
149.	Time	1
150.	Community contacts	
151.	Transitioning is only one of many areas which require funds and human resources to meet educational needs of disabled students.	1, 2, 3
152.	Barriers include: Time to coordinate meetings and services among agencies. Money to implement innovative and effective transitioning services/programs.	1, 6 2
153.	Lack of knowledge/experience with transition services myself	1
154.	Lack of knowledge regarding available grants/resources in the area of transition	1
155.	Lack of available local resources	4
156.	Very little funding (local) after Project UNITE grant ended	2
157.	Few local resources for disabled students	4
158.	Changes in high school staff during past three years	3
159.	Resources and time	1, 2

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160.	Money, money, money	2
161.	A lack of subordinate staff to assist in the implementation of services is a major barrier	3
162.	Major geographical barriers exist	4
163.	A lack of employment opportunities exists throughout our area	4
164.	Funds to support more staff and students in transition acitivities	2, 3
165.	Lack of funds to enable us to plan adequate programs	2
166.	Difficulty in getting follow-through on all involved in planning	4
167.	Time to plan and actually carry out a really adequate plan	1
168.	Lack of time to devote to transition issues	1
169.	Other division responsibilities that are not special ed related	1
170.	Time	1
171.	Only division level administrator with no line administrators which results in large staff evaluation responsibilities	1
172.	Too much focus on credits for graduation without looking at outcomes	5
173.	Lack of post secondary mental health support	6
174.	Need for greater coordination for transition services. Full-time transition coordinator	3
175.	Training for staff at schools in transition programming	3
176.	Deeper understanding in regular ed of transition as a process that helps prepare students for the long-term not just for next year	5
177.	Lack of support and commitment by outside agencies such as community services and rehabilitation services	6
178.	Limited employment/resources	2, 4
179.	Some difficulty getting teams together	4
180.	Time available	1
181.	Funding	2
182.	Rural community services	6
183.	Time	1
184.	Personnel	3
185.	Money	2
186.	Time	1
187.	Time	1
188.	Other responsibilities	1
189.	Weak vocational curriculum opportunities presently	5
190.	Funding needed for personnel and transportation	2, 3
191.	Lack of resources needed to provide assistance to students	2
192.	Time restraints	1
193.	Lack of vocational options for special education students	5

Code:

1 = Special Education Director's Role
2 = Resources
3 = Special Education Staff
4 = Community
5 = School Division
6 = Agencies
7 = Families
8 = Policy
9 = Miscellaneous

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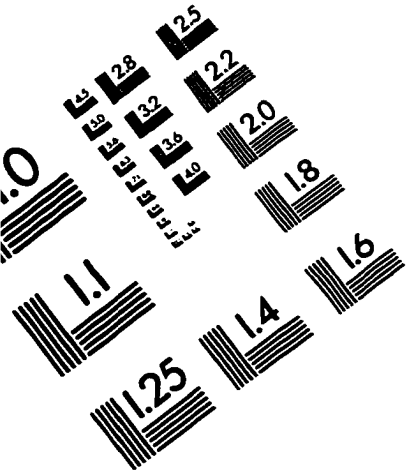
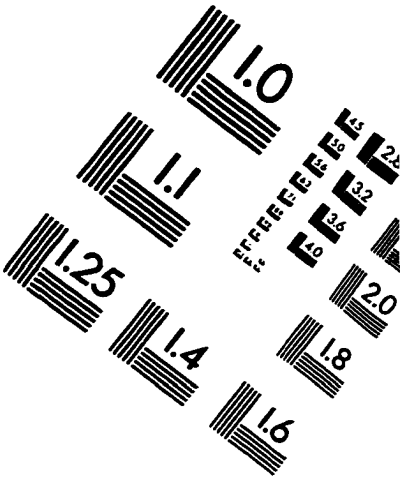
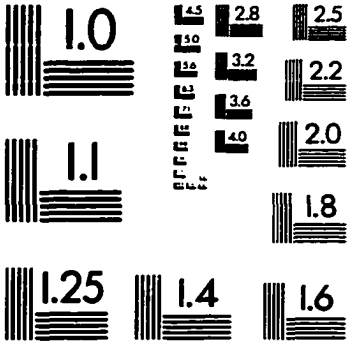
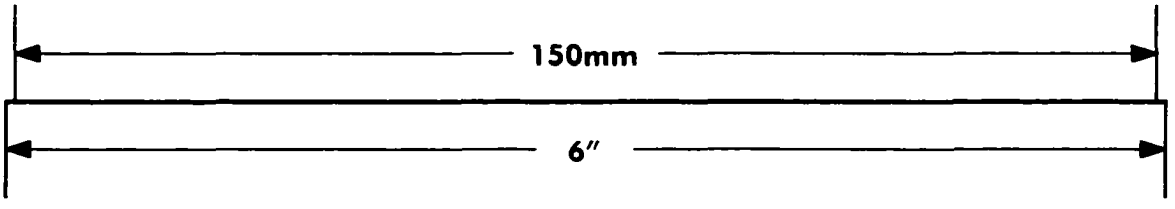
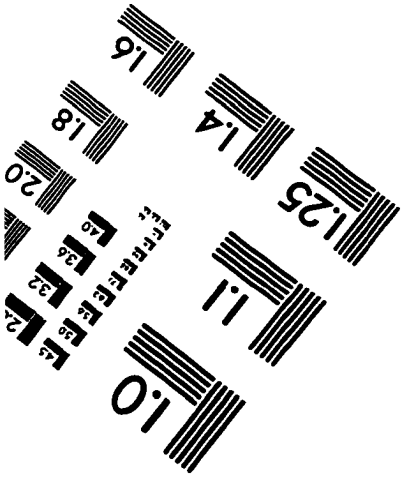
IMAGE EVALUATION TEST TARGET (QA-3)

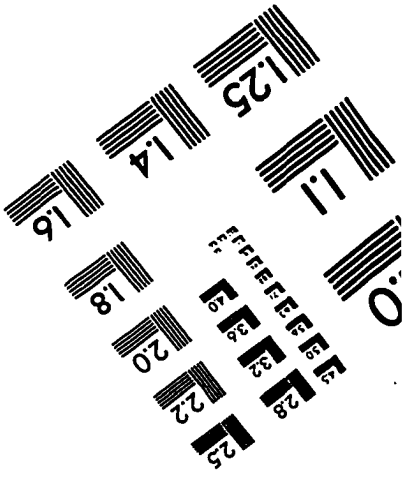












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