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JOB DESCRIPTIONS AND ~~JOB~~ SPECIFICATIONS FOR
DIRECTORS OF SPECIAL EDUCATION

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Andrew D. Ray
August 1966

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

During the past fifty years American educators and laymen have witnessed a gradual change in the attitudes toward exceptional children and youth. For a considerable period of time during the eighteenth and nineteenth centuries, attitudes toward exceptional individuals were, in many instances, negative and unrealistic. There is evolving, however, the realization that exceptionality is a problem which can be dealt with effectively; one that is in need of attention and understanding. Attitudes regarding the handicapped person as a source of social stigma are gradually beginning to change and are being replaced by attitudes of understanding and compassion regarding the needs and problems of exceptional individuals. Rust states that:

In the past the public has been satisfied to let the institutions take care of the problem children. Since the beginning of the twentieth century, and particularly following World War II, there has been a growing awareness of the importance of the education of exceptional children (25:2).

Increased knowledge of exceptionality has led to the establishment of specialized programs for exceptional persons at the local level and in state supported institutions. As more and more exceptional children have been placed in special programs, the need for expanding services has arisen.

The need for evaluation of programs, training of instructional personnel, and the financing of programs has also developed. It has become apparent that if these programs are going to meet the needs of exceptional children, a realistic set of standards must be established. These standards would serve as the basis for selection of personnel qualified to deal with the problems of special education such as administration.

As programs of special education have grown larger and more encompassing, a considerable amount of time and research has been devoted to the preparation and training of special education teachers. Research projects were designed and conducted to reveal how exceptional children learn, what skills are most important for them to learn, and what skills they are capable of learning. As a result of these studies, more research projects were undertaken in an attempt to discover what methods, materials, and teacher skills were essential to provide effectively for the education of exceptional children. With increased knowledge in these areas, administrators were able to establish guidelines which outlined necessary qualifications for teachers in each area of exceptionality.

In contrast to the effort devoted to the establishment of guidelines for teacher qualification, available research indicates a paucity of effort devoted to the establishment

of similar guidelines corresponding to directors of special education. During the early part of the century, the majority of directors advanced to administrative positions from such fields as elementary education and school psychology. Lack of experience in special education, which was an exploratory program in nature, left them relatively unqualified for their position (10:1). Today, although many directors are bringing some special education background to their positions, there is still no widely accepted professional standards for administrators at either the state or local level.

It is academic to assume that administrative personnel in special education should bring to their positions such qualifications as preparation, experience, specialized skills, professional attitudes, and positive personality traits. The problem seems to be, however, what types of preparation, skills, experience, and attitudes are most essential for personnel who develop special education programs.

In addition to lack of accepted policies relative to job specifications for directors at the state and local levels, there is also an absence of accepted policies regarding job descriptions for directors. In some instances persons have assumed directorships and discovered that there was no clearly defined description of the characteristics, duties, and responsibilities inherent in the position.

I. THE PROBLEM

Purpose of the study. It was the purpose of this study to analyze the available literature in the area of special education in an effort to compile a descriptive taxonomy of job descriptions and job specifications for directors of special education.

Limitations of the study. This study was restricted to a review of published literature obtained from the Central Washington State College Library, various state departments of education, and leading authorities in the field of special education.

II. DEFINITIONS OF TERMS

Special education. A program of instruction for children whose emotional, mental, or physical handicaps require specialized methods of instruction, materials, and curriculum which may not be feasibly provided in a regular classroom situation.

Local director of special education. That person who has the designated overall responsibility for administering the program of special education within the local community.

Job description. A statement setting forth the characteristics, duties, and responsibilities of a specific job within the local department of special education.

Job specification. A written record of the minimum hiring requirements or standards which must be met by an applicant for director at the local level of special education.

CHAPTER II

REVIEW OF THE LITERATURE

I. ATTRIBUTES NEEDED BY THE DIRECTOR

The effectiveness of special education programs is basically dependent upon the qualifications and leadership ability of the director. Because of the highly technical nature of his work, the director must have specific knowledge and skill in all areas of exceptionality. Each area of exceptionality, which is a field unto itself, presents the director with varied and complex problems. Due to the differences between exceptional and normal children, it is necessary that the program of special education differ from that offered to the regular child. These differences take many forms and require specific administrative competencies on the part of the director.

Although the director functions in a major capacity within the framework of the special education program, most educational research has been directed toward the teacher and improvement of the classroom situation. Numerous studies have been conducted in the areas of teacher training, certification, development of new methods and materials, and the implementation and evaluation of curriculum. There is, however, a paucity in the research relative to the professional training of the special education administrators.

The preponderance of research directed toward the professional training of teachers to the neglect of the special education administrator is a result of the shortage of teachers in the field. According to Rust (25:6), the shortage of qualified teachers was brought to light by Lord and Kirk in 1950 when they stated:

One hundred thousand teachers of exceptional children will be needed to man the schools and classes of the nation. At present approximately 16,000 such teachers are available.

Magnifico (23:130) indicated that since 1946 many school administrators and school board members, in an effort to keep the schools open, have been forced to resort to personnel policies of expediency with little regard for long range policies.

Cain (4:391) states that:

In this relatively new area of special education the goals have been well defined, but the paths to achievement have been much less precise. Much of the research of the past nine years has been directed toward the immediate need for direction at the classroom level. It is in retrospect that concerned leaders have paused and questioned the direction of the program on the administrative level.

Pertinent literature in the area of special education indicates that there is little difference in the personal attributes required by the director of special education and those required of other school administrators. Wright, in a study of effective leadership qualities, indicated that

the most important personal characteristics of an administrator are:

. . . friendliness, self-confidence, a sense of humor, an optimistic outlook on life, and an ability to get along with people (34:77).

Hopper and Bills (93) state that the prime attributes of a successful administrator are "democratic attitudes, respect for the integrity of others, ability to organize, understanding of the job, and the acceptance of themselves and others." The Washington State Manual for Special Education Administrators (19:13), and a study conducted by the Office of Education (10:20), indicate that the only additional attribute needed by a director of special education is a deep interest in exceptional children and a firm belief in their right to an education.

The difference in the qualifications required of directors and other administrators will be evident largely in the nature of the jobs performed.

Successful administration of special education programs requires a high degree of idealism on the part of the director. His thinking must be positive, allowing him to plan large-scale programs for exceptional children. Idealism, however, must be tempered with enough realism that the program will be kept within the realm of possibility.

Fields supports this statement with the following remark:

"The director of special education must be practical and

realistic in his program, yet show a high degree of imagination in his objectives" (12:225).

I. FUNCTIONS OF THE DIRECTOR

Educational leaders are becoming increasingly aware of the importance for exceptional children to participate with their normal peers in all aspects of community life. This realization has affected the role of the director of special education. In addition to his knowledge of special education procedures, he must also have an understanding of human growth and development and of the practices of regular education. This background is necessary if he is to establish programs at the pre-school, elementary, and secondary levels.

In many instances the special education program and the regular education program are contained within the same building. For example, a special program serving fifty exceptional children may be located in one of the local elementary schools. In these instances, the director of special education has an important responsibility. This responsibility, as determined by the Office of Education, is to:

. . . orient other administrators, principals, and staff members having special education programs within their buildings, to the practices and procedures of the special program. He should assist and guide the principals in cooperatively administering these programs (10:20).

In some instances a child's exceptionality is limited to the extent that he could benefit from part time instruction in a regular school situation. In cases of this nature the director also plays a specific role. It is his duty to work with both the general staff and the building principal in planning for the child a realistic program of instruction in the regular classroom. He should endeavor to expand this program of integration to the greatest possible extent provided he feels that integration is in the best interests of the students involved, both handicapped and normal.

The area of integration, however, is highly controversial in educational circles. The director should carefully evaluate his philosophy before initiating a program of integration. Brabner states that before a program of integration be initiated the director would do well to consider the following questions:

What are the benefits that are derived from "contacts" with normal children? Will only desirable behavior be learned? What is the relationship between level of intelligence and socially desirable behavior? How does learning take place--through imitation? Incidental learning? Do the retarded learn well in this way? Does the better judgment of the normal child "rub off" in some way onto the handicapped child? Shouldn't the learning experience which may be afforded by integration be more important for the normal child, for ultimately it is they who must learn to accept the retarded? Will the normal children merely develop a kind of "see how the other half lives" viewpoint? (3:106)

One of the most important, yet neglected areas of special education is that of program evaluation. Voelker says:

In view of the many problems related to instruction of handicapped children, it is remarkable that more well designed research studies have not been conducted in this important area (30:12).

The director of special education should have specialized skills in evaluating the educational program. Areas to be evaluated are: (1) the instructional and non-instructional staff; (2) teaching methods; (3) specialized materials; and (4) instructional supplies. His skill in carrying out this responsibility is reflected in the quality of the program. He should be able to work with teachers in a longitudinal project designed to measure the effect of the instructional program on children (10:21).

Along similar lines, when new programs are required, the director must assume leadership in their establishment. He will cooperate with educational and clinical services in defining the objectives of the program and the means by which it will be implemented. Once the program has been initiated, the director will provide for its administration as part of the overall program.

It is the duty of the director of special education to supervise the selection of children enrolled in special education programs. On too many occasions the special education program has been allowed to deteriorate into a catch-all for undesirable children enrolled in regular classes. Sanders indicates that:

. . . careful selection of these children is vital for two reasons. First, is the fact that selection includes the preliminary identification of the children who need this program. Second, the instructional content of the program can be devised only after the children have been selected (26:196).

The director, in accepting his responsibility for selection, should work with clinical agency personnel in setting up functional diagnosis and referral procedures.

One of the most difficult tasks confronting the director of special education is that of teacher recruitment. The shortage of qualified teachers in the area of exceptionality has resulted in directors hiring unqualified personnel solely to provide the needed number of teachers. In attempting to alleviate this problem, the director should familiarize himself with educational colleges which offer teacher training in the area of special education. His cognizance of the quality of these programs with regard to entry standards, curriculum, staff, and facilities, is vital. Once he is satisfied with the quality of the college program he should establish and maintain lines of communication between himself and the campus placement office. Moreover, an imaginative director will look to the future with regard to teacher recruitment. He should work with the high school administrator in developing an orientation program for seniors planning on entering the field of education. This program should alert seniors to the challenge and rewards in the field of special education. Voelker states that:

To be effective, the recruitment program should contain a variety of approaches and be aimed at many groups of people. Visual aids, pamphlets, speaker's bureaus, radio and television, and newspapers are some of the media which can be employed to inform prospective teachers of the opportunities in special education (30:657).

If the director continues his recruitment program on a year around basis, he should witness a sharp decline in his teacher shortage problem.

A major portion of the director's responsibility regarding staffing consists of aiding the school board in selecting teachers. His background in exceptionality makes him a valuable judge of a teacher's personal and professional attributes. The director should be able to evaluate a prospective teacher's philosophy of special education, mental health, and professional qualifications and background (10:23).

The effectiveness of a director will depend to a large extent upon his ability to motivate his staff to develop a personal interest and responsibility for the program and for the well-being of the children involved. Adopting a democratic philosophy of administration will help him succeed in this area. The director must realize that the goal of administration is not to be the sole source of leadership. Rather, it should be one of his goals, as an administrator, to foster the development of leadership qualities among the members of his staff. By providing an

atmosphere in which discussion is encouraged and opinions are respected, staff members will tend to feel more secure in their relationship with the director and with their colleagues. In an environment of this nature a teacher is likely to discover assets which were heretofore unrealized. Once these leadership qualities have been recognized and expressed, the teacher becomes more effective as an individual and as a member of the group. A staff which is motivated toward the development of individual leadership is more likely to take a personal interest in his job.

Wiles states that:

The development of leadership in group members involves getting them to assume responsibility for the planning and development of a program; it also involves creating the type of atmosphere in which they are encouraged and stimulated to exert their full native ability. Through helping staff members achieve leadership, the supervisor releases the full power of the group. Each member makes his maximum contribution as he has the opportunity to lead, and he grows in strength and ability through this experience (31:61).

As a part of his program of staff development, the alert director must determine means of improving the professional competency of his staff. His teachers will require current literature and research pertaining to their specific areas of specialization. The staff should assist in planning discussion sessions designed to evaluate or implement new innovations. Each staff member should be encouraged to travel and participate in advanced study. On

many occasions it is profitable to provide released time for a teacher so that he may observe superior teaching by others in his field. Although some of these staff improvement procedures may be costly, the alert director will recognize and justify the additional expense in terms of staff growth.

The director of special education is responsible to the superintendent of schools for the evaluation of each teacher in the special program. This responsibility can be a distasteful and unrewarding experience if handled incompetently. If, however, the evaluation is regarded by both the teacher and the director as a method of improving the program, the experience can be both rewarding and profitable (31:255).

One of the most effective means of improving a teaching staff is through the initiation of an in-service training program. The leadership of the director is of significance in determining the success or failure of the program.

According to Shuster (28:184), the major responsibility of the administrator of an in-service program is specifically:

- (1) to establish an environment favorable to staff identification of problems;
- (2) to assist the staff in developing plans for attacking problems;
- (3) to assist the staff in implementing its plans so that

solutions can be found; and (4) to provide assistance in evaluating the results.

Basic to the implementation of special education programs is the area of budget and finance. The director must be skilled in all areas of finance and particularly that of budget. He must be able to prepare a realistic budget and explain it effectively, not only to the superintendent, but to the general public as well. The fact that it costs more per pupil to operate a program of special education than it does a general education program is sometimes difficult for taxpayers to understand. Even in instances where the local district receives state aid, it is not always sufficient to make up the difference in per pupil cost. Therefore, the director has the responsibility of convincing the taxpayer that the special program is an investment rather than an expense (10:24).

The directors of special education programs are becoming increasingly aware of the need for research in special education. Goldstein (16:341), discussed the problems of research in his paper on mental retardation. He stressed the need for a comprehensive study of many variables of special education and the difficulty inherent in studying any one of them.

One of the most serious hindrances to effective organization, administration, and supervision of special education

programs is the lack of specific research in the area of administration. Willenberg notes three major problem areas:

(a) There is still lacking a clear theoretical basis for the administration of special education at federal, state and local levels. (b) The need and responsibility for such research has not been clearly established on a priority basis within the various research establishments. (c) There are not enough well-trained persons to do the kind of research job needed (32:145).

In their study of problems peculiar to administrators and supervisors of special education programs, Wisland and Vaughn (33:281) found that many administrators and supervisors of special education programs were concerned with their ability to carry out research. Finding adequate time to carry out research ranked fifth among the ten most significant problems identified by the study.

The lack of research and trained research personnel has many implications for the director of special education. This person should have a sufficient understanding of research design and procedures. He should be able to work with staff members in setting up, conducting, and evaluating research projects.

Special education programs offer unlimited opportunities for research. Many college students and professors seeking advanced degrees desire the use of public school facilities and personnel for their research projects. The director should keep in constant communication with colleges

which sponsor research studies and encourage their use of his district's facilities (9:16).

Not only must the director be instrumental in conducting research, he must keep himself and his staff aware of pertinent research in the area of special education. Other disciplines such as medicine, psychology, and biology are making rapid discoveries in the areas of retardation and emotional handicaps. It is imperative that the director and his staff correctly evaluate information derived from these studies. Significant discoveries and innovations should be assimilated by the program (9:18).

In recent years parents, parent groups, and various community agencies have contributed greatly to the education of handicapped children. Experience has demonstrated that special education programs may be greatly improved when educators work cooperatively with local agencies. Directors of special education are responsible for coordinating these efforts. The Office of Education states that the director of special education should:

. . . first have a knowledge of the local, state, and national agencies with similar goals. Second, he should know when and how to call upon them to further the program of special education (29:26).

In many instances, community agencies are better able to inform the public concerning the needs of the special program than are educators. Conferences, forums, and institutes may be provided to aid in the identification and

solution of special problems. Utilization of these avenues should provide valuable information.

The success of special education programs is dependent to a large degree upon legislation at the state level. Legislation serves as a basis for financing schools, and reflects attitudes of the people toward education. Connor states that:

Legislative activity properly conceived and executed can help inspire standards, stir community and public opinion, and create accelerated programs for exceptional children (7:135).

Directors of special education will see the merit of keeping abreast of existing legislation and encouraging the adoption of that which has merit for exceptional children. In many instances his attempts to change adverse legislation will be met with sharp criticism. He must be able to utilize tact, judgment, and diplomacy in advancing his proposals (10:9).

The wise director will encourage the participation of interest groups in solving legislative problems. It is his duty to advise these groups as to appropriate action. In addition to his legislative duties, the director will:

. . . prepare statistical data on special education, evaluate and interpret certain existing laws for the superintendent of schools, and orient local board of education members to their responsibility for extending special education opportunities to make the law effective (10:27).

The area of public relations requires a high degree of director competency. A paramount task will be that of informing the public as to the problems and progress of the special education program. He must further be able to explain the services available to children who are blind, deaf, retarded, or otherwise handicapped.

In developing a program of public relations, the director must operate within a sound philosophy of democratic administration. He must work closely with staff members who are the most direct liaison between parents and the school. The teachers must be as adequately informed as the director concerning educational objectives and procedures.

The effective director will seek the advice and suggestions of parents and lay groups regarding problems of exceptionality. In so doing, he will encourage parents to become actively involved in the school program. Parents actively involved make valuable public relations personnel.

The public relations program should be continuous throughout the year. The director should take steps to keep the program constantly before the public. He should appear on periodic television and radio programs, participate in preparation of news releases, and be of assistance in the construction of visual materials which will aid in keeping the public informed. Unique or outstanding aspects

of the program should be publicized in professional journals and leading magazines.

In a survey of fourteen superintendents of schools for the deaf, Grace reports that:

Each director had a highly developed public relations program. These programs involved activities such as (1) demonstrations, (2) meetings in schools, (3) competitive games and Boy Scout Troups, (4) Pre-school clinics, (5) Radio and television, (6) Field Agents, (7) Newspapers and magazines, (8) Motion pictures (17:130).

Throughout the history of special education, educators have been confronted with the problem of providing exceptional children with adequate school plants and facilities. The director of special education has the responsibility of insuring that handicapped boys and girls have the advantage of modern school buildings and equipment. In assuming this responsibility he must have a knowledge of the types of buildings and facilities which are suitable to the needs of children in each area of exceptionality. Baer (1:566) cited research findings in four areas of exceptionality regarding the necessity for specialized equipment and facilities necessary for educating the blind, deaf, physically handicapped, and mentally retarded.

It is important that the director, in planning for a new building, consult with the personnel who will be using the building (9:669). The personnel involved will be able to offer many ideas which will aid the architect in creating a functional and attractive building.

In most cases, transportation must be provided for exceptional children if they are to attend school. The director is responsible for providing for adequate conveyance. He must analyze the problems and special needs of those children to be transported and make decisions as to the most suitable types of buses. For instance, he must arrange to have special equipment fitted to buses to assist non-ambulatory children. He must plan his bus routes carefully so that boys and girls are not required to be in the vehicle longer than thirty or forty minutes. Adequate loading and unloading docks must be provided at the school. One of the director's most pressing duties regarding transportation is screening and selecting school bus drivers. Drivers must be selected on the basis of their driving ability as well as their ability to effectively supervise the children under their care (9:687).

III. QUALIFICATIONS RECOMMENDED FOR THE DIRECTOR

After having considered competencies needed by the director of special education, it is important that one consider the professional background and preparation necessary for the development of these competencies. The question frequently arises concerning the types of professional training and background necessary for directors of special education. Professional training in this context refers to

the academic majors and minors completed by an individual, and the college degrees earned. In contrast, professional background refers to actual experiences in the field of special education. Minimal research has been conducted in this area; the questions involved have yet to be answered conclusively.

In 1955 the Office of Education conducted a study designed to secure the opinions of educators regarding director qualifications (10:1). The results of this study suggest basic professional qualifications necessary for qualifications as a director. The procedures utilized in the study and its results are outlined below.

A sample of 1,625 persons in the field of special education were asked to respond to inquiry forms pertaining to qualifications of directors of special education. Of the 1,625 persons who received forms, 1,388 responded. This sample was broken into four main groups: 153 directors and supervisors of special education at the local level, 102 directors and supervisors at the state level, 279 professors at colleges and universities offering teacher training programs in special education, and 1,079 superior teachers in all areas of exceptionality (10:3). The results of this study are presented graphically in figures 1 through 4 in the Appendix.

It will be noted from Graph I, "Professional Experiences" (10:35), that a large percentage of respondents placed greatest emphasis upon the need for the director to have teaching experience in the regular classroom situation. These responses seem to indicate the importance for the director to have thorough knowledge of special education procedures and child growth and development.

In Graph II, "Academic Majors" (10:36), it is indicated that the majority of the respondents expressed the opinion that directors of special education should complete college majors oriented toward all areas of exceptionality. This background would increase the director's effectiveness as a consultant in the various disciplines.

The choice of academic minors, as shown in Graph III (10:37), indicates that minors completed in the area of administration and supervision would be of extreme importance to the director. The director must also be familiar with the mechanical aspects of directing a special education program. Minors in these areas would prepare him for the legal and financial aspects of administering a special program as well as aid him in the development of supervisory skills.

Graph IV (10:37), indicates that the majority of educators responding to the questionnaire were of the opinion that the director should have a minimum of a master's degree.

It is significant to note that of those local directors responding to this question, the majority had gone beyond the master's degree and were working toward doctorates.

The qualifications required for the director of special education in the state of California were set forth in a recent publication of the California State Personnel Board. Minimal requirements for this position are: (1) a standard general administration or supervision credential and (2) one year in the California school system serving as consultant in the field of special education. Requirements were not indicated for professional preparation or college degrees.

The state of Wisconsin at the present time is attempting to enact legislation relative to certification requirements for directors of special education. Enactment of this legislation will establish the following criteria for the selection of special education directors.

1. He must be 24 years of age and a citizen of the United States.
2. He must have a supervisor's license in addition to a master's degree.
3. He must possess a valid teaching license.
4. He must have passed a stringent medical examination.
5. He must have completed three years of successful teaching in the public schools.

6. He must be credited with graduate courses in the areas of curriculum; supervision; measurements; guidance; and child growth and development.
7. He must have an undergraduate or master's degree, or special certificate in at least one area of exceptionality.
8. He must have completed a minimum core of six graduate credits in the area of administering special education programs.
9. He must have completed field work or internship in the administration and supervision of special education and/or a seminar in the supervision of special education programs.
10. He must possess a license for director of special education which is issued upon the recommendation of the applicant's competence by a recognized training institution.

The Washington State Manual for School Administrators lists three qualifications for the director of special education pertaining to professional experience and background. He must have had successful experience in the following areas:

1. Classroom teaching.
2. Elementary school administration
3. Academic preparation (19:12)

At the 1957 Council for Exceptional Children convention, Kirk and Kvaraceus presented papers dealing with problems of advanced graduate training for special education administrators, teachers, and research personnel. As a result of these papers, the Division of Teacher Education

established a committee to study the problems defined. This committee concerned itself with a study of the following questions:

What standards might be imposed for universities interested in developing advanced graduate training in Special Education? Should there be differential training programs established to prepare students for positions in specific job areas of special education such as teacher training, administration, and research? What kind of admission standards are necessary? What should be the background, training, and experience of the staff in such a program? (15:104)

To answer these questions the committee surveyed the opinions of several prominent directors of doctoral programs in the area of special education. These members were asked to write their opinions on topics which they felt were important in the area of special education training. The results of these responses were studied carefully by the committee and transformed into a preliminary report. The results of this report were presented to the 1959 CEC convention in Atlantic City and were accepted by the Division of Teacher Education (15:104).

The first important topic discussed in this preliminary report was concerned with acceptable admission standards which should be met by persons aspiring to earn doctorate degrees in the areas of teacher training, administration, and research. This paper will concern itself with the requirements relative to administrative aspirants.

The suggested minimum admission standards for acceptance into the advanced administrative training program consist of the following:

1. B.S. or M.S. in some field of education.
2. Teaching experience in one or more areas of exceptional children for at least two years (internship may partially fulfill this requirement).
3. Grade average of B with B+ average in special education.
4. Score in the top 50 per cent on Miller Analogies Test or its equivalent.
5. Favorable letters of recommendation and personal interviews to determine motivation and social-emotional maturity are necessary (15:105).

The next section of the preliminary report to receive attention was program structure. The opinions of committee members relative to minimum program requirements are summarized as follows:

Number of staff: At least two full time staff members.

Staff qualifications: A Doctorate in some related field plus evidence of scholarship in the area of special education.

Residence requirements: Three semesters full time residence, two of which are consecutive.

Length of program: Four semesters after Master's Degree.

Dissertation:

1. Experimental research study.
2. Descriptive study of problem area in exceptional children.
3. Study of historical and philosophical trends in the area of special education (15:106).

The third major area of the preliminary report to receive committee attention is concerned with skill requirements for those persons aspiring to a Doctorate degree in the area of administration. Following is a list of those requirements.

Special education: Knowledge of personality, social and academic characteristics of exceptional children. Two or three courses discussing the special problems of certain areas of exceptional children (mentally retarded, gifted, deaf, speech handicapped, etc.). Knowledge of administrative and curriculum needs of exceptional children.

Educational psychology: Knowledge of the normal child and his development. Ability to relate psychological theory to educational problems.

Curriculum development: Understanding of the general principles of curriculum development. Understanding of curriculum problems in special subject areas. (reading, arithmetic, etc.) Ability to design a curriculum for one or more types of exceptional children.

Statistics and Research Design: Ability to understand common measures of central tendency variation. Ability to understand methods for comparing groups. Ability to read and interpret literature in special education.

Administration: Knowledge of skills in supervision of elementary and secondary schools. Understanding of theory and practice of American educational administration. Legal basis of school administration. School finance and business management (15:107).

The author of this study is quick to point out that the requirements outlined in this study are suggested standards only and are not meant to govern the development of punitive or legislative limits (15:109).

The most comprehensive study of special education director qualifications and training program practices was conducted in 1962 under the auspices of the National Association of State Directors of Special Education. The NASDSE appointed a committee to conduct a study concerning (a) what the training and experiences of directors of special education should include, and (b) the extent to which these requirements are being met in college and university programs. The results of this study were reported to the NASDSE at the annual meeting in 1964 (2:129).

As a result of this study, nine major premises were developed relative to the types of training and experience needed by directors of special education programs. Generally stated, these premises are as follows.

1. The major emphasis of training and experience for directors of special education should be in the field of education rather than in psychology, social work, medicine, or some other related discipline.
2. More effective training will be received by director aspirants in colleges or universities having well-defined programs of supervision and coordination of local and state programs for exceptional children.
3. Centers for graduate training should meet as high level qualifications and criteria as those applied by the U. S. Commissioner of Education to recipients of graduate fellowships under public law 85-926 which provides monies for the advanced training of special education teachers and administrators.

4. Accredited programs should be conducted on a regional basis due to the dearth of qualified training personnel.
5. Training centers should work in close coordination with extra-school agencies in order to provide trainees with diverse observations, field experiences, and internships.
6. Training centers should be certified to provide undergraduate preparation of teaching personnel in at least two areas of exceptionality. Depth in theory and practice opportunities in special education should be strived for.
7. Candidates lacking teaching experience in the major areas of exceptionality and teaching the normal child should be required to fulfill this requirement through tailored course sequences and teaching internships before being recommended as competent to serve as director of special education.
8. Persons aspiring to directorship positions should already be competent in the areas of general administration and supervisory functions as well as the related aspects of the relationships of special education in general.
9. Graduates of certified training institutions should meet state certification requirements in supervision or administration (2:131).

Recognizing the need for specialized training of special education directors, the NASDSE requested that its special committee formulate some general guidelines which would offer direction to colleges and universities offering training programs. These guidelines are as follows:

1. The directorship program should be a graduate level sequence intimately related to teacher training.
2. Specialized preparation of teaching personnel in at least two areas of exceptionality should be available.

3. Post-teacher training sequences at the M.A. and doctoral level should be available.
4. Selection of candidates should be made through the use of well-defined admission policies.
5. Admission to directorship training programs should be contingent upon the applicant's having earned not less than a 2.75 undergraduate grade point average (4.00 scale).
6. Special screening devices should be utilized to determine the objectivity, realism, and nature of the student's motivation for graduate level training in a directorship program.
7. Not less than two full-time faculty members should be providing instruction in at least two areas of exceptionalty. These faculty members should have earned degrees equivalent to those offered by the program.
8. Provision should be made for utilization of qualified part-time faculty members, visiting instructors, and state and local supervisory personnel.
9. Faculty members should have professional background in the areas of (a) federal, state, and local responsibilities in special education; (b) supervisory and administrative experience; (c) an understanding of in-service and pre-service educational activities; (d) community public relations; and (e) involvement in direct services to one or more types of exceptional children.
10. Faculty members should have demonstrated competence in such areas as research, publication, evaluation procedures, curriculum development, and special education administration (2:132).

III. CURRENT PRACTICES IN THE TRAINING OF DIRECTORS OF SPECIAL EDUCATION

To gather data concerning current training programs on college and university campuses, the National

Association of State Directors of Special Education surveyed 225 institutions of higher learning throughout the nation.

This survey investigated the following areas:

. . . (a) existence of a specific training program for directors of special education, (b) experience and training required of candidates for acceptance into the various programs, (c) distribution of the various offerings in the training, (d) content specific to the training needs of administrative and supervisory personnel, (e) numbers of public Law 85-926 Section 1 and Section 2 fellows enrolled, and (f) differences in the training of students under the two sections of Public Law 85-926 (24:134).

Of the 174 colleges and universities returning questionnaires, 40 stated that they currently offered training programs in the areas of special education administration and supervision. Table I shows a distribution of the degree programs offered by those colleges responding to the survey.

TABLE I
DISTRIBUTION OF DEGREE PROGRAMS OFFERED IN
SPECIAL EDUCATION ADMINISTRATION
AND SUPERVISION

Degrees	Number of Schools Offering Programs
MS only	9
EdS only	1
Doctorate only	1
MS and EdS	8
MS and Doctorate	8
EdS and Doctorate	2
MS, EdS, and Doctorate	<u>11</u>
	40

One of the questionnaires used in the survey was designed to obtain information regarding minimum training and teaching experiences for acceptance of students. This questionnaire revealed that 67 per cent of the Master's degree programs and 18 per cent of the Doctorate degree programs required no special education teaching experience. Six Doctorate programs required one year of experience in special education and twelve required two years. All but two of the Master's degree programs would accept applicants whose undergraduate training was outside the area of special education (24:135). The NASDSE committee indicated its concern for the lack of emphasis on prior experience in the area of special education in the following statement:

Although there may be other reasons for the minimal or nonexistent teaching experience and training requirements of students preparing to be administrators and supervisors, prior to their acceptance in a training program, it appears that persons responsible for many training programs feel that such experience and previous training are of little importance (24:135).

Students attending the institutions responding to the survey seemed to be channeled into one of two general patterns relative to course content and emphasis. Twenty-seven per cent of the institutions guided their students into content including one area of exceptionality, general administration and supervision, and research. Twenty-five per cent of the programs guided their students into work in

one area of exceptionalality (24:136). It would seem from this information that the persons directing these training programs felt that a person competent in only one area of exceptionalality is competent to administer total special education programs.

Emphasis at the master's degree level of training was placed upon instruction in one area of exceptionalality. Little or no emphasis was placed on general education and administration. Only a minimal amount of course work was offered in the areas of special education and research. Programs offering specialist degrees placed a much greater emphasis on the development of skill in a second or all major areas of exceptionalality. A much greater emphasis was placed upon special education administration at this level. At the doctoral level, emphasis was again placed upon strength in one area of exceptionalality and the development of research skills. Minimal emphasis was placed upon general or special education administration (24:136).

A tabulation was made to determine the types of internship programs offered by training institutions in the settings of local school districts, county or intermediate districts, state departments of education, nonpublic or private facilities, and others. Only five training programs reported offering experiences at the state department level,

while thirteen programs reported experiences in the other remaining classifications (24:138).

Because of the importance placed upon the adequacy of internship experiences at director training institutions, the University of Wisconsin has developed an internship program designed to meet the needs of director aspirants. This special education program is concerned with the development of state and local directors and is comprised of two distinct phases: (a) preparatory academic course work, and (b) a structured one-semester internship program directed by state department personnel in the Bureau for Handicapped Children. A third phase is soon to be added which will include a comprehensive discussion seminar concerned with various issues and practices in the administration of special education programs (2:306).

Entrance into the internship program at the University of Wisconsin is contingent upon the successful completion of a graduate course dealing with the administration and supervision of special education. This course is taught by the director of the Bureau for Handicapped Children. Internship experiences in this program are designed to utilize the knowledge and experiences of the twenty-two specialists employed in the bureau to direct the state's medical treatment and education services to handicapped children (2:306).

The experiences offered in this internship program are described as follows:

DIRECTED ACTIVITIES IN THE BUREAU
FOR HANDICAPPED CHILDREN

1. Meetings with individual staff specialists and study of their respective programs for handicapped children and youth.
2. Attendance at monthly general staff meetings and bureau staff conferences.
3. Active participation in the mentally retarded section's publication activities including the preparation of policy statements, curriculum publications and other departmental brochures.
4. Active participation in state level research activities including: (a) A salary survey to determine current salary ranges, means and modes for special education personnel employed in county and/or district operated programs; (b) A tabulation of the certification status of all special education personnel in mental retardation currently teaching in the state; (c) Tabulation and summarization of a sampling survey designed to determine the prevalence of cases of mental retardation in the compulsory school age range (7-16 years) currently not receiving any public school services.
5. Development of supervisory letters for transmission to local school systems following field visits to special programs in the company of state consultants.
6. Development and transmission of psychological reports to schools and related agency personnel following involvement in field clinics.
7. Provision of a "simulated day in the bureau" wherein interns respond to varied correspondence selected for its appropriateness and variety by supervisors. Suggestions, criticisms, and editing of their responses are carried out by state personnel

more personally aware of local conditions and available resources. Similarly, opportunities for face to face conferences and consultations with state office visitors are provided. Another aspect of this training involves the evaluation of transcripts of prospective teachers (2:307).

DIRECTED ACTIVITIES UNDER SUPERVISION IN THE FIELD

This aspect of the internship training deals with actual field experiences in administration. This phase is outlined as follows:

1. Preparation of speeches for local parent-teacher associations, civic, fraternal, and other community groups, special teacher meetings, and local or county boards of education.
2. Attendance at local parent association meetings, school board sessions, special teacher institutes, and school administrative conferences in the company of bureau supervisors.
3. Visitations to state residential school settings to observe available programs and services.
4. Experience in special classroom supervision and in individual or small group teacher conferences in the company of state consultants.
5. Participation in traveling, state psychological testing clinics (if licensed or qualified to serve as a school psychometrist or school psychologist).
6. Participation in comprehensive city-wide or county-wide evaluation surveys to determine special education needs. Evaluative state reports suggesting "phase development" of the long range local special program needs are then developed for local guidance and implementation.
7. Responsibility for planning and conducting multi-county teacher institutes, particularly in rural areas. In-service institutes have been developed around such themes as "The Nonacademic Aspect of the Special Education Program," "Recent Research

in Mental Retardation and Implications for the Special Teacher," and "New Materials and Media Applicable to the Special Education Program."

8. Placement of interns in the special administrative section of intermediate, county, and city school systems for a specified period of time where they can become oriented to the varying administrative and supervisory functions of the respective service operation (2:308).

The third aspect of the internship attempts to take into account the uniqueness of the individual candidate's previous background, training and special competencies.

Specific activities are as follows:

1. Specific experienced interns have been assigned by university personnel to provide intensive supervision of interning teachers in the immediate county area who are attempting to complete state certification requirements in special education. These individuals function on a helping teacher basis.
2. Specific interns have been assigned to the offices of the local county superintendent of schools to provide broader supervisory assistance than is currently available from county supervisory teachers whose background and experience have been basically in general education. Interns are assigned as helping teachers to new and beginning special education teachers and meet periodically with them. Areas of concentration and emphasis have included such aspects as: (a) school day management and programming; (b) local curriculum problems; (c) parent information and counseling; (d) information on current research, new materials of instruction; (e) reporting procedures to parents; (f) secondary level scheduling and related practices; (g) consideration of school and community work experience resources; (h) development of senior high work adjustment services and teacher-counselor programs.
3. Specific interns are engaged in research activities of a pilot nature, or in terms of their dissertation, utilizing the special classroom, the

children, and the parents of the retarded. Involvement of school administrators and local teaching personnel in the immediate vicinity in research ventures requires considerable persuasive tact and ability on the part of fellowship recipients (2:309).

CHAPTER III

JOB DESCRIPTION AND REQUIREMENTS FOR THE DIRECTOR OF SPECIAL EDUCATION

The data in Chapter II provides a basis for the Job Description and Job Requirements suggested for the position of director of special education presented in the following paragraphs.

I. JOB DESCRIPTION

The director of special education will be responsible for:

1. evaluating and selecting staff.
2. interpreting psychological reports.
3. directing the use of special equipment and materials.
4. consulting with general educators regarding the education of exceptional children.
5. studying teaching methods and educational adjustment appropriate to specific areas of exceptionality.
6. coordinating the services provided by itinerant personnel.
7. providing consultation for special education staff members.
8. working with parent groups concerning problems of exceptionality.
9. studying legal provisions governing the education of exceptional children.

10. directing research within the special program.
11. securing services available to exceptional children from public agencies.
12. preparing and presenting an adequate budget.
13. evaluating teacher personnel.
14. studying certification standards.
15. studying current research pertaining to exceptional children.
16. studying current trends in literature regarding exceptional children.
17. organizing and conducting in-service training programs.
18. determining criteria for membership in special classes.
19. developing an understanding of medical reports.
20. implementing programs of public relations.
21. counseling individual parents.
22. providing adequate transportation for exceptional children.
23. consulting with the superintendent of schools concerning building construction projects.
24. participating in curriculum development and evaluation.
25. devising an adequate system of referral.
26. studying state legislation regarding exceptional children.

II. JOB REQUIREMENTS

The director of special education will be required to have:

1. two years of successful teaching experience in at least one area of exceptionality.
2. three years of successful teaching experience in a regular classroom situation.
3. a demonstrated interest in the education of exceptional children.
4. completed college major in the education of exceptional children.
5. a master's degree.
6. completed minors in the area of administration and supervision.
7. graduate courses in the areas of curriculum, guidance, measurement, and child development.
8. undergraduate or master's degree in at least one area of exceptionality.
9. completed no less than six graduate credits in the area of special education administration.
10. successful completion of internship in the administration of special education.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

This study was conducted in an attempt to determine the duties and qualifications of directors of special education as indicated by available literature and publications. The purpose of the study was to describe a functional job description and set of job requirements governing the hiring practices of directors of special education programs.

The director of special education is responsible for the development and administration of well-balanced educational programs for exceptional children. Diversity in the field of exceptionality requires the director to possess qualifications and competencies in excess of those required by administrators in the area of general education.

To successfully fulfill the responsibilities of the position of director, he must have a wide knowledge in the various areas of exceptionality. These areas include the mentally retarded, physically handicapped, emotionally disturbed, and the intellectually gifted.

Educational programs for exceptional children differ in nature and in scope from those of general education. The director must be familiar with the special methods, materials, and curriculum pertaining to each area of exceptionality.

The close connection between the general education program and that of special education requires the director to have a knowledge of general education procedures and child growth and development in addition to his knowledge of special education. This knowledge is necessary for the establishment of special programs which are commensurate with the needs of children at the pre-school, elementary, and secondary school levels of education.

In addition to competencies pertaining to the development of effective instructional programs, the director must have a knowledge of administrative aspects of special education such as finance, legislation, building construction and transportation. He must be familiar with the laws governing the education of exceptional children and be able to develop the special program in accordance with existing laws.

The development of an effective special education program is dependent to a large extent upon group effort which involves the contributions of each member of the special education staff. The director must have supervisory and leadership skills which promote cohesiveness and unity of purpose among individual staff members. The improvement of the special education program is directly proportional to the professional development of the special education staff.

The development of effective training programs for administrative personnel involved in special education has lagged behind teacher training programs in the same field. Many directors of special education programs had backgrounds in the areas of elementary or secondary school principalships or school psychology prior to assuming the role of director of special education. The training of these individuals was specific to the areas of psychology and general education. Many had relatively few of the qualifications needed by a competent director of special education.

As the need for more and larger special education programs arose throughout the nation, the necessity for qualified administrative and supervisory personnel became apparent. Colleges and universities attempted to develop well-defined graduate training programs for administrative aspirants. The federal government, recognizing the need for specially trained administrators in the field of special education, made provisions for monies to be granted to institutions of higher learning offering training programs.

Although there is a definite increase in the number of training programs available to directorship aspirants, the variance in philosophy and curriculum between programs presents significant problems. As yet there are no generally accepted guidelines relative to the type of training

experiences necessary for the development of qualified administrative personnel. Similarly, there are no certification requirements relative to the position of director which are reciprocally accepted by all states.

One of the major problems which often presents itself to a new director of special education is the lack of a clearly defined job description for the directorship position. Many directors assume their roles without being fully cognizant of the ramifications and duties inherent in the position.

Superintendents and boards of education often face the difficult task of hiring an individual to direct the special education program without adequate knowledge of the qualifications needed by the person assuming the position. In many districts there are no written job specifications to provide guidelines for the establishment of hiring policies relative to the directorship.

II. CONCLUSIONS

The problem of training sufficient numbers of qualified directors of special education programs will remain critical until educators make significant progress in the following problem areas: (1) teacher training and recruitment, (2) curriculum development, which pertains to the special classroom situation and the immediate needs of

handicapped children and youth, (3) the lack of graduate training programs for directors of special education, and (4) the lack of personnel qualified to teach in these programs. A review of pertinent literature reveals that many directors of special education are now functioning without adequate preparation and training.

There seems to be a lack of agreement among teaching personnel in director training programs relative to the types of experiences which are needed to qualify a person for successful functioning in a directorship position. Admission standards vary from institution to institution and there is a wide range of divergence regarding the types of backgrounds needed by administrative aspirants.

At the present time there is a lack of written guidelines regarding the duties and qualifications of directors of special education at the local level of education. Lack of these specific guidelines seriously limits the development of hiring policies by local boards of education relative to this position. Personnel assuming directorship positions are seriously limited by the lack of a job description outlining the duties and functions of the director.

III. RECOMMENDATIONS

A review of available literature in the area of special education administration indicates a wide variety

of specific problem areas that might profit from further research or specific action.

At the present time there is no comprehensive textbook written specifically in the area of special education administration. The State Directors of Special Education, working in close coordination with qualified college personnel might collaborate in an effort to produce a textbook of this nature. An alternate proposal might be for the United States Office of Education to provide a research grant to outstanding special education administrators or professors for the development of such a textbook.

It would be advantageous for the State Department of Education to compile a comprehensive bibliography of pertinent research in the area of special education administrative training. This bibliography could be made available to interested researchers or students through the offices of state and local superintendents.

A comprehensive listing of colleges and universities offering accredited administrative course work and internship experiences should be developed by state departments of education. This listing would serve as a guide to personnel in state and local school districts.

The availability of federal fellowship grants to persons desiring graduate study in the area of special education should be made known through the State Department of

Education. This information could then be channeled to interested personnel through local school districts.

In addition to the fellowships sponsored by the federal government, state departments of education might offer financial assistance to graduate students interested in pursuing careers in the area of special education administration.

Because of the high cost and inconvenience of returning to college, provisions might be made which would enable local directors of special education to develop additional competency without having to leave their positions. Workshops, seminars, and in-service training programs could be initiated under the direction of the State Department of Education. State colleges and universities offering teacher or director training programs might conduct extension courses for college credit. Participation in these programs would provide opportunities for the identification of special problems and an exchange of possible solutions.

One of the most urgent needs relative to the area of special education administration is for a well-defined set of certification standards pertaining to the position of director of special education. Various state departments of education, in cooperation with the Federal Office of Education, might collaborate in the development of these standards. These standards should be reciprocally accepted between all states.

Colleges and universities offering directorship training programs could place heavier emphasis on the professional backgrounds of personnel making application to directorship training programs. Greater emphasis might be placed on teaching or administrative experience in the area of special education. Similarly, the directors of training programs throughout the nation could collaborate in the development of a sound philosophy relative to admission standards, course content, and the types of field experiences necessary for the development of qualified directors.

Directorship training programs could place a greater amount of emphasis on providing internship experiences for students. The internship experiences for an administrative aspirant are as important to his development as is student teaching for the teacher trainee.

The development of directorship training programs may lag throughout the state if colleges are dependent upon federal grants for their support. State departments of education might study the possibility of providing state funds for the development of training programs.

A state-wide study of colleges and universities offering specific training in the area of special education administration would be quite revealing. This study might include research into the following areas: (1) Professional qualifications of faculty members presently employed to teach

administrative aspirants in the area of special education administration, (2) accreditation standards of colleges offering directorship training programs, and (3) a study of the course work and internship experiences offered at these colleges.

A state-wide study might be conducted to ascertain the qualifications of personnel presently functioning in directorship positions. This study could also entail an inquiry as to the number of districts having specific job descriptions relative to the position of director, and a study of current hiring policies of the various school districts.

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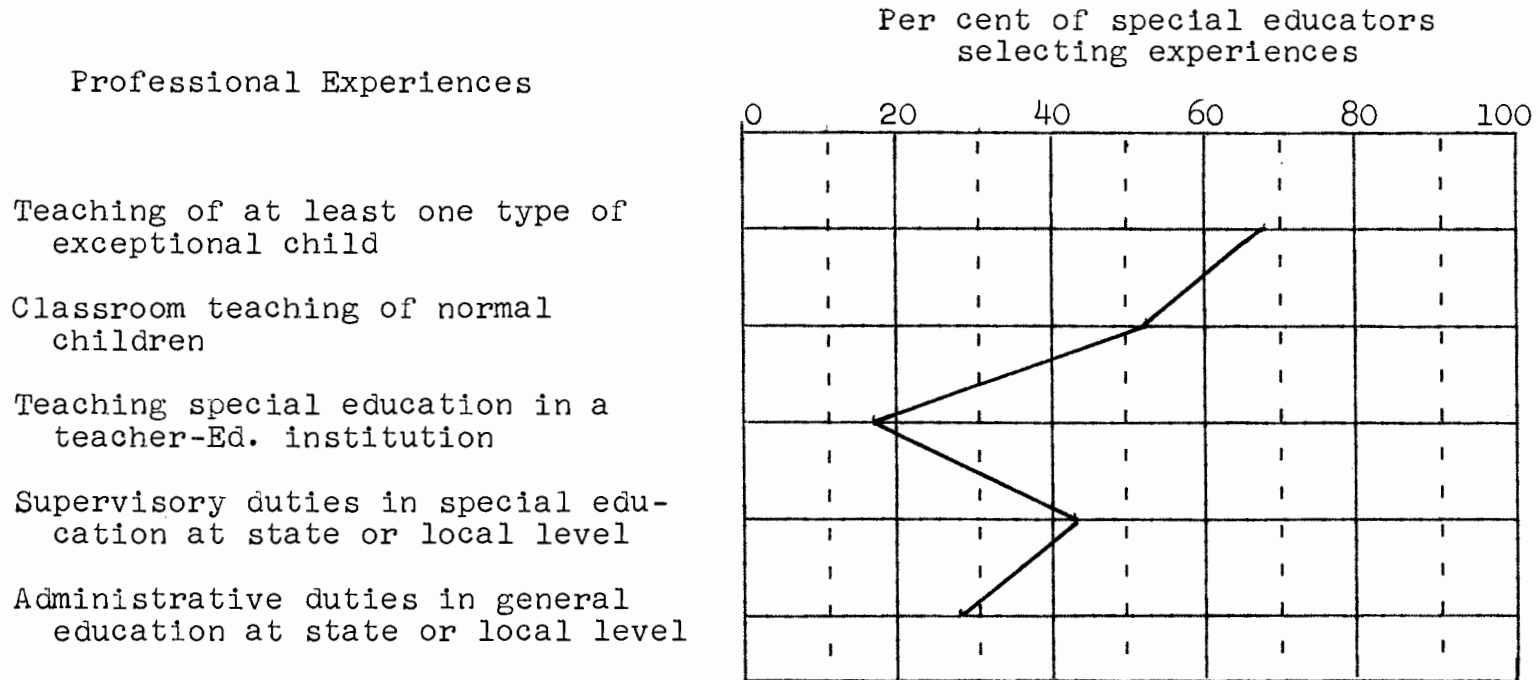
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APPENDIX

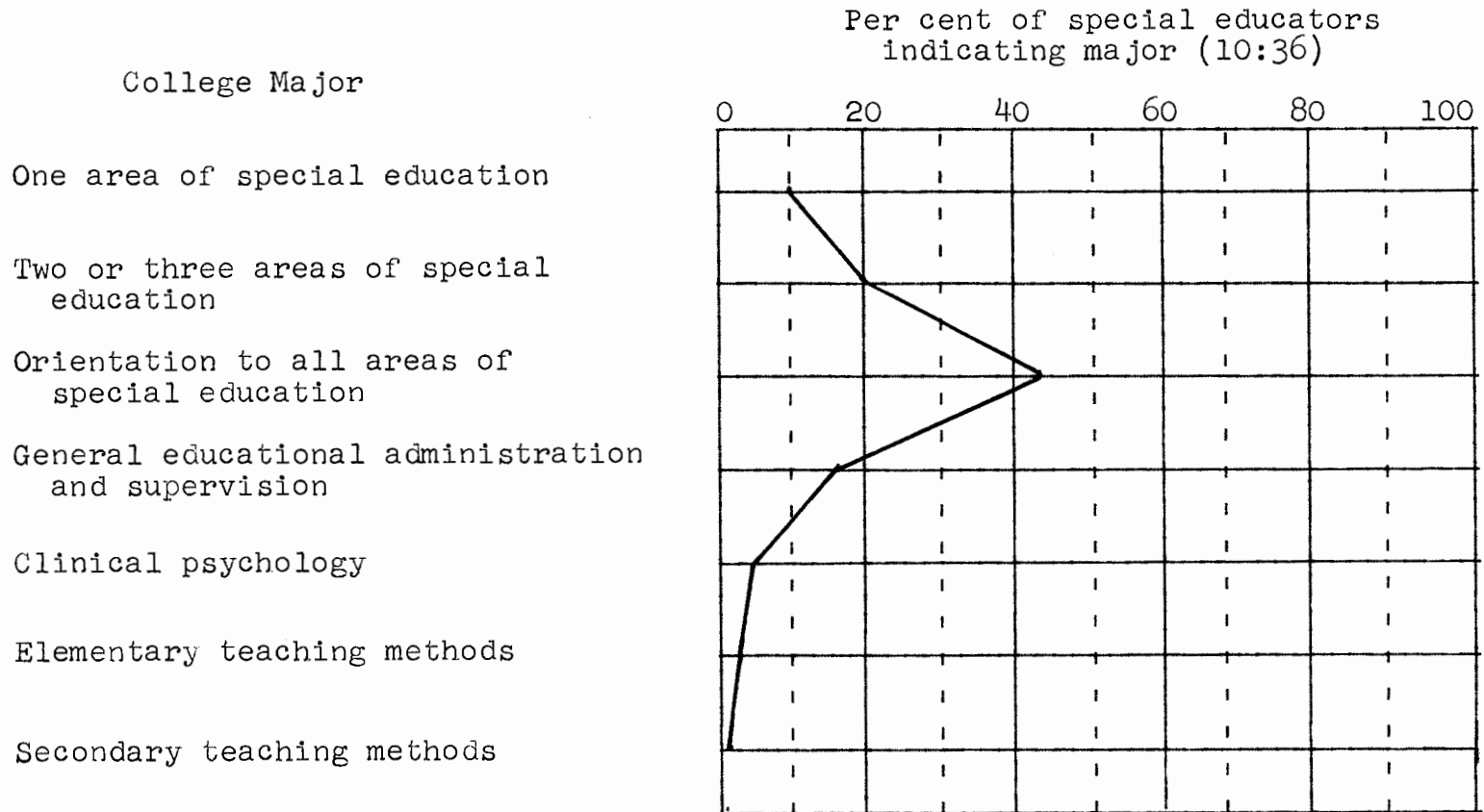
Graph I--Professional experiences desirable for directors of special education in local school systems, according to the opinions of 1,388 special educators* (10:35)



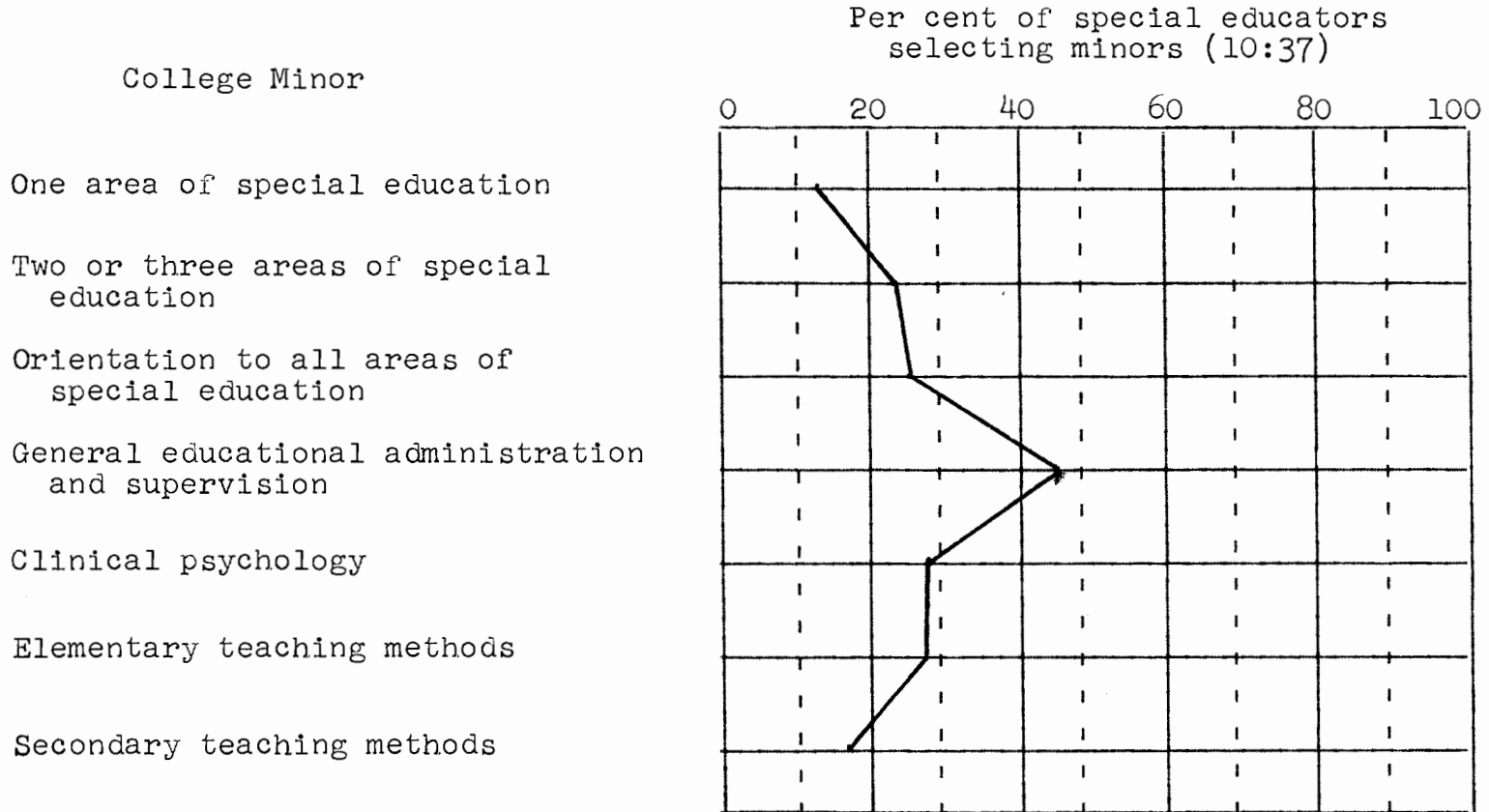
The per cents presented on this graph are based on the number of each type of special education personnel answering this item as a whole unit. Since more than one choice was allowed, per cents will add up to more than one hundred.

*Personnel responding to this item were requested to respond to one or more of the possible selections.

Graph II--College major desirable for directors of special education in local school systems, according to the opinions of 1,388 special educators



Graph III--College minors desirable for directors of special education in local school systems, according to the opinions of 1,388 special educators* -



The percents presented on this graph are based on the number of each type of special education personnel answering this item as a whole unit. Since more than one choice was allowed, percents will add up to more than one hundred.

*Personnel responding to this item were requested to respond to one or more of the possible selections.

Graph IV--Academic degree desirable for directors of special education in local school systems, according to the opinions of 1,388 special educators

