

A COMPARISON OF STAFF DEVELOPMENT NEEDS  
OF BEGINNING AND EXPERIENCED  
SPECIAL EDUCATION TEACHERS OF THE  
MILDLY DISABLED

by


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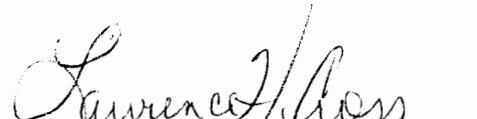
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A Comparison of Staff Development Needs  
of Beginning and Experienced  
Special Education Teachers of the Mildly Disabled

by

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Special Education Administration

(Abstract)

Staff development, which is designed to help individuals grow personally and professionally in a supportive environment, is an important responsibility of supervisors in state and local education agencies. For teachers entering the field, staff development is particularly important since beginners often find the first years of teaching difficult and overwhelming. However, research related to the training needs of beginning special education teachers is limited.

The purpose of this study was to: (a) identify competencies which beginning and experienced teachers of students with mild disabilities (emotionally disturbed or ED, educable mentally retarded or EMR, and learning disabled or LD) perceive as being necessary for effective special education teaching and (b) determine differences in training needs among beginning and experienced special education teachers. Survey methodology was used to gather information to answer the research questions. A staff development

questionnaire was developed that contained 80 items under 7 broad categories: assessment/diagnosis, individual educational programs and planning, integration and collaboration, curriculum, instructional strategies, behavior strategies, and advocacy issues. The questionnaire was based on Virginia certification requirements, the professional literature, teacher interviews, and expert reviews. Teachers were asked to judge the relevance of the 80 skills to their teaching positions and to rate the extent to which they felt a need for additional training in each of the skill areas. Questionnaires were mailed to 1,056 ED, EMR, and LD teachers in Virginia. Six hundred two teachers responded for a response rate of 57%. Data were analyzed using descriptive statistics and analysis of variance.

Major findings of the study include the following:

- (1) special education teachers perceived that the 80 competencies were extremely relevant to their jobs;
- (2) both beginning and experienced teachers indicated moderate training needs in the seven areas;
- (3) beginning LD teachers rated the need for IEP skills higher than experienced teachers;
- (4) experienced EMR teachers perceived that 5 of the 7 broad categories were more relevant than did beginning EMR teachers;
- (5) EMR teachers rated need for training in curriculum higher than LD teachers.

Implications for educational agencies, such as information on training priorities and teacher preparation programs are discussed.

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but we can do small things in a great way"**

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**This manuscript is dedicated to**

**Dr. Ervin Douglas Watson, Sr.**

**uncle, father, brother, educator, mentor, and friend.**

**1939 - 1992**

## Table of Contents

ABSTRACT . . . . .	ii
ACKNOWLEDGEMENTS . . . . .	iv
List of Tables . . . . .	viii
List of Figures . . . . .	ix
Chapter	
I. INTRODUCTION/LITERATURE REVIEW . . . . .	1
Purpose Statement . . . . .	3
Roles and Problems of Beginning Teachers . . . . .	4
Background of Staff Development . . . . .	20
Reasons for Staff Development . . . . .	21
Effective Staff Development Practices . . . . .	24
Special Education Teacher Competencies . . . . .	27
Needs Assessment for Staff Development . . . . .	32
Need for Study . . . . .	35
Chapter	
II. METHODOLOGY . . . . .	37
Purpose of Study . . . . .	37
Research Questions . . . . .	37
Population and Sample . . . . .	38
Overview of Instrument Development . . . . .	39
Field-Test . . . . .	42
Description of Instrument . . . . .	43
Statistical Methods . . . . .	44
Questionnaire Mailings . . . . .	45
Methodological Limitations . . . . .	45
Summary . . . . .	46
Chapter	
III. RESULTS . . . . .	47
Response Rates . . . . .	47
Non-Response Assessment . . . . .	48
Demographic Characteristics of the Sample . . . . .	48
Job Relevance . . . . .	51
Training Needs . . . . .	55

Most Critical Training Needs . . . . .	62
Summary of Results . . . . .	66
Chapter	
IV. DISCUSSION . . . . .	68
Relevant Job Competencies . . . . .	68
Staff Development Needs of Special Education Teachers . . . . .	74
Implications for Educational Agencies . . . . .	78
Summary and Conclusions . . . . .	80
Future Studies . . . . .	80
REFERENCES . . . . .	83
APPENDICES . . . . .	92
VITA . . . . .	173

LIST OF TABLES

Table	Page
1.	Beginning (B) and Experienced (E) Teachers' Characteristics . . . . . 50
2.	Comparison of Composite Mean Ratings for Job Relevance Categories Across Exceptionalities . . . 52
3.	Comparison of Composite Mean Ratings for Job Relevance Categories of Beginning (B) and Experienced (E) Teachers . . . . . 54
4.	Comparison of Composite Mean Ratings for Training Need Categories Across Exceptionalities . . . . . 56
5.	Comparison of Composite Mean Ratings for Training Need Categories of Beginning (B) and Experienced (E) Teachers . . . . . 58
6.	Comparison of Composite Mean Ratings for Training Needs by Demographic Characteristics . . 60
7.	Rankings of Percentages of Training Needs Considered Most and Least Important by Special Education Teachers . . . . . 63
E-8.	Comparison of Mean Ratings for Job Relevance Across Exceptionalities . . . . . 109
F-9.	Comparison of Mean Ratings for Job Relevance of Beginning (B) and Experienced (E) Teachers . 124
G-10.	Comparison of Mean Ratings for Training Needs Across Exceptionalities . . . . . 139
H-11.	Comparison of Mean Ratings for Training Need of Beginning (B) and Experienced (E) Teachers . . . 155
I-12.	Comparison of Selected Items by Respondents (R) and Telephone Interview of Non-Respondents (N) . . . . . 170



FIGURE

Figure	Page
1. Problems of Beginning Teachers and Related Studies . . . . .	5

CHAPTER I  
INTRODUCTION AND LITERATURE REVIEW

It is important for school staff to design activities that will help them grow personally and professionally in a supportive environment (National RRC Panel, 1989). Staff development, which is defined as activities leading to changes in teachers' knowledge, skills, understanding, thinking, and classroom behavior (Fenstermacher & Berliner, 1983), is devised to achieve this end. Comprehensive staff development programs can alter professional practices, and teachers' assumptions about, and understanding of school personnel (Griffin, 1983). Ultimately, the goal of staff development programs is to bring about changes in teacher attitudes, beliefs, classroom practices, and student learning (Guskey, 1986).

In the field of special education, staff development, as directed under federal regulations, is a mandated part of the process for developing a Comprehensive System of Personnel Development (CSPD) (Jones, 1981). For example, Public Law 101-476 (Individuals with Disabilities Education Act) and Public Law 102-119 (amending PL 99-457 which created Part H, the Infants and Toddlers Program), stipulate that personnel working with students with disabilities must be appropriately trained. The responsibility for assessing,

implementing, and developing on-going staff development for special educators and other personnel who provide special education services rests with local and state education agencies. This responsibility includes current staff and new personnel entering the field of special education.

Staff development is particularly important for beginning teachers, because beginners often find the first few years of teaching difficult and overwhelming (Veenman, 1984). It is difficult and overwhelming because college training provides only an introduction to the world of teaching. Though prospective teachers may be well prepared to teach subject content or to apply principles and theories, teacher competence is developed over time and with experience (Odell, 1989). Because preservice training may not fully prepare teachers (Ligon, 1988), the transition between preservice training and actual job requirements can lead to job disillusionment, frustration, and eventually attrition (Cook & Leffingwell, 1982; McLaughlin, Valdiviesco, Spence, & Fuller, 1988; Odell, 1989).

Staff development also can be important for the established teacher, but for different reasons. Teaching practices and strategies can become obsolete. Therefore, experienced teachers need to continually regenerate themselves through staff development (Korinek, Schmid, & McAdams, 1985). Likewise, staff development can aid in the

development of professional expertise for the experienced teacher. Teachers move through well-delineated developmental stages (Burke & Schmidt, 1984); therefore, staff development activities can help experienced teachers move ahead in their development. As teachers quickly advance through higher stages of development, they tend to gain a sense of professional self-fulfillment (Odell, 1989).

### Purpose Statement

Although the literature on staff development for educational personnel is abundant, current research does not provide comprehensive information on the staff development needs of beginning and experienced special education teachers. In addition, information is not available regarding staff development needs among teachers of different exceptionalities. By identifying beginners' perceived needs, teachers can be provided with appropriate and responsive support systems. Identifying perceived needs of experienced teachers can be used to advance knowledge, skills, and teachers' specific concerns related to lifelong teaching (Odell, 1989). Therefore, the purpose of this study is to provide a comprehensive view of beginning special education teachers' perceived staff development needs. Further, the needs of beginning and experienced special education teachers of students with mild

disabilities will be compared. The results of this study will provide data to assist in the planning of a comprehensive staff development program for special education teachers.

The review of literature provides background knowledge for this study and includes the following topics: (1) roles and problems that beginning teachers encounter in their professional development; (2) background of staff development activities; (3) reasons for special education staff development; (4) effective staff development practices; (5) specific competencies needed by special education teachers; and (6) staff development needs assessment. The chapter concludes with the need for study.

### Roles and Problems of Beginning Teachers

Before we can adequately plan for the needs of special education teachers, it is important to understand the various roles, responsibilities, and problems that beginning teachers encounter as they provide educational services to students with disabilities. Research results on the problems of beginning teachers are extensive. However, research which specifically relates to the problems of beginning special educators is limited. Specific problems (see Figure 1) that confront most beginning teachers involve: transitioning from college training to classroom

Transition

- Borko, 1986
- Bullough, 1987
- Darling-Hammond, 1989
- Deal & Chapman, 1989
- Glatthorn, 1990
- Gold, 1989
- Hegler & Dudley, 1987
- Hitz & Roper, 1986
- Huling-Austin, 1989
- Lortie, 1975
- Myton, 1984
- Wanous, 1980
- Veenman, 1984
- Wildman et al., 1989

Motivation

- Adams, 1982
- Berliner, 1986
- Cohen & Beattie, 1984
- Hegler & Dudley, 1987
- Reynolds et al., 1987

Materials/Resources

- Billingsley & Tomchin, 1992\*
- Bullough et al., 1989
- Cook & Leffingwell, 1982\*
- Ligon, 1988
- Magliaro & Wildman, 1990\*

Collaboration

- Billingsley & Tomchin, 1992\*
- Magliaro & Wildman, 1990\*

Socialization

- Deal & Chapman, 1989
- Huling-Austin, 1989
- Myton, 1984
- Porter & Hackman, 1975
- Ray, 1991

Management/Discipline

- Adams, 1982
- Billingsley & Tomchin, 1992\*
- Browder, 1983
- Hitz & Roper, 1986
- Veenman, 1984
- Ziegler, 1990

Planning

- Billingsley & Tomchin, 1992\*
- Brown, 1988
- Bullough et al., 1989
- Hitz & Roper, 1986
- Magliaro & Wildman, 1990\*

Lesson Preparations

- Billingsley & Tomchin, 1992\*
- Magliaro & Wildman, 1990\*

Extra-Curricular Activities

- Ligon, 1988
- Pataniczek & Isaacson, 1981

Special Education Concerns

- Bensky et al., 1980
- Billingsley & Tomchin, 1992\*
- McLaughlin et al., 1988
- Magliaro & Wildman, 1990\*

\* Studies of special education teachers

Figure 1. Problems of Beginning Teachers and Related Studies

teaching; becoming socialized to the school environment; dealing with special student populations; meeting the instructional demands of the students; and handling non-instructional problems. Each problem will be addressed below.

Transitional period. The transition from teacher training to the first teaching job is often a dramatic and traumatic experience (Veenman, 1984). Veenman explains that new teachers must give up the missionary ideals that were formed during teacher training and face the harsh realities of everyday classroom life. One such reality is that beginning teachers are expected to be capable of immediately "assuming all of the responsibilities of teaching" (Bullough, 1987, p. 222). From the very first day, their duties are the same as that of a twenty-five year veteran (Lortie, 1975). In fact, beginning teachers are often thrown into the classroom to sink-or-swim (Bullough, 1987; Darling-Hammond, 1989; Deal & Chapman, 1989). Wanous (1980) describes this ploy as an attempt to humble the newcomer. A job is assigned, but the specific tasks and the newcomer's authority are not defined. This sink-or-swim strategy often causes the novice teacher to switch occupations (Deal & Chapman, 1989).

Beginners also find that they must assume two roles, that of teacher and learner (Wildman, Niles, Magliaro, &

McLaughlin, 1989). Even though beginners are required to teach, they also have much to learn about teaching. According to Huling-Austin, Odell, Ishler, Kay and Edelfelt (1989), teaching involves a complex series of acts that cannot be easily learned. These acts involve the ability to (a) maintain student rapport, (b) present and organize materials, (c) diagnose individual needs and abilities, (d) evaluate student progress, and (e) facilitate class discussions. Learning to teach evolves as teachers gain classroom experience and receive guidance and support (Huling-Austin et al., 1989).

Another reality that beginners quickly learn is that "real" teaching and student teaching are remarkably different (Bullough, 1987). During preservice, student teachers have the support of university professors (Gold, 1989) and the support and attention of the cooperating teachers who are genuinely interested in their success (Bullough, 1987). While working with cooperating teachers, student teachers have the use of lesson units and classrooms where the instructional and management routines are already established. After leaving college, beginners may no longer have the resources or expert support they once had ("A View", 1987). Instead, beginning teachers are on their own, because it is rare to have teacher apprenticeship programs once a teacher becomes employed (Deal & Chapman, 1989).



Of course, the transition from teacher training to the first teaching job is not traumatic for all beginning teachers. Borko, Lalik, Livingston, Pecic and Perry (1986) noted that some beginning teachers seem like floundering newcomers, while others "bring to their first teaching assignment well-developed skills, precise sensibilities, and fresh ideas and practices" (p. 49). However, most teachers find that their first few years of teaching are a difficult and disappointing experience (Glatthorn, 1990).

Orientation and socialization concerns. Another concern of beginning teachers is the lack of socialization and orientation to the job (Myton, 1984). In most private and public non-educational organizations, for example, an orientation period is provided where administrative or programmatic policies and procedures are introduced (Porter & Hackman, 1975). Instruction is provided in sequential steps so that the new employee has the potential for job success while job anxiety is reduced (Ray, 1991). New employees are allowed to gradually assume the job responsibilities over many months or even years. When problems arise, more experienced co-workers are available to help the new employees. This gradual process allows the beginner the time needed to develop into a professional (Huling-Austin, 1989).

However, teachers' orientation is often left to chance

(Deal & Chapman, 1989). In a study reported by Deal and Chapman (1989), 100 teachers were asked how they learned the policies, procedures, or philosophies of their school or district during their first teaching position. The overwhelming majority (75%) reported trial and error. Of those who did receive some form of formal orientation, a significant amount felt that the experiences were not adequate and did little to contribute to their adjustment. According to Myton (1984), orientation programs usually do not match beginning teachers' most important concerns or needs. Another concern identified by Myton (1984) relates to teachers becoming socialized to the teaching role and setting. Entry into the educational profession is sudden with no adjustment period allowed for the beginning teacher (Veenman, 1984). Supervision might be an option offered as an aid in the adjustment of the beginning teacher. However, some administrators have indicated that they feel new teachers are usually very knowledgeable in subject matter and are appropriately able to plan for instruction (Hitz & Roper, 1986). Therefore, some administrators may err in believing that these teachers do not need specific support in order to adjust to the profession. Consequently, supervision of beginning teachers is rare (Myton, 1984).

Student issues for beginning teachers. In addition to the lack of orientation, beginners must immediately deal

with problems of student management and discipline. Both student management and discipline are major problems for elementary and secondary teachers (Adams, 1982) and are frequently cited as problems for beginning teachers (Veenman, 1984). Students with behavior problems place undue demands on beginners' time, resourcefulness, and patience (Browder, 1983). Beginning teachers, who are often assigned the most difficult students, must cope with student disruptions (Hitz & Roper, 1986) before they have gained successful classroom experience (Ligon, 1988).

Discipline also is cited as a problem for beginning special education teachers. Billingsley and Tomchin (1992) reported how beginning special education teachers experienced problems with student behavior throughout the entire first year. Such behavior problems were not only exhibited by individual students but sometimes by an entire class. Beginning teachers often have not developed effective management systems that allow students to work independently while they are attempting to meet the needs of other smaller groups (Ziegler, 1990). Closely related to the problems of discipline is student motivation. While attempting to maintain good classroom control, beginning teachers often experience difficulties in their attempts to motivate students in a positive way (Hegler & Dudley, 1987). Beginners have trouble motivating students to complete class

assignments or attend to teacher instructions (Adams, 1982; Berliner, 1986; Reynolds, Wang, & Walberg, 1987). Unique teaching strategies to increase motivation must be applied; however, beginning teachers often are not aware of specific motivational strategies (Cohen & Beattie, 1984).

#### Instructional demands of beginning teachers.

Instructional demands include planning daily lessons, locating materials and resources, preparing and organizing work, and scheduling students. For the experienced teacher, planning decisions are based on past experiences about what works and what does not work. For example, Brown (1988) noted in her study of twelve experienced middle-school teachers that most of the teachers revised and updated their previous year's plans from unit notebooks. In contrast, planning is often difficult for beginners because they lack plans from previous years (Bullough, Knowles, & Crow, 1989). A more difficult situation is attempting to plan lessons for students who are strangers to beginning teachers. That is, teachers may not be aware of students' individual educational needs. Too often during teacher training programs, teachers are given the idea that if they write thorough lesson plans, their teaching will go well. So, beginners "spend hours on lesson plans and then, if they are lucky, present a 25 to 30 minute lesson to a group of children they hardly know" (Hitz & Roper, 1986, p. 68). In

addition, many teachers are not taught that they may need to make adjustments in their lesson plans when unanticipated problems occur.

Beginning special education teachers also have several concerns about lesson planning (Billingsley & Tomchin, 1992; Magliaro & Wildman, 1990). First, these teachers were not always sure how many activities to plan for during the allotted time frame. As one beginner stated, "I was so frustrated because they [students] ran out of everything I had given them" before the class time was up (Billingsley & Tomchin, 1992, p. 106). Second, beginning special education teachers had to develop plans based on individual differences of their students (Billingsley & Tomchin, 1992; Magliaro & Wildman, 1990). Because their classes often contained students with a variety of grade and ability levels, beginning teachers had to plan for several different groups. In addition, beginners reported that their class loads were usually larger than expected (Magliaro & Wildman, 1990). Therefore, planning was complicated even more by this substantial load of students with diverse needs. Large caseloads may contribute to extreme stress and frustration because additional time is needed to plan for individual differences (Fimian & Santoro, 1983; Olson & Matuskey, 1982). Beginning special education teachers also requested time to see how other teachers plan for instruction and how

teachers implemented these plans (Magliaro & Wildman, 1990).

Another planning issue reported by Magliaro and Wildman (1990) concerned difficulties in setting realistic academic and behavioral expectations for their students. Setting realistic expectations appear to result from a lack of basic pedagogical knowledge as to what could or should be expected. Many beginners are in teaching assignments for which they have received no training. Therefore, these teachers have problems such as determining instructional levels, evaluating student progress, and meeting individual needs. According to Billingsley and Tomchin (1992), one beginning learning disabilities' (LD) teacher who had inadequate preservice preparation for teaching reading had difficulty diagnosing students' individual needs and grouping the students for instruction. A second LD teacher assigned to teach language arts, math, social studies and science had no preservice training in the area of social studies, and science. This teacher had to spend a great deal of time just learning the content material. Guzzetti (1989) found that when teachers are required to teach subject matter for which they are inadequately prepared, the teachers will spend their preparation time attempting to learn concepts themselves.

Additionally, beginning special education teachers must plan lessons based on existing curricula. For many special

education students, the curricula must be adapted, modified, and selected by the teacher to meet individual needs (Hoover, 1987). However, according to Hoover, special education teachers' training programs may not emphasize or address the importance of curricula. Beginners may not be aware of the knowledge and skills related to curriculum theory, development, content, implementation, adaptation, and evaluation. Magliaro and Wildman (1990) found that because beginning special education teachers were just learning about their students as well as the curriculum content, the beginners did not know how much the students could or should accomplish or how much they should expect from their students. Therefore, long-term planning from week to week or for the entire year posed problems for the beginners.

Locating materials and resources has been cited as a problem for beginning teachers. In a study by Ligon (1988), first and second year teachers listed lack of adequate classroom materials and supplies as one of the top five problems they experienced as beginners. One possible reason for this is that after a departing teacher leaves, other teachers confiscate supplies and equipment. As a result, beginners "arrive in a room that's been stripped bare" (Ligon, 1988). Teachers may also have to purchase their own supplies if adequate funds are not provided (Bullough et

al., 1989). According to Billingsley and Tomchin (1992), lack of appropriate materials was one of the first problems beginning special education teachers encountered. It also has been reported that beginning special education teachers do not know where or how to acquire resources and materials and how to modify materials to meet student needs (Magliaro & Wildman, 1990). Inadequate materials and resources were also cited by Cook and Leffingwell (1982) as a source of stress for special education teachers. Like other beginners, special educators also purchased classroom materials even though they, too, could not afford it (Magliaro & Wildman, 1990). This practice can create financial hardships for the beginner who is probably at the entry level of the pay scale.

Student scheduling also creates unique instructional problems for beginning special education teachers. Special education teachers are often required to schedule students for mainstream programs and related special education services. Scheduling can create problems for teachers because students are constantly moving in and out of the classroom most of the day (Billingsley & Tomchin, 1992). When students are regularly leaving the classroom, teachers have difficulty maintaining continuity of instructions.

Non-instructional concerns. Beginning teachers have expressed concerns about non-instructional duties that they



must perform in addition to their teaching loads. Non-instructional duties include extra-curricular activities and working with other adults in professional or non-professional capacities. Also, additional problems have been cited that are unique only to special education teachers. Each concern will be addressed below.

Teachers are often required to perform additional duties as a part of their teaching contract. According to Pataniczek and Isaacson (1981), beginning teachers are usually assigned the most unpleasant tasks and the least desirable extracurricular assignments. In addition, duties such as chaperoning field trips, coaching a sports team or advising the yearbook staff (Ligon, 1988) may be unrelated to the beginner's preservice preparation.

Beginners also expressed feelings of uneasiness when dealing with other adult members of the education profession. New teachers must work with support personnel such as teacher aides and parents. Dealing with these adults requires diplomacy since they may be older and possibly more experienced than the beginner ("A View", 1987). This can create a major challenge for beginners, especially beginning special education teachers who must communicate and collaborate with other adult professionals on a daily bases. Consequently, communication and collaboration skills become important skills needed by

special education teachers. Communication skills are important for the special educator since these skills help facilitate the understanding and determination of students' individual needs (Magliaro & Wildman, 1990). Yet, beginning special education teachers may have difficulty in this area. Magliaro and Wildman (1990) reported that beginners had problems communicating students' needs to classroom teachers, administrators, related service personnel, and even parents. Sometimes they were not able to convince general educators to make needed adaptations to meet students' needs in such areas as classroom instruction, class assignments, and material selections (Billingsley & Tomchin, 1992). Collaboration skills are needed for such activities as negotiating student schedules, meeting individual needs (Magliaro & Wildman, 1990) and problem-solving to prevent or resolve student problems (Idol, 1988). However, for collaboration to be successful, teachers must have excellent interpersonal communication skills and teaming skills (Huefner, 1988). Beginning special education teachers often have not had training or sufficient practice developing these skills.

Other concerns specific to beginning special education teachers. An additional issue that special education teachers face concerns role issues. For example, job descriptions for special education teachers generally do not

exist. Teachers' roles may develop randomly based on immediate needs rather than from a comprehensive and consistent role definition (Bensky, Shaw, Gouse, Bates, Dixon, & Beine, 1980). Consequently, teachers' duties can differ from one school to another with duties a teacher takes on becoming a part of the job description (Magliaro & Wildman, 1990).

Some special education teachers serve as itinerant teachers. This means they are required to work at more than one school. Hence, these teachers must deal with two or more principals, multiple classroom settings, several groups of students (Billingsley & Tomchin, 1992), as well as attend a number of meetings (Magliaro & Wildman, 1990). In fact, these teachers reported that they were compelled to attend all meetings at each of their assigned schools. This interferes with planning and instructional time.

Finally, beginning special education teachers expressed difficulty understanding the process of writing Individualized Education Programs (IEPs) for students with disabilities (Billingsley & Tomchin, 1992) as well as difficulty completing the IEP forms (Magliaro & Wildman, 1990). One teacher announced that writing IEP's was the worst part of teaching (Billingsley & Tomchin, 1992). McLaughlin et al. (1988) also reported that representatives from state education agencies (SEAs) expressed similar IEP-

related concerns. Further, state representatives f beginners did not really understand other basic fe the special education process, as noted in the following excerpt.

New graduates lack knowledge of state rules and regulations, eligibility criteria, writing IEP's, working on teams and communication...As students, they didn't get enough practical experience... They don't even know about due process (McLaughlin et al., 1988, p. 217).

Summary of Concerns. Many problems experienced by beginning teachers, such as disciplining students or obtaining appropriate materials, are generic to all beginning teachers. However, beginning special education teachers experience problems that are unique to the field of special education (Billingsley & Tomchin, 1992). Some of the major problems include the following: understanding state and federal regulations related to special education, completing IEP forms, scheduling mainstreamed students, assisting general education teachers to adapt instruction for mainstreamed special education students, and working with large caseloads of special students. When specific concerns of the teachers are understood, effective staff development programs can be planned (Billingsley & Tomchin, 1992).

## Background of Staff Development

Staff development is not a new phenomena to education, but had its roots in the 19th century during the initiation of the Teacher Institutes (Richey, 1957). During those early years, teachers were given responsibility for their own renewal, "reading what they believed most helpful, taking courses as they thought valuable for their work, and attending clinics and workshops which promised to increase their capacity to instruct" (Fenstermacher & Berliner, 1983, p. 2). Very few school districts recognized their responsibility for furthering the academic or social growth of their personnel (Joyce, 1990). When initiatives for growth were taken by school personnel, it was only to encourage teachers to take college courses for recertification purposes. However, national, state, and local leaders began to realize the weaknesses in the instructional leadership given school personnel and the weaknesses in teachers' preservice training (Joyce, 1990). The gradual emergence of staff development was seen as a possible solution to these identified weaknesses.

Today, staff development practices continue to be recognized as an established tradition for teachers in the education profession (Joyce, 1990; Korinek, Schmid & McAdams, 1985). Staff development is a powerful tool for increasing teachers' professional practices. It can close

the gap between "pure" research in the lab and classroom practices (Hunter, 1990).

### Reasons for Staff Development

There are many reasons for staff development programs. Staff development can assist established teachers in improving, expanding or fine-tuning existing skills (Joyce & Showers, 1980; Leithwood, 1990). Staff development practices can help improve the transition of beginning teachers from college training to the classroom by building on existing skills or imparting new skills (Fenstermacher & Berliner, 1983). Staff development also can help reduce teacher attrition (Gold, 1989). For special education teachers, staff development helps teachers meet special education compliance requirements. Each will be explained further in the following sections.

Fine-tuning existing skills. The rapid expansion of special education during the 60's and 70's created a demand for teachers. Therefore, the focus of special education was to provide services to all who needed them without concern as to who provided the services (Heller, 1982). As a result, "quality was often sacrificed for quantity" (Heller, 1982, p. 83). Consequently, special education teachers are currently in the profession with various levels of expertise and training experiences and some need help. In fact, the

National Center for Educational Information found that most teachers felt that their training had not adequately prepared them for the rigors that they encounter in the classroom. More than a third of the teachers said they were not prepared for such things as classroom management and discipline, recognizing student learning styles, or organizing for instruction (Feistritzer, 1990). To help teachers improve, refine, or update existing skills, staff development is a necessity. McLaughlin et. al (1988) states:

Consideration must be given to what happens to teachers who will, in all probability, find themselves in jobs that do not match their expectations and perhaps their training experiences. Thus, districts must offer ongoing inservice and teacher support programs to help teachers gain the confidence and experience necessary to provide quality educational services (p. 220).

Improve transition into teaching. The rocky transition into teaching that most beginners experience may be partly alleviated by staff development programs. This transition is often referred to as "reality shock" (Veenman, 1984). Reality shock results from the misconceptions that beginning teachers have before entering the profession. For example, new teachers enter their first teaching job with the notion that they will be working exclusively with children (Hitz & Roper, 1986). In actuality, new teachers must work with

parents, aides, and administrators. Yet, teachers often go through their entire undergraduate program without being prepared to hold parent-teacher conferences or work effectively with aides or adult volunteers. Coping with that, alone, becomes a challenge for the new teacher ("A View", 1987). Beginners must have a reasonable chance to succeed (Wildman, Niles, Magliaro, & McLaughlin, 1989). Thus, carefully planned staff development programs may help prepare teachers to meet the demands of these early years. Staff development can become a means of assisting beginning special education teachers to develop teaching skills related to their individual needs and to build upon their previous educational background. Finally, staff development can strengthen necessary skills needed to be successful and help teachers survive the first few years of teaching (Gold, 1989).

Decrease attrition. Teacher attrition is fairly high during the first few years of teaching (Grissmer & Kirby, 1987; Schlechty & Vance, 1983). Attrition rates for special education teachers are significantly higher than that of general education teachers (Boe, 1991; Bogenschild, Lauritzen, & Metzke, 1988; Cross, 1987). It is estimated that the total exit rate among special education teachers is 7.3% as compared to 5.3% for general education teachers (Boe, 1991). As suggested by Gold (1989), "it may be that



some of the teachers who leave the profession during their beginning years have the potential to become strong teachers if they had been ... prepared for the stresses they encounter during these first few years of teaching" (p. 67). Staff development may aid in decreasing the number of promising teachers who drop out.

Provide special education teachers with an understanding of compliance requirements. Staff development can also support federal regulations concerning the education of children with disabilities. Public Law 101-476 mandates key provisions by which special education personnel must function when educating disabled children. These provisions include a free appropriate public education, placement in the least restrictive environment, an individualized education program, nondiscriminatory evaluation, due process, and parent participation (Leyser & Abrams, 1986). Consequently, classroom teachers must have the necessary knowledge to carry out the tasks implied by this legislation (Stamm, 1980). Staff development activities can aid teachers' understanding related to compliance of current laws, policies, and regulations (Fenstermacher & Berliner, 1983).

#### Effective Staff Development Practices

Despite its universal acceptance by the educational

profession, staff development is not usually characterized as being effective (Fullan, 1990; Guskey, 1986; Schiffer, 1978). Several studies suggest that a variety of factors can contribute to the ineffectiveness of staff development. Fullan (1990) provides one explanation. He suggests that even though there is a great deal of information about how to make staff development programs effective, technical and political reasons prevent its success. By technical reasons, he refers to the amount of effort, skills, coordination, and knowledge that staff development organizers need to design and carry out staff development activities. Political reasons refer to the fact that staff development is often a large budgetary item. Therefore, top administration may be overly involved in designing and delivering staff development activities and maintaining staff development resources. Shanker (1990) suggests that districts should move from being a top-down mandator or regulator, and instead, provide building level staff with support and resources. Local building level personnel should be encouraged to develop leadership roles in the planning of staff development activities so that it becomes a school-based management/shared decision-making model.

A second explanation for the ineffectiveness of staff development programs is that staff development is often unconnected to the professional lives of teachers within the

school culture (Fullan, 1990). As outlined by Fullan, staff developers must recognize that there is a link between a teacher's classroom practices and the shared visions, missions, goals, objectives or purposes of the school. Thus, staff development should be less fragmented and linked more to classroom and school development practices that are considered honored and valued by the school.

Pink (1989) offered another explanation for the ineffectiveness of staff development. Pink theorized that there are twelve barriers to the success of staff development. Such factors as lack of central office support, tendency towards quick fixes, lack of technical assistance, and failure to recognize the link between staff development activities and school policies or structure, play a role in whether staff development is successful. Guskey (1986) suggests, however, that staff development can be successful if one recognizes that change is a gradual and difficult process for teachers. Stalling (1990) recommends the following. Teachers must analyze their own teaching behaviors and perceive a need for improvement. In addition, staff development ideas must be evaluated for their effectiveness, modified, and tried again. Finally, for staff development ideas to support continual professional growth, they must be shared with other teachers or educational personnel.

Additionally, current research suggests that staff development programs that use a variety of formats are much more effective than programs that do not (Fullan, 1990; Joyce & Showers, 1980; Villa, 1989). Such formats as modeling, simulations, critiquing video tapes, or observations are likely to make staff development more effective and cause teachers to change their behaviors (Stalling, 1990). Several staff development options should also be made available (Villa, 1989). The options suggested by Villa include the following: workshops, graduate courses, peer coaching, team teaching, videotape presentations, mentoring, summer institutes, and regional conferences. Other options might include collaboration or visits to exemplary programs.

### Special Education Teacher Competencies

Before local education agencies can effectively plan staff development programs, needs assessments must be conducted. Teacher competencies are often included as a part of needs assessments. The competencies (the condition of being properly qualified) or skills (ability gained by practice or what one knows/knowledge) that special education teachers are expected to possess will be discussed in this section.

Teacher competencies can be identified as best

practices or skills that are crucial to effective teaching and that teachers need to provide exceptional instruction (Blanton & Fimian, 1986). The literature relating to the competencies needed by teachers of students with mild disabilities is extensive (Cullinan, Epstein, & Schultz, 1986) and beyond the scope of this review. However, several broad strands emerged from the numerous teacher competency lists. These strands include administrative, cognitive, assessment, instructional, communication/consultation, and behavioral management competencies. A brief overview of each strand is presented below.

Administrative competencies. Administrative competencies deal with such areas as "demonstrating knowledge of current federal, state, and local regulations that govern special education" or "establishing and maintaining a viable record-keeping system to monitor progress within the IEP" (Cullinan, Epstein, & Schultz, 1986). Additional administrative competencies include "awareness of the placement options in the cascade system of services" (Ramsey & Algozzine, 1991) and "basic terminology in special education" (Leyser & Abrams, 1986). In addition, the ability to "demonstrate knowledge of the legal implications regarding the education of... students" (Joyce & Weinke, 1989) was considered as an administrative competency.

Cognitive competencies. Cognitive competencies relate to teachers' "knowledge of normal range of individual differences and deviations in human growth and development" (Hudson et al., 1987). Teachers are also expected to "understand general theoretical positions related to learning and child development" (Newcomer, 1988). Finally, special education teachers must "understand various theories regarding thought and the process of thinking" (Newcomer, 1988).

Assessment competencies. Specific competencies relating to assessment involve the "ability to describe current etiology theories associated with exceptional categories" and "use assessment data to place students in appropriate programs" (Cullinan, Epstein, & Schultz, 1986). Teachers are also expected to "administer, score and evaluate standardized individual and group instruments" (Cullinan, Epstein, & Schultz, 1986), make "educational decisions based on valid testing", distinguish between "formal and informal tests", and understand the concepts of "test validity and test reliability" (Ramsey & Algozzine, 1991). Teachers should also be able to "develop and use tests to monitor students' mastery levels" and "select and administer formal and informal diagnostic instruments for specific skills" (Newcomer, 1988). Special education teachers must also be able to "gather information from

parents" and use "systematic observation techniques" (Leyser & Abrams, 1986). Teachers must be able to "administer and interpret curriculum-based assessments" (Tucker & Editor, 1985).

Instructional competencies. Instructional competencies include teaching strategies as well as strategies for modifying curricula. Specific teaching competencies include "planning remedial instruction for small groups or individuals" (Hudson et al., 1987), and "using unique techniques and approaches to teach content in required subject areas" (Ramsey & Algozzine, 1991). Other areas of knowledge are "ability to present academically relevant tasks" (Christenson, Ysseldyke, & Thurlow, 1989), and the ability to "use the computer as a data management tool and instructional system" (Joyce & Weinke, 1989). Specific competencies involving curriculum strands are "identifying, analyzing, and evaluating curriculum materials to teach basic academics", "identifying, analyzing, and evaluating curriculum materials to teach career education" (Cullinan, Epstein, & Schultz, 1986), "using effective strategies when adapting curriculum" (Reiff & Anderson, 1989), and being aware of activities "which integrate career education with academic curriculum" (Blanton & Fimian, 1986).

Communication and consultation competencies. Some of the competencies under this domain include "demonstrating

the ability to work with other teachers, school personnel, parents, and other agencies" (Joyce & Weinke, 1989), and "being knowledgeable about working with exceptional children in school settings involving students with and without disabilities" (Newcomer, 1988). Additional related competencies are "developing and maintaining orderliness of communication with other teachers, administrators, and other professionals", "assisting other teachers or professionals in designing, implementing, and evaluating intervention programs for students" (Cullinan, Epstein, & Schultz, 1986), and working with "itinerant service delivery personnel", "families", and "communities" (Reiff & Anderson, 1989).

Behavior management competencies. Behavior management competencies involve "establishing and maintaining a structured environment" (Cullinan, Epstein, & Schultz, 1986) or "managing students effectively during small group instruction" (Blanton & Fimian, 1986). Other significant management competencies include the following: "implementing behavior management systems to increase appropriate behavior" (Hudson, Morsink, Branscum, & Boone, 1987); "implementing a behavior program to enhance generalization and maintenance of behavior improvements to other settings" (Joyce & Weinke, 1989); and "preventing behavior problems in class by management of simultaneous activities such as room arrangement, and self-correcting



activities" (Hudson et al., 1987). Leyser and Abrams (1986) report that teachers must use "crisis intervention techniques", and "management techniques to promote student self-control" when dealing with classroom management.

### Needs Assessment for Staff Development

Once teacher competencies or best practices have been determined, a needs assessment instrument can be developed. Needs assessment is a tool to assure that basic gaps in knowledge and specific problems are identified (Kaufman & English, 1979). "Needs can be defined as the difference between what is and what is desired" (McKillip, 1987, p. 11). The method used to determine this discrepancy or deficit constitutes the needs identification process (Creamer, 1986). Reasons for assessing needs and methods of assessment will be explained in the following sections.

Why is needs assessment so important? Iwanicki and McEachern (1984) state that staff development programs can only be successful when the outcomes being fostered are relevant to the person's needs. If meaningful changes are to occur, then staff development "must focus on areas where teachers perceive the need for improvement" (Sergiovanni & Starratt, 1977, p. 38). Teacher self-assessment is an effective technique for accomplishing this task (Iwanicki & McEachern, 1984) since self-assessment techniques are cost-

effective and efficient (Poole, 1989). Further, self-assessment allows for needs to be rated. By identifying needs, the state education agencies (SEAs) can meet the mandates of P.L. 101-476. This mandate states that the SEA must (1) conduct needs assessments, (2) describe the process used in determining staff development needs, (3) identify the areas in which training is needed, and (4) specify the groups needing training. Needs assessments allow SEAs to meet these requirements and to provide a foundation for staff development programs.

Generally, the impetus for staff development programs originates with the school administration or in staff development committees (Cunningham & Nieminen, 1986; Shanker, 1990). As Cunningham and Nieminen explain, it can be difficult to present a program which is perceived as useful to teachers when all information about the topic comes only from administrators or from a small number of their peers. With self-assessment, teachers are offered a chance to take a look at their own performances, assess their strengths, and identify areas for improvement. As a consequence, "relevant staff development needs can be identified and appropriate services ... planned" (Iwanicki & McEachern, 1984, p. 38).

Needs assessment methodology. Several methods for assessing needs have been developed. The methods include

(a) personal interviews, (b) focus groups or group discussions, (c) reviews of existing information, and (d) surveys or questionnaires (Creamer, 1986; Aleska, Fortune, Williams, & Bruce, 1991; Kaufman & English, 1979). There are many types of surveys including Delphi techniques, open-ended, and closed-ended surveys (Aleska et al., 1991). After needs have been identified by one of the above methods, priorities can be established (Creamer, 1986). According to Aleska et al. (1991), each method can provide both "useful and misleading information" (p. 1). For example,

"Focus groups... usually identify the needs of the most verbal...Open-ended surveys are the voice of the people, but fail to focus the responses to appropriate levels of abstractions...Closed-ended surveys put words on the pens of the respondents" (Aleska et al., 1991, p. 1).

Fowler believes closed-ended surveys or questionnaires are usually a superior method of collecting data because: (a) responses are more reliable when alternative answers are provided by the researcher, (b) the researcher can more reliably interpret the meanings of the responses, and (c) there is the likelihood that there will be enough people within a given category to be able to logically interpret the results (Fowler, 1988). Closed-ended questionnaires can also be self-administered. The advantage of a self-administered questionnaire is that when dealing with

sensitive information, the respondent does not have to directly admit to an interviewer information that may be socially unacceptable (Fowler, 1988).

No matter what type of survey is used, there is still the problem of getting the information from the respondents. Telephone surveys and mail surveys are two such methods for collecting information. The mailed survey is the least expensive form of data collection for needs assessment (Kaufman & English, 1979). However, there is a possibility that respondents will not reply; this could lead to non-response bias (Fowler, 1988). To eliminate this possibility, Kaufman and English (1979) suggest conducting a non-respondent study.

### Need for Study

A study of the staff development needs of special educators is important for several reasons. First, the review of professional literature suggests that specific competencies are needed to enable special education teachers to effectively provide appropriate educational programming and services to students with disabilities. However, some of the same competencies that are needed to effectively provide services to students are also being identified as problems that confront many beginning special education teachers. Second, there is an abundance of literature

related to staff development for educational personnel. However, current literature does not adequately provide useful and practical information regarding the staff development needs of special educators or the needs of special education beginners so that problems can be alleviated and proficiency in the specified competencies is ensured. Third, current literature does not address the relationship between competencies and training needs of beginning and experienced special education teachers. A more comprehensive view is needed on relevant staff development activities and relevant training needs.

## CHAPTER II

### METHODOLOGY

The purpose of this chapter is to describe the methodology, sample, and procedures used to collect information regarding relevant competencies and staff development needs of beginning and experienced special education teachers of the emotionally disturbed (ED), educable mentally retarded (EMR), and learning disabled (LD).

#### Purpose of the Study

The purpose of this study was (a) to identify competencies that beginning and experienced teachers of students with mild disabilities (ED, EMR, LD) perceive as being necessary for effective special education teaching, and (b) to determine whether beginning and experienced special education teachers share similar perceptions of training needs with regard to those special education competencies.

#### Research Questions

The following questions guided this study.

1. What competencies do beginning and experienced ED, EMR, and LD teachers perceive as being relevant to

their jobs?

2. What do beginning and experienced ED, EMR, and LD teachers perceive as their staff development needs?
3. Do perceived staff development needs of beginning teachers differ significantly according to the disabling conditions of students taught (ED, EMR, LD)?

Mailed questionnaires (see Appendix A) were used to collect special education teachers' perceptions of job relevance and their need for staff development from a list of teaching duties or competencies. Questionnaires were mailed to a random sample of special educators from 133 school districts in Virginia which were stratified by teaching area (ED, EMR, LD) and teaching experience. The questionnaire was based on Virginia certification requirements, professional literature, and expert reviews. A draft of the questionnaire can be found in Appendix A.

#### Population and Sample

The target population was ED, EMR, and LD teachers who taught in Virginia public schools during the 90-91 school year. Frary (1990) analyzed the Virginia Department of Education (DOE) personnel tapes for 1988-89 and identified 3,115 LD teachers, 808 EMR teachers, and 685 ED teachers.

For the present study, random samples were drawn from the 1990-91 DOE personnel file to represent these three sub-populations of special education teachers. It should be noted that random samples of special education teachers were also selected simultaneously from the same personnel file for two additional surveys. To be sure that no teacher would be asked to respond to more than one survey instrument, sampling for the three surveys was done without replacement. Thus, the probability of being included in any one sample changed from one survey to the next. The random process by which people were selected insured that each sample would be representative of the target populations, even if simple random sampling was not used.

## RESEARCH DESIGN AND PROCEDURES

### Overview of Instrument Development

Items for the questionnaire were formulated from several sources. First, the framework for item development was based on the certification regulations contained in the Self-Study Guide (U.S. Dept. of Ed., 1986) developed cooperatively with the Virginia Department of Education, the Office of Special Education and Rehabilitation Services and the Institute for the Study of Exceptionalities at Virginia Tech. Second, a study conducted by Cross and Billingsley



(1988) on staff development needs using open-ended responses provided additional content for item development. Third, a review of current literature provided additional areas of knowledge and skills that special education teachers presumably need. Finally, the items for the instrument were reviewed by selected experts from local education agencies (LEAs), the Virginia Department of Education, and institutions of higher education (IHE). Each of these sources is described below.

Self-Study Guide. The Self-Study Guide (U.S. Dept. of Ed., 1986) was developed through a project entitled Development of Special Education Competencies for Teacher Preparation Programs in Virginia. The project's purpose was to develop guidelines that could be used to interpret the Virginia certification regulations and expected student outcomes for teacher preparation and personnel preparation programs. Though the outcomes were not regulatory, they were considered examples of skills or knowledge that have been identified by practitioners, faculty, and special educators as being essential for teachers.

Core areas from this Self-Study Guide (U.S. Dept. of Ed., 1986), such as language development, assessment techniques, and curriculum development were incorporated into the instrument. In addition, skills and knowledge that were unique only to ED, LD or EMR teachers were included in

the instrument.

Needs Assessment Study. Cross and Billingsley (1988) conducted a survey to determine the staff development needs of special education teachers across Virginia. An initial list of 22 staff development areas was provided on the questionnaire. Supervisors were asked to check the 5 most important areas and provide specific topics for each staff development area they identified as a priority. From this study, specific staff development priorities were identified for special education teachers across all disability areas. A content analysis of items from the Cross and Billingsley (1988) study was used as additional content for instrument development in the present study.

Literature Review. In order to provide information on skill competencies, a literature review was conducted on the problems and needs of special education teachers. Descriptors used to guide the literature review included: problems of beginning special education teachers; staff development needs of beginning special education teachers; relationship of staff development activities to teaching performance; competencies of beginning special education teachers; training needs of beginning special education teachers; competencies and training needs of beginning ED, EMR, and LD teachers. Several sources were used for a comprehensive search of the professional literature,

including: ERIC; Dissertation Abstracts International; Psychological Abstracts; and the Virginia Tech Library Services electronic card catalog. Information gathered from the literature review was grouped into themes or categories.

Expert Review. A draft of the instrument was reviewed by a total of 21 professionals with expertise in the fields of ED, EMR, and LD. These experts included six IHE faculty, six special education administrators or supervisors, three Virginia Department of Education specialists, and six special education teachers. Their comments were considered in finalizing the instrument.

#### Field-Test

In an effort to identify ambiguous items or other difficulties with the survey instrument, the questionnaire was mailed to 18 Virginia special education teachers from each of the three teacher groups (total = 54). The 54 teachers were not included in this study. A cover letter was enclosed that explained the purpose for field-testing (see Appendix B). Respondents were asked to complete the questionnaire, make comments, and note any difficulties relating to the questionnaire's content, format, or wording. Respondents' comments were positive; therefore, no modifications to the instrument were made. Stamped return envelopes and follow-up reminder letters were used to

used to improve the response rates.

### Description of Instrument

The questionnaire consisted of two parts (see Appendix A). Part I contained 80 items under 7 broad categories of work-related competencies. These categories were Assessment and Diagnosis, Individual Education Program and Planning, Integration and Collaboration, Curriculum, Instructional Strategies, Behavior Strategies, and Advocacy and Other Issues. Part II requested demographic data. Specific information requested included: age, gender, race, educational level, organizational level of school, service delivery model, and teaching assignment.

In part I, column A of the questionnaire, respondents were asked to judge the relevance of 80 areas of responsibility as it related to their teaching positions. A four-point response scale was used in which 1 = "not relevant" and 4 = "very relevant". In column B, respondents were asked to rate the extent to which they felt a need for additional training with regard to each item. A four-point response scale was again used in which 6 = "no need for training" and 9 = "great need for training". For example, respondents may rate the skill "participate in transition planning for students" as "4" for being "very relevant" to their jobs. However, training needs for this same skill may

have been rated "6" for "no need for training". A ten-choice optical scanning sheet was used to collect these judgements. Accordingly, the "6" through "9" ratings for training needs were recoded "1" through "4" for data analysis purposes. After answering each item within the eight broad categories, respondents were asked to reconsider the items in each category and to identify their most critical training need.

### Statistical Methods

The following analyses were applied to the survey data: (1) Means and standard deviations were computed for "relevance" and "need" judgements; (2) *t*-test for independent samples was used to compare means between beginning and experienced teachers and specific demographic variables; (3) Analyses of variance (ANOVA) were used to test for the significance of mean differences across the three groups. Significant ANOVAs were followed up with Tukey's HSD post hoc test to determine which, of any pairs of means, were significant; (4) Correlation coefficients were computed to determine whether there was a positive or negative linear relationship between special education teaching experience and training needs.

### Questionnaire Mailings

Prior to questionnaires being mailed, the State Superintendent of Instruction sent letters to the local superintendents of the 133 school districts. The letters provided information on the purpose of the study and encouraged participation.

The questionnaire, cover letter (see Appendix C), and opscan response sheet were mailed to each of the special education teachers at their school sites on April 18, 1991. Each questionnaire was assigned an arbitrary identification number for follow-up purposes. The cover letter accompanying the questionnaire explained the need for the identification number on the opscan sheet and requested return of the completed questionnaire by May 3, 1991. Approximately two weeks after the mailing, on May 3, 1991, a reminder letter was sent to non-respondents (Appendix D) encouraging them to reply.

### Methodological Limitations

There was a number of difficulties associated with conducting this survey. For instance, the sampling frame did not reflect the target population in all instances. Some respondents who were identified as ED, EMR or LD teachers were sometimes preschool handicapped teachers or supervisors of special education. Some of those sampled had

left the school system or were no longer teaching in special education. Some respondents blackened circles on the opscan sheets that were inappropriate. The opscans could not be used.

### Summary

In Chapter II, instrument development and design and methods for gathering information were described. A mail survey was used to collect data from 607 special education teachers from 133 Virginia school districts. The respondents indicated the degree of relevance for competencies relating to their teaching positions and whether they perceived a need for additional training in these competencies. Demographic information was also collected.

## CHAPTER III

### RESULTS

In this chapter, an overview of the respondents' characteristics is presented. Additionally, the results of survey analyses regarding teachers' judgements of job relevance for 80 work-related competencies and their perceptions for additional training in these competencies are presented.

#### Response Rates

On April 18, 1991, 1,056 questionnaires were mailed to 361 ED (160 beginners; 201 experienced), 280 EMR (77 beginners; 203 experienced), and 415 LD (201 beginners; 214 experienced) teachers. Beginners were defined as teachers having 4 or less years of special education teaching experience. Experienced teachers were defined as having 5 or more years of special education experience. By May 1, 1991, 350 questionnaires were returned. A reminder letter was mailed on May 3, 1991 requesting teachers to complete and return the questionnaire. By June 8, 1991, 602 (57%) usable questionnaires were returned. Questionnaires were returned by 207 or 57% of the ED teachers (78 beginners; 129 experienced), 148 or 53% of the EMR teachers (37 beginners; 111 experienced), and 247 or 60% of the LD teachers (115



beginners; 132 experienced).

#### Non-Response Assessment

Fifty-three teachers (12%) who did not respond to the mail survey were contacted by telephone and asked to answer 10 pre-selected questions. As represented in Table I-12 (Appendix I), respondents answered the questions similarly to those who completed the questionnaires. Job relevance was rated quite high by the telephone respondents while training needs received moderate ratings. An examination of these responses would indicate that there were no differences between those who returned their questionnaires and those who were contacted and responded by telephone.

#### Demographic Characteristics of the Samples

Most special education teachers in the study were white (78%) females (88%). However, as would be expected (Table 1), age ranges differed between beginning and experienced teachers. Beginning ED (58%), EMR (65%) and LD (58%) teachers were less than 31 years of age. Seventy-six percent of the experienced ED teachers were between the ages of 31 to 45 years of age. Forty-seven percent of the EMR teachers were 36 to 45 (47%) years old, while 35% of the experienced LD teachers were 36 to 40 years old.

Special education experience for the respondents ranged

from 1 to 25 years. Thirty-four percent of the respondents were beginners with 1 to 4 years teaching experience. Among the experienced teachers, 75% of the ED teachers and 68% of the LD teachers had 5 to 14 years of experience. Ten percent of the experienced EMR teachers had 20 to 25 years of experience. It should be noted that almost half of the special education teachers (48%) reported having additional teaching experiences in general education programs and/or other non-teaching education positions.

Many of the respondents (39%) had earned at least a masters degree while only 3% had earned a specialist or doctorate degree. As shown in Table 1, over half of the experienced ED teachers (62%) and experienced LD teachers (64%) possessed graduate degrees, while only 38% of the experienced EMR teachers had advanced graduate degrees. Likewise, of the three teacher groups, only a very small percentage of beginning EMR teachers (16%) had earned a masters degree as compared to 37% and 33% respectively for beginning ED and beginning LD teachers.

Almost half (48%) of the responding teachers in this study taught elementary school students. The exception was experienced ED teachers who taught in elementary (37%), middle (30%) and high school (32%) settings. Overall, the instructional setting for most teachers (59%) was self-contained. As displayed in Table 1, beginning (50%) and

Table 1

Beginning (B) and Experienced (E) Teachers' Characteristics

Characteristics	ED						EMR						LD							
	B		E		E		B		E		B		E		B		E			
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%		
<b>AGE</b>																				
25 or less	22	(28)	---	---	15	(41)	2	(2)	39	(34)	---	---	---	---	---	---	---	---		
26-30	23	(30)	22	(17)	9	(24)	11	(10)	28	(24)	13	(10)	13	(10)	23	(17)	23	(17)		
31-35	16	(21)	36	(28)	2	(5)	20	(18)	13	(11)	17	(15)	46	(35)	25	(19)	25	(19)		
36-40	8	(10)	31	(24)	8	(22)	29	(26)	12	(10)	5	(4)	14	(11)	14	(11)	14	(11)		
41-45	6	(8)	31	(24)	1	(3)	9	(8)	1	(1)	115	(89)	115	(89)	115	(89)	115	(89)		
46-50	2	(3)	6	(5)	1	(3)	17	(15)	1	(1)	132	(102)	132	(102)	132	(102)	132	(102)		
51+	1	(1)	3	(2)	37	(6)	111	(85)	111	(85)	111	(85)	111	(85)	111	(85)	111	(85)		
<b>TOTAL (602)</b>	78	(13)	129	(21)	31	(84)*	94	(85)*	104	(90)	11	(8)	11	(8)	11	(8)	11	(8)		
<b>Gender</b>																				
Female	68	(87)	107	(83)	31	(84)*	16	(14)	104	(90)	11	(8)	11	(8)	11	(8)	11	(8)	11	(8)
Male	10	(13)	22	(17)	5	(14)	16	(14)	11	(10)	11	(8)	11	(8)	11	(8)	11	(8)	11	(8)
<b>Race</b>																				
White	66	(85)	89	(69)*	33	(89)	62	(56)*	108	(94)	6	(5)	23	(17)	23	(17)	23	(17)	23	(17)
Black	10	(13)	34	(26)	4	(11)	43	(39)	6	(5)	1	(1)	1	(1)	1	(1)	1	(1)	1	(1)
Other	2	(3)	5	(4)	---	---	5	(5)	1	(1)	---	---	---	---	---	---	---	---	---	---
<b>Educational Level</b>																				
Bachelors	48	(62)*	50	(39)	30	(81)*	68	(61)*	74	(64)*	---	---	---	---	---	---	---	---	---	---
Masters	29	(37)	72	(56)	6	(16)	37	(33)	38	(33)	---	---	---	---	---	---	---	---	---	---
Specialist	---	---	6	(5)	---	---	3	(4)	3	(2)	---	---	---	---	---	---	---	---	---	---
Doctorate	---	---	1	(1)	---	---	1	(1)	---	---	---	---	---	---	---	---	---	---	---	---
<b>Organizational Level</b>																				
Elementary	40	(51)	48	(37)	23	(62)	54	(49)*	54	(47)*	---	---	---	---	---	---	---	---	---	---
Middle/Jr. High	20	(26)	39	(30)	8	(22)	20	(18)	38	(33)	---	---	---	---	---	---	---	---	---	---
High School	18	(23)	41	(32)	5	(14)	34	(31)	20	(17)	---	---	---	---	---	---	---	---	---	---
Post High School	---	---	1	(1)	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Setting</b>																				
Consultation/Itinerant	1	(1)	9	(7)*	---	---	---	---	3	(3)	---	---	---	---	---	---	---	---	---	---
Resource	1	(1)	21	(16)	2	(5)	15	(14)	32	(28)	---	---	---	---	---	---	---	---	---	---
Combined	34	(44)	39	(30)	7	(19)	20	(18)	47	(41)*	---	---	---	---	---	---	---	---	---	---
Self-Contained	39	(50)	55	(43)	28	(76)	72	(65)*	30	(26)	---	---	---	---	---	---	---	---	---	---
Special Schools	3	(4)	4	(3)	---	---	1	(1)	---	---	---	---	---	---	---	---	---	---	---	---
<b>Yr. in Special Education</b>																				
1-4	70	(90)*	---	---	36	(97)*	---	---	101	(88)*	---	---	---	---	---	---	---	---	---	---
5-10	---	---	56	(44)*	---	---	26	(23)*	---	---	---	---	---	---	---	---	---	---	---	---
11-14	---	---	40	(31)	---	---	29	(26)	---	---	---	---	---	---	---	---	---	---	---	---
15-19	---	---	15	(12)	---	---	30	(27)	---	---	---	---	---	---	---	---	---	---	---	---
20-25	---	---	9	(7)	---	---	11	(10)	---	---	---	---	---	---	---	---	---	---	---	---

\*Indicates Missing Data  
 F = Frequencies  
 % = Percentages

experienced (43%) ED teachers and beginning (76%) and experienced (65%) EMR teachers taught in a self-contained setting. However, a large percentage of beginning LD teachers taught in combined resource/self-contained (41%) settings while 40% of the experienced LD teachers taught in resource settings.

### Job Relevance

Respondents were asked to rate the relevance of 80 competencies to their teaching positions. Table E-8 in Appendix E shows the means and standard deviations for job relevance ratings for each of the 80 questionnaire items for the three groups of teachers. To facilitate interpretation, item ratings were averaged across items within seven broad clusters or categories of competencies. The means, standard deviations, and numbers of teachers for these clusters are presented for the three teacher groups in Table 2. Also shown in Table 2 are F ratios obtained for ANOVAs applied to the group means. Significant pairwise comparisons, based on Tukey's post hoc test, are also identified in Table 2. Inspection of the mean ratings for the seven broad categories of competencies shows that the relevance ratings, based on a four-point scale, were generally quite high ranging from a low of 3.46 for curriculum competencies to a high of 3.78 for instructional strategies.

Table 2  
 Comparison of Composite Mean Ratings for Job Relevance Categories Across Exceptionalities

Skill Competencies	Exceptionality			Total	F	C*
	ED	EMR	LD			
1. Assessment/Diagnosis	N	144	247	596	3.43*	A
	M	3.59	3.52			
	SD	0.37	0.36			
2. Individual Education Program (IEP) Planning and Placement	N	142	245	593	1.16	
	M	3.72	3.67			
	SD	0.31	0.36			
3. Integration and Collaboration	N	143	244	592	3.40*	A
	M	3.62	3.73			
	SD	0.48	0.35			
4. Curriculum	N	143	244	593	5.96*	C
	M	3.57	3.40			
	SD	0.45	0.44			
5. Instructional Strategies	N	141	246	592	0.66	
	M	3.80	3.79			
	SD	0.35	0.32			
6. Behavior Strategies	N	143	241	586	13.56*	B
	M	3.82	3.62			
	SD	0.30	0.48			
7. Advocacy and Other Issues	N	141	244	589	1.80	
	M	3.75	3.70			
	SD	0.32	0.39			

\*Denotes significant pairwise comparisons at the 0.05 level:

- A = EMR significantly different from LD
- B = ED significantly different from EMR and LD
- C = EMR significantly different from ED and LD

When the job relevance ratings for the seven broad categories were compared across the three teacher groups, significant mean differences were observed for four of the seven categories (Table 2). While the mean differences for the four categories are significant, the size of the difference has little practical significance except, possibly, the ED teacher's mean rating for behavior strategies. ED teachers (3.82) tended to rate behavior strategies significantly higher than LD (3.62) and EMR (3.70) teachers for job relevance.

When job relevance ratings were compared for beginning and experienced teachers (ED, EMR, LD), significant mean differences were noted in many categories. Displayed in Table F-9 (see Appendix F) are the means and standard deviations for job relevance ratings of beginning and experienced teachers for each of the 80 questionnaire items. When relevance ratings were averaged across items within the seven broad clusters or categories of competencies for beginning and experienced teachers, significant differences were observed for only one teacher group as shown in Table 3. Displayed in Table 3 are the means and standard deviations for job relevance ratings across the seven broad category of competencies. Experienced EMR teachers had mean ratings significantly higher than beginning EMR teachers in five of the seven broad categories (IEPs, integration and

Table 3

## Comparison of Composite Mean Ratings for Job Relevance Categories of Beginning (B) and Experienced (E) Teachers

Skill Competencies	ED						EMR						LD					
	B		E		t	F	B		E		t	F	B		E		t	F
	M	SD	M	SD			M	SD	M	SD			M	SD	M	SD		
1. Assessment/Diagnosis	<u>n</u>		77	128			37	107					115	132				
	<u>M</u>		3.58	3.60		-0.29	3.53	3.65		-1.57			3.50	3.54		-0.78		
	<u>SD</u>		0.33	0.40			0.43	0.41					0.38	0.39				
2. Individual Education Program (IEP) Planning and Placement	<u>n</u>		77	129			37	105					115	130				
	<u>M</u>		3.71	3.67		0.82	3.61	3.77		-2.75*			3.66	3.67		-0.17		
	<u>SD</u>		0.29	0.44			0.35	0.29					0.35	0.37				
3. Integration and Collaboration	<u>n</u>		77	128			37	106					115	129				
	<u>M</u>		3.64	3.70		-1.08	3.46	3.67		-2.08*			3.73	3.72		0.14		
	<u>SD</u>		0.38	0.40			0.57	0.44					0.35	0.36				
4. Curriculum	<u>n</u>		77	129			37	106					115	129				
	<u>M</u>		3.46	3.44		0.38	3.44	3.61		-2.08*			3.37	3.44		-1.26		
	<u>SD</u>		0.41	0.51			0.52	0.42					0.46	0.43				
5. Instructional Strategies	<u>n</u>		76	129			36	105					115	131				
	<u>M</u>		3.81	3.74		1.57	3.76	3.82		-1.07			3.79	3.78		0.30		
	<u>SD</u>		0.26	0.40			0.31	0.31					0.30	0.33				
6. Behavior Strategies	<u>n</u>		75	127			36	107					112	129				
	<u>M</u>		3.86	3.80		1.61	3.54	3.76		-2.36*			3.58	3.64		-0.97		
	<u>SD</u>		0.26	0.33			0.50	0.36					0.50	0.50				
7. Advocacy and Other Issues	<u>n</u>		76	128			36	105					115	129				
	<u>M</u>		3.76	3.75		0.15	3.59	3.80		-2.80*			3.71	3.69		0.45		
	<u>SD</u>		0.31	0.33			0.41	0.30					0.36	0.41				

\*p &lt; .05.

collaboration, curriculum, behavior strategies, and advocacy issues). However, while the mean differences are significant, the size of the differences is small except for the skill categories, "integration and collaboration", "behavior strategies", and "advocacy and other issues". For "integration and collaboration", experienced EMR teachers' mean of 3.67 was perhaps meaningfully higher than the mean for beginning EMR teachers (3.46). For "behavior strategies", experienced EMR teachers' mean of 3.76 was meaningfully higher than the mean for beginning EMR teachers (3.54). Finally, in the category for "advocacy and other issues", experienced EMR teachers' mean of 3.80 was meaningfully higher than 3.59 for beginning EMR teachers.

### Training Needs

Respondents were asked to indicate their perceived need for additional training in 80 skill areas. Table G-10 (Appendix G) shows the means and standard deviations for training needs for each of the 80 questionnaire items for the three groups of teachers. Table 4 shows the teachers' training need ratings averaged across items within the seven broad clusters or categories of competencies. Also shown are F ratios obtained for ANOVAs applied to the means as well as significant pairwise comparisons based on Tukey's post hoc test. Inspection of the mean ratings for the seven



Table 4  
 Comparison of Composite Mean Ratings for Training Need Categories Across Exceptionalities

Skill Competencies	Exceptionality				Total	F	C*
	ED	EHR	LD				
1. Assessment/Diagnosis	N	142	241	583	2.84		
	M	2.29	2.18	2.26			
	SD	0.67	0.65	0.68			
2. Individual Education Program (IEP) Planning and Placement	N	141	239	579	2.55		
	M	2.02	1.86	1.94			
	SD	0.77	0.63	0.67			
3. Integration and Collaboration	N	140	238	578	1.62		
	M	2.50	2.39	2.47			
	SD	0.90	0.87	0.87			
4. Curriculum	N	137	240	575	3.02*	A	
	M	2.36	2.20	2.27			
	SD	0.77	0.67	0.70			
5. Instructional Strategies	N	138	238	575	0.34		
	M	2.18	2.11	2.13			
	SD	0.88	0.80	0.82			
6. Behavior Strategies	N	134	237	569	1.65		
	M	2.33	2.17	2.22			
	SD	0.84	0.75	0.79			
7. Advocacy and Other Issues	N	135	238	571	1.30		
	M	2.27	2.15	2.21			
	SD	0.76	0.73	0.74			

\*Denotes significant pairwise comparisons at the 0.05 level.

A = EHR significantly different from LD

categories suggests that there is a moderate level of need for training in all areas. The mean ratings for the seven categories range from a low need rating of 1.94 (IEPs) to a high of 2.47 (integration and collaboration) based on a 4-point scale. When the ratings on the seven categories were compared across the three teacher groups, significant mean differences were observed for only one category. For curriculum competencies, EMR teachers had a mean need rating (2.38) significantly higher than LD (2.20) teachers for curriculum competencies.

When training need ratings were compared for beginning and experienced teachers (ED, EMR, LD), significant mean differences were noted for many items. Table H-11 (see Appendix H) shows mean ratings for training needs for each of the 80 questionnaire items when respondents were classified as beginning and experienced ED, EMR, and LD teachers. Table 5 shows a comparison of means averaged across items within the seven broad categories for training needs when the teachers are classified as beginners and experienced ED, EMR, and LD teachers. A significant difference was noted in only one skill area. Beginning LD teachers (1.95) rated need items for IEPs significantly higher than experienced LD teachers (1.79). No other differences were noted for beginning and experienced teachers.

Table 5  
 Comparison of Composite Mean Ratings for Training Need Categories of Beginning (B) and Experienced (E) Teachers

Skill Competencies	ED			EMR			LD			
	B	E	t	B	E	t	B	E	t	
1. Assessment/Diagnosis	n	75	125	36	106		112	129		
	M	2.32	2.27	-0.52	2.44	2.32	0.87	2.20	2.17	0.25
	SD	0.62	0.70		0.69	0.73		0.63	0.67	
2. Individual Education Program (IEP) Planning and Placement	n	76	123	36	105		111	128		
	M	2.06	1.91	1.64	2.23	1.94	1.96	1.95	1.79	2.06*
	SD	0.65	0.64		0.77	0.76		0.64	0.62	
3. Integration and Collaboration	n	75	125	36	104		110	128		
	M	2.57	2.52	0.41	2.59	2.47	0.70	2.41	2.37	0.34
	SD	0.76	0.91		0.89	0.90		0.81	0.93	
4. Curriculum	n	74	124	36	101		112	128		
	M	2.30	2.24	0.62	2.56	2.32	1.65	2.20	2.20	0.01
	SD	0.61	0.71		0.82	0.75		0.62	0.71	
5. Instructional Strategies	n	75	124	35	103		111	127		
	M	2.21	2.07	1.22	2.33	2.13	1.19	2.13	2.09	0.40
	SD	0.74	0.81		0.86	0.88		0.79	0.82	
6. Behavior Strategies	n	75	123	35	99		111	126		
	M	2.27	2.17	0.81	2.45	2.28	1.07	2.18	2.17	0.13
	SD	0.85	0.83		0.79	0.78		0.74	0.77	
7. Advocacy and Other Issues	n	75	123	35	100		111	127		
	M	2.33	2.18	1.47	2.35	2.24	0.69	2.20	2.11	0.95
	SD	0.68	0.76		0.78	0.76		0.69	0.77	

\*p < .05.

Table 6 shows a comparison of means for training needs when the three groups of teachers' ratings were compared on the following demographic variables: education (bachelor versus masters/advanced degrees), types of students taught (elementary versus middle/high school), and educational settings (resource versus self-contained). The ratings were averaged across items within the seven broad clusters or categories of competencies. As displayed in Table 6, significant differences were noted for two categories. For integration and collaboration competencies, the need mean rating for EMR teachers with master degrees (2.77) was significantly higher than the mean for EMR teachers with bachelor degrees (2.36). However, when separate analyses were conducted for beginning and experienced teachers, experienced EMR teachers with master degrees (2.72) had significantly higher means for training needs for integration and collaboration, than experienced EMR teachers with bachelor degrees (2.31). For IEP competencies, the need mean rating for LD self-contained teachers (1.93) was significantly higher than the mean for LD resource teachers (1.76). Separate analyses also indicated that experienced LD teachers who taught in self-contained settings (1.88) had a mean rating for additional training in IEP competencies significantly higher than experienced LD teachers who taught in resource settings (1.66). It should be noted that

**Table 6**  
**Comparison of Composite Mean Ratings for Training Needs by Demographic Characteristics**

	Education			Student Type			Setting		
	Bachelor	Masters		Elementary	Middle/High		Resource	Self-Contained	
	M (SD)	M (SD)	t	M (SD)	M (SD)	t	M (SD)	M (SD)	t
1. Assessment/Diagnosis	ED	2.32 (0.68) t = 0.84		2.26 (0.65) t = -0.39	2.30 (0.69)		2.19 (0.73) t = -0.83	2.30 (0.66)	
	ENR	2.32 (0.67) t = -0.52		2.34 (0.70) t = 0.0001	2.34 (0.75)		2.19 (0.65) t = -0.91	2.38 (0.72)	
	LD	2.20 (0.60) t = 0.55		2.25 (0.64) t = 1.61	2.12 (0.64)		2.10 (0.63) t = -1.69	2.24 (0.63)	
2. IEP	ED	1.99 (0.63) t = 0.54		1.93 (0.65) t = -0.69	1.99 (0.64)		1.86 (0.52) t = -0.95	1.98 (0.67)	
	ENR	1.95 (0.72) t = -1.51		1.97 (0.76) t = -0.60	2.05 (0.77)		2.10 (0.70) t = 0.37	2.02 (0.78)	
	LD	1.89 (0.62) t = 0.76		1.87 (0.65) t = 0.18	1.85 (0.59)		1.76 (0.55) t = -2.06*	1.93 (0.64)	
3. Integration and Collaboration	ED	2.54 (0.82) t = 0.16		2.57 (0.85) t = 0.47	2.51 (0.86)		2.44 (0.88) t = -0.70	2.56 (0.86)	
	ENR	2.36 (.87) t = -2.57*		2.47 (0.83) t = -0.15	2.49 (0.96)		2.46 (0.96) t = -0.16	2.50 (0.89)	
	LD	2.44 (0.84) t = 0.78		2.47 (0.90) t = 1.19	2.33 (0.83)		2.34 (0.90) t = -0.83	2.44 (0.85)	
4. Curriculum	ED	2.28 (0.69) t = 0.24		2.20 (0.74) t = -1.11	2.31 (0.63)		2.12 (0.58) t = -1.36	2.29 (0.69)	
	ENR	2.42 (0.76) t = 0.75		2.30 (0.72) t = -1.11	2.45 (0.81)		2.21 (0.74) t = -0.90	2.40 (0.78)	
	LD	2.21 (0.65) t = 0.32		2.20 (0.64) t = -0.17	2.21 (0.68)		2.11 (0.65) t = -1.81	2.27 (0.65)	

Table 6 (cont't)

	Education						Student Type			Setting		
	Bachelor		Masters		Elementary		Middle/High		Resource		Self-Contained	
	M	(SD)	M	(SD)	M	(SD)	M	(SD)	M	(SD)	M	(SD)
5. Instructional Strategies	ED	2.16 (0.80)	2.10 (0.78)	2.10 (0.81)	2.15 (0.78)	1.92 (0.69)	2.17 (0.80)	t = 0.55	t = -0.48	t = -1.63		
	EHR	2.18 (0.87)	2.18 (0.92)	2.19 (0.79)	2.14 (0.95)	2.29 (0.85)	2.18 (0.88)	t = 0.01	t = 0.33	t = 0.44		
	LD	2.13 (0.80)	2.08 (0.79)	2.15 (0.82)	2.06 (0.77)	2.11 (0.79)	2.11 (0.80)	t = 0.55	t = 0.89	t = -0.01		
6. Behavior	ED	2.23 (0.85)	2.18 (0.83)	2.18 (0.81)	2.22 (0.86)	2.10 (0.75)	2.22 (0.85)	t = 0.43	t = -0.38	t = -0.74		
	EHR	2.34 (0.77)	2.29 (0.82)	2.32 (0.78)	2.31 (0.78)	2.48 (0.53)	2.32 (0.80)	t = 0.38	t = 0.11	t = 0.73		
	LD	2.21 (0.74)	2.13 (0.76)	2.20 (0.80)	2.14 (0.69)	2.18 (0.72)	2.18 (0.77)	t = 0.85	t = 0.57	t = 0.02		
7. Advocacy and Other Issues	ED	2.28 (0.76)	2.20 (0.72)	2.23 (0.70)	2.24 (0.76)	2.11 (0.70)	2.26 (0.74)	t = 0.79	t = -0.16	t = -1.04		
	EHR	2.25 (0.72)	2.32 (0.85)	2.27 (0.72)	2.24 (0.79)	2.36 (0.74)	2.27 (0.76)	t = -0.52	t = 0.22	t = 0.40		
	LD	2.17 (0.70)	2.13 (0.75)	2.18 (0.74)	2.13 (0.71)	2.07 (0.68)	2.21 (0.75)	t = 0.46	t = 0.58	t = -1.39		

\*p < .05.

because 63 means were compared, it is likely that the two significant means were significant by chance. Therefore, there is the possibility of a Type 1 Error.

Finally, when correlation coefficients were computed to compare training needs to years of special education experience or other combinations of teaching and non-teaching educational experiences for ED, EMR, and LD teachers, no significant linear relationship was found. No other significant differences were observed for demographic variables.

#### Most Critical Training Needs

After rating the extent to which the competencies were relevant to their jobs and the extent to which they perceived a need for additional training, respondents were asked to reconsider the 80 items and identify their most important training need. Only one item within each broad category was to be selected. Respondents, however, tended to select several items from each category as their most critical training needs.

In Table 7 are items most frequently and least frequently selected for training needs. Training needs were arbitrarily considered important if the percentage of an item was greater than 15.0 percent. The most critical training need was in the category of behavior strategies. A

Table 7

Rankings of Percentages of Training Needs Considered Most and Least Important by Special Education Teachers

**HIGHEST RATED TRAINING NEEDS\***

<u>Item</u>	<u>Percentages (%)</u>
69. Understand when and how to use crisis management techniques (BS)	28.7%
60. Help students develop strategies that enable them to become independent learners (IS)	27.1%
19. Participate in transition planning for students (IEP)	24.6%
28. Use a variety of effective strategies (I/C)	22.3%
77. Develop and implement time and stress management skills (A/O)	22.3%
66. Implement a variety of behavior interventions (BS)	18.8%
51. Teach multiple subjects to students (IS)	18.1%
32. Collaborate with general educators to integrate students into general education programs (I/C)	17.6%
63. Understand ethical and legal responsibilities associated with behavioral interventions (BS)	15.4%



Table 7 (con't)

Rankings of Percentages of Training Needs Considered Most and Least Important by Special Education Teachers

Item	Percentages (%)
18. Develop a behavior management plan in the IEP (IEP)	15.1%
<b>LOWEST RATED TRAINING NEEDS**</b>	
15. Know who must be present at an IEP committee meeting (IEP)	0.3%
59. Use verbal, gestural, and physical prompts during instruction (IS)	1.2%
39. Identify, analyze, evaluate and modify curricula to teach social studies/history (C)	1.5%
17. Know the essential elements of each IEP component (IEP)	1.5%
20. Know that all services listed in the IEP must be provided (IEP)	1.5%
40. Identify, analyze, evaluate and modify curricula to teach physical education (C)	1.7%
16. Involve parents in the development of the IEP (IEP)	1.8%

Table 7 (con't)

Rankings of Percentages of Training Needs Considered Most and Least Important by Special Education Teachers

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<u>Item</u>	<u>Percentages (%)</u>
72. Conduct conferences with parents or other professionals (A/O)	1.8%

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**CATEGORY CODE:**

IEP = Individual Education Program Planning and Placement  
I/C = Integration and Collaboration  
C = Curriculum  
IS = Instructional Strategies  
BS = Behavior Strategies  
A/O = Advocacy and Other Issues

\* >15.0%

\*\* <2.0%

large percentage (28.7%) perceived item 69 (understand when and how to use crisis management techniques) as their most critical training need. The lowest critical need (0.3%) was item 15 (know who must be present at an IEP committee meeting). It should be noted that because many respondents marked multiple items, the percentages reported include duplicate counts.

### Summary of Results

Overall, the three teacher groups rated the 80 items in the seven categories as relevant to their jobs. EMR teachers, however, tended to rate the relevance of curriculum and assessment/diagnosis items higher than LD or ED teachers. LD teachers rated the relevance of items associated with integration and collaboration higher than EMR teachers. ED teachers, however, rated relevance items related to behavior strategies significantly higher than LD and EMR teachers. Experienced EMR teachers rated relevance items related to IEPs, integration and collaboration, curriculum, behavior strategies and advocacy issues statistically higher than beginning EMR teachers.

Overall, EMR, LD, and ED teachers gave moderate need ratings to the seven broad skill areas. When training needs were compared across teacher groups, EMR teachers rated curriculum competencies statistically higher than LD

teachers. Beginning LD teachers rated training needs for IEP competencies statistically higher than experienced LD teachers. Likewise, LD teachers who taught in a self-contained setting rated IEPs statistically higher than LD teachers who taught in a resource setting. EMR teachers with master degrees rated integration and collaboration significantly higher than EMR teachers with bachelor degrees.

## CHAPTER IV

### DISCUSSION

Special education teachers' perceptions of job-relevant competencies and training needs were examined in this study. This discussion focuses on (a) specific competencies or best practices that are relevant to special education teachers of the mildly disabled and their training needs; and (b) specific competencies or best practices that are relevant to beginning and experienced special education teachers of the mildly disabled and their training needs. Implications for educational agencies and future research are also considered.

#### Relevant Job Competencies

Teachers of students with learning disabilities (LD), educable mental retardation (EMR), and emotional disturbances (ED) as well as beginning and experienced LD, ED, and EMR teachers generally rated the competencies specified in this instrument as highly relevant to their jobs as indicated by average group ratings for skill clusters at or above 3.0 on a 4-point scale. There were very few significant mean differences across the three teacher groups, and those differences that were statistically significant were of limited practical

significance.

One explanation for similar ratings for job relevance could be that the characteristics of the teachers' student population are regularly changing (Walker et al., 1988). According to Polloway and Smith (1983), children who were previously classified as mentally retarded are often reclassified after reevaluation as emotionally disturbed or learning disabled. Walker et al. (1988) reported that during a two-year period, 12 percent of all students in special education received a new primary disability classification. These frequent reclassifications would require teachers to be competent in a variety of competencies in order to meet the varied needs of students.

A second explanation, and the most logical, is that teaching competencies needed by ED, EMR, and LD teachers are similar (Carri, 1985). Carri found that when special education teachers were asked to determine the level of importance of 110 competencies presumably needed in the teaching process, few significant differences were noted between ED, MR and LD teachers. However, Carri did report that ED teachers rated such competencies as assessment, curriculum design, and professional information significantly lower than MR or LD teachers. The similarity of perceptions about job competencies or interrelated competencies needed by ED, EMR, and LD teachers is also

reported by state certification agencies (SEA's). A nationwide study of special education teacher competency testing policies was conducted by Ramsey and Algozzine (1991). The survey results indicated that 40 percent of the responding states use a generic or interrelated special education competency test for teachers of learning disabilities, behavior disorders, and mild mental disabilities. This practice would indicate that some states see teachers of students with mild disabilities as needing similar competencies to effectively teach ED, EMR, and LD students.

Although the present study of ED, LD, and EMR teachers in Virginia found that each of the three teacher groups considered most of the 80 competencies as relevant, a closer examination revealed that there were a few significant differences among ED, EMR, and LD teachers. These differences are discussed in the following sections.

ED teachers' perceptions of relevance. As expected, ED teachers considered competencies dealing with behavior management as more relevant than the other teacher groups. ED students often have behaviors that interfere with their learning as well as the learning of others (Edwards & O'Toole, 1985). Consequently, ED teachers would consider competencies that could have some effect on behavior change or behavior control as being extremely job relevant. This

finding is consistent with findings of Carri (1985) who reported that ED teachers perceived a need to be proficient in competencies that help students deal with behavior difficulties. Therefore, ED teachers would perceive behavior management competencies as being more job relevant than LD or ED teachers. Joyce and Weinke (1989) reported similar results in their study of ED teachers and university faculty members who taught ED courses. Both faculty and ED teachers were asked to rate teaching competencies that were important to their jobs. Although many competencies were considered valuable for teaching ED students, both groups rated items associated with behavior management higher than other competencies. Beginning and experienced ED teachers however, considered all competency areas as relevant work skills.

EMR teachers' perceptions of relevance. EMR teachers, on the other hand, rated items relating to career and vocational competencies (in the area of curriculum) as being more relevant to their jobs than did LD and ED teachers. These results were expected since traditionally the goal of most EMR programs is to prepare EMR students for the world of work by familiarizing students with various occupations. A combination of school work and vocational experiences enables EMR students to acquire competencies that should enhance their social and intellectual development as well as



promote independence (Carri, 1985). Since EMR teachers rated these items significantly higher, it appears that EMR teachers recognize their responsibility for developing and coordinating learning experiences that will lead to the integration of academic school work and vocational experiences (Blanton & Fimian, 1986; Hallahan & Kauffman, 1982). EMR teachers also rated the area of assessment and diagnosis as being more relevant to the job than did LD teachers. These results were unexpected since one would expect LD teachers to rate competencies in this area higher than the other two teacher groups. That is because the field of learning disabilities is much more closely associated with a diagnostic and remedial model (Newcomer, 1988). This model emphasizes on-going student assessment and focuses on academic achievement.

Experienced EMR teachers rated many relevance items under 5 of the 7 broad categories significantly higher than beginning EMR teachers. A great majority of experienced EMR teachers (83%) taught self-contained or combined resource/self-contained classes. It is likely that the students assigned to these classes have diverse ability levels, age levels, and learning deficits. It is possible that experienced EMR teachers realize the importance of being proficient in many competencies that would enable them to work effectively with student diversity. However, a

large percentage (95%) of beginning EMR teachers also taught in the same setting, yet they rated items significantly lower for job relevance. Perhaps the beginners have not had enough teaching experience to recognize the need to be familiar with and proficient in a variety of techniques and strategies that will enable students to develop to their fullest potential (Ramsey & Algozzine, 1991).

LD teachers' perceptions of relevance. Beginning and experienced LD teachers considered all of the work-related competencies as being relevant to their jobs. However, LD teachers, as a group, attributed greater job relevance than EMR teachers to using a variety of effective strategies for integrating students with disabilities into the mainstream and for collaborating with general educators. These findings are not surprising since more LD students (20%) than EMR students (5%) are traditionally mainstreamed into general education programs (see 13th Annual Report to Congress, 1991). The consultation process becomes an important problem-solving technique for preventing or resolving problems encountered by mainstreamed students (Idol, 1988). Thus, LD teachers would consider these competencies as highly job-relevant and extremely important work-related activities (Cline, 1990). Consequently, LD teachers must be continuously involved in collaborating with general educators for the purpose of improving academic

outcomes of mainstreamed students.

It should be noted that even though more than half of the Virginia teachers in this sample taught in self-contained settings, more schools are moving to inclusive models which integrate all students into the mainstream (Stainback & Stainback, 1990). Stainback and Stainback define an inclusive school as a place where all students, regardless of degree of disability, are accepted and supported by his/her non-disabled peers and other school members. Therefore, children with disabilities are given the opportunity to be educated with their non-disabled peers in a natural, integrated setting. It is expected that EMR and ED teachers' perceptions will change in the future as they assume more responsibility for facilitating inclusion of all their students into the mainstream.

#### Staff Development Needs of Special Education Teachers

Teachers of students with learning disabilities, educable mental retardation, and emotional disturbances, including beginners, indicated moderate training needs related to the competencies specified in this instrument. Although beginning ED, EMR, and LD teachers had higher "need" ratings than experienced ED, EMR, and LD teachers, the differences were small and not statistically significant. Overall, the results were consistent with

current literature which indicates that beginning and experienced teachers would benefit from staff development. Experienced teachers need training to improve or fine-tune existing skills (Joyce & Showers, 1980; Leithwood, 1990). Beginning teachers need additional training to aid in imparting new skills (Fenstermacher & Berliner, 1983). Both beginning and experienced special education teachers need training in fulfilling compliance requirements implied by special education regulations (Jones, 1981; Stamm, 1980). However, teachers in this study indicated moderate training needs for all competencies since the average group ratings for the competencies were 2.59 or below on a four-point scale. Explanations for these findings may be found by discussing the teachers' perceptions of staff development needs.

ED teachers' perceptions of staff development needs.

Experienced and beginning ED teachers had moderate training needs across seven broad categories. However, this group was highly educated. Sixty-two percent of the experienced ED teachers had earned masters or other advanced degrees while thirty-seven percent of the beginners had masters degrees. Perhaps ED teachers, including beginners, perceive that their advanced education is adequate (Ligon, 1988) and that the preservice training has fully prepared them to provide adequate programming to students with disabilities.

EMR teachers' perceptions of staff development needs.

Both beginning and experienced EMR teachers indicated moderate training needs. However, EMR teachers, as a group, perceived a greater need for additional training for curriculum skills and integration and collaboration skills as compared to LD and ED teachers. It was somewhat surprising that this group of teachers would identify greater training needs than the ED or LD teachers since EMR teachers were the most experienced of the three teacher groups. Sixty-three percent of the experienced EMR teachers had 11 to 25 years total teaching experience. However, when compared to the other two groups of teachers, EMR teachers had less education. Sixty-six percent of the EMR teachers had bachelor degrees while only 32 percent had completed a masters degree. Perhaps a more reasonable explanation for greater staff development needs for EMR teachers than the other teacher groups may relate to when EMR teachers were trained. Approximately 63 percent of the experienced EMR teachers in this study, as compared to 50% and 57% ED and LD teachers respectively, received their preservice training prior to 1978 when The Education for All Handicapped Children Act of 1975 (now Individuals with Disabilities Education Act) was implemented. Therefore, a large percentage of these teachers was trained before the mandates and before emphasis were placed on programming issues. This

could account for their expressed need for additional training in the areas of curriculum (ie., "facilitating language development", "modifying curricula to teach physical education", "modifying curricula to teach career skills") and integration/collaboration (ie., "establish cooperative relationships").

LD teachers' perceptions of staff development needs. It may be queried why LD teachers, like ED teachers, perceived fewer training needs than EMR teachers. One possible inference is that LD teachers perceive themselves as being well-trained. Second, LD teachers may have received extensive preservice training for working with students with disabilities as compared to the other two groups of teachers. Third, when compared to EMR teachers who had higher means on items for expressed needs, 21 percent (of the total respondents) of the LD teachers had advanced degrees, while only 8 percent of EMR teachers and 15% of the ED teachers had earned advanced degrees.

When beginning and experience LD teachers' ratings for needs were compared, beginning LD teachers rated training needs for IEP skills statistically higher than experienced LD teachers. LD teachers who taught in self-contained settings also perceived a greater need for IEP training than did LD resource teachers. Even though the IEP process is one of the important components for providing an appropriate

education for students with disabilities, the process can be a source of problems for beginning special education teachers (Billingsley & Tomchin, 1992; Magliaro & Wildman, 1990; McLaughlin et al., 1988). This is because most beginners have difficulty completing the IEP forms and understanding the process of writing IEPs. Therefore, it would be expected that this process would be a training need rated highly by beginning teachers.

#### Implications for Educational Agencies

The present findings provide useful and practical information regarding perceived competencies and training priorities of ED, LD, and EMR teachers. Findings from the three teacher groups suggest that differences across teacher preparation programs may not be warranted. Many college programs continue to offer separate course work depending on the area of disability. Results from this study indicate that ED, EMR, and LD teachers generally considered identical competencies as representing valid skills needed by all teachers of students with mild disabilities. Therefore, preservice training programs could use the list of competencies as representing the domain of interest for establishing a generalist's approach to special education teacher preparation programs for the mildly disabled.

Since the competencies were considered as being valid

for teachers of the mildly disabled, the same competencies could be used as criteria for monitoring and evaluating teachers as professionals (Newcomer, 1988). This would allow some accountability as to what should occur in the classroom and give evaluators a sense of what is needed to be proficient in a variety of instructional and methodological procedures.

During the past, many attempts have been made to design inventories that include knowledge, behavior, and skills needed by special education teachers to provide students with disabilities with an appropriate education (Leyser & Abrams, 1986). The list of competencies developed in this study provides the knowledge, behavior, and skills needed by ED, EMR, and LD teachers. Consequently, these items can be incorporated into any future needs assessment inventory.

LEAs and SEAs are responsible for assessing, implementing, and developing on-going staff development for special educators and other personnel who provide special education services. The assessment of staff development needs is particularly important at the local level since LEAs have the primary responsibility for providing continuing staff development for special educators. The teachers in this study have provided specific information on their training priorities. Educational agencies need to address these training issues.



### Summary and Conclusions

The findings from this study suggest that beginning teachers' perceptions of relevant job skills and training needs are very similar to that of experienced teachers. Additionally, ED, EMR, and LD teachers perceptions of relevant job skills and training needs do not differ significantly according to the disabling conditions of students taught. These results should provide relevant job skills and specific training needs to agencies or institutions that have responsibility for providing preservice and inservice training to special education teachers of the mildly disabled. Consequently, LEAs, SEAs, and IHE must continuously be involved in collaborative planning when attempting to meet the needs of teachers of students with mild disabilities.

### Future Studies

This study provides pertinent information to institutions of higher education, state departments of education, and local education agencies as to what ED, EMR, and LD teachers consider important job related skills and what they perceive as their training needs. The results of this study were based on what teachers perceived as relevant job skills and training needs. However, teachers' perceptions may differ from actual work skills and training

needed to be effective. Therefore, this study should be expanded to assess what other stakeholders, such as special education administrators, supervisors, principals, and parents perceive as relevant competencies and training needs of special education teachers.

Also, there is some indication that special education is moving towards a full integration or inclusion model. In some localities, special education students are no longer being removed from the classroom for special instruction. According to the 13th Annual Report to Congress (1991), between the 1987-88 and 1988-89 school year, the proportion of all students, ages 3 to 21, being served in general education classes rose from 29.7 percent to 31.3 percent, while only 24.4 percent were being served in separate classrooms. This report also indicated that students with mild disabilities were more likely to be served in regular or resource settings. For example, 77.5% of LD students are educated in regular or resource settings. Forty-four percent of the ED students are educated in regular or resource settings. The report did not provide a breakdown for EMR students, but instead included this group into the larger group labeled mental retardation. Still, there is some indication that more special education teachers will be working more closely in general education to modify and adapt materials, instruction, and objectives so that

children with disabilities can be educated with their non-disabled peers. Special education teachers also will have to provide consultation to general educators and support staff in an attempt to improve the ability of the classroom teacher to accommodate the needs of a heterogeneous group of children (Slavin et al., 1991). Therefore, additional assessments must be conducted regarding the needs of all staff involved in the integration/inclusion process.

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**APPENDIX A**  
**Staff Development Questionnaire**

**Staff Development Questionnaire for Teachers  
of Students with  
Emotional Disturbance, Learning Disabilities, and Educable Mental Retardation**

This questionnaire is designed to assess the staff development needs of special education teachers. The results will be used by the Virginia Department of Education to develop the Virginia Comprehensive System of Personnel Development (CSPD) plan. You, as teachers, know most about your needs. Your input can contribute much to alleviating problems associated with working with special needs students. Your response to this questionnaire will be treated confidentially and only a summary of the findings will be reported. Thank you for your assistance.

Virginia Department of Education

Staff Development Questionnaire for Teachers of Students with Emotional Disturbance, Learning Disabilities, and Educable Mental Retardation

**\*IMPORTANT:** An opscan answer sheet is provided for recording responses to each item. Item numbers listed on the left side of each question must match the item number on the opscan answer sheet. Use a #2 pencil to record your answer on the answer sheet. Blacken the circle that corresponds to your answer. Please carefully follow all directions regarding the use of the answer sheet. The recording format is somewhat different for Parts I and II.

Part I. Training Needs

IN THIS SECTION WE ARE INTERESTED IN KNOWING THE EXTENT TO WHICH THE FOLLOWING STATEMENTS ARE RELEVANT TO YOUR JOB RESPONSIBILITIES AND THE EXTENT TO WHICH YOU FEEL A NEED FOR ADDITIONAL TRAINING IN THESE AREAS.

FIRST, PLEASE INDICATE THE EXTENT TO WHICH EACH OF THE FOLLOWING STATEMENTS IS RELEVANT TO YOUR CURRENT POSITION. SECOND, PLEASE INDICATE THE EXTENT TO WHICH YOU FEEL A NEED FOR ADDITIONAL TRAINING IN EACH AREA. ON THE ANSWER SHEET, RESPONSE OPTIONS NUMBERED 1-4 CORRESPOND TO RELEVANCE AND RESPONSE OPTIONS NUMBERED 6-9 CORRESPOND TO NEED. FOR EXAMPLE, ON THE ANSWER SHEET IF THE ITEM IS VERY RELEVANT TO YOUR JOB BUT YOU HAVE NO NEED FOR FURTHER TRAINING, BLACKEN CIRCLE "4" AND CIRCLE "6". RESPONSE OPTION "5" ON THE ANSWER SHEET SHOULD BE LEFT BLANK FOR PART I, TRAINING NEEDS.

Relevance				Need			
Not Relevant			Very Relevant	No Need			Great Need
1	2	3	4	6	7	8	9

ASSESSMENT/DIAGNOSIS

1. Know legal provisions regarding due process and nondiscriminatory assessment of students with disabilities
2. Understand definitions, characteristics, and identification procedures specific to students with disabilities
3. Aware of cultural factors that influence the assessment process

Relevance				Need			
Not Relevant		Very Relevant		No Need		Great Need	
1	2	3	4	6	7	8	9

**ASSESSMENT/DIAGNOSIS (con't)**

4. Aware of special health problems which may occur concomitantly with learning disabilities, emotional disturbance, and mental retardation (e.g., diabetes, epilepsy)
5. Evaluate and select assessment instruments based on appropriateness, reliability and validity
6. Administer, score, and interpret standardized, diagnostic, and achievement tests
7. Design and administer informal tests (e.g., criterion referenced tests, teacher-made tests)
8. Design and use curriculum-based assessment
9. Administer, score, and interpret adaptive behavior measures
10. Use systematic observations for academic and social assessments
11. Understand and interpret reports generated by multidisciplinary assessments
12. Communicate assessment information (oral and written format)

**\*NOTE:** Reconsider items 1-12 and identify your most critical training need by blackening response option "10" for that item.

**INDIVIDUAL EDUCATION PROGRAM (IEP) PLANNING AND PLACEMENT**

13. Generate goals and objectives based on current level of educational performance
14. Know when and how to develop, revise, and implement the IEP
15. Know who must be present at an IEP committee meeting
16. Involve parents in the development of the IEP
17. Know the essential elements of each IEP component (e.g., present level of educational performance, annual goals, short term objectives, etc.)
18. Develop a behavior management plan in the IEP



Relevance				Need			
Not Relevant		Very Relevant		No Need		Great Need	
1	2	3	4	6	7	8	9

#### INDIVIDUAL EDUCATION PROGRAM (IEP) PLANNING AND PLACEMENT (con't)

19. Participate in transition planning for students (e.g., moving from middle to high school; moving from high school to job placement or further training/education; movement from special education to general education)
20. Know that all services listed in the IEP must be provided to the student as specified
21. Know how to determine when a student is in need of extended school year services (i.e., programs or services provided beyond the 180 school days if child shows need)
22. Know how to access extended school year services within the locality
23. Know when and how often placement decisions should be made
24. Make well-informed contributions to placement decisions
25. Know what placement options are and should be available locally
26. Indicate the extent to which students with disabilities will participate in mainstreamed academic, non-academic and extracurricular activities

**\*NOTE:** Reconsider items 13-26 and identify your most critical training need by blackening response option "10" for that item.

#### INTEGRATION AND COLLABORATION

27. Understand the issues related to integrating students with disabilities into mainstream activities (e.g., emotional, social, academic and related service)
28. Use a variety of effective strategies for integrating students with disabilities into the general education program
29. Establish cooperative relationships with general and special education classroom teachers

Collaborate effectively with general educators in developing academic, behavioral interventions, and accommodations:

30. At the prereferral level for at-risk students
31. For nondisabled students who are experiencing problems in the classroom

Relevance				Need			
Not Relevant		Very Relevant		No Need		Great Need	
1	2	3	4	6	7	8	9

#### INTEGRATION AND COLLABORATION (con't)

32. For integrating students with disabilities into general education programs

**\*NOTE:** Reconsider items 27-32 and identify your most critical training need by blackening response option "10" for that item.

#### CURRICULUM

33. Understand major curricula approaches (e.g., remedial, tutorial, affective, behavioral, self help, vocational training, developmental)

Identify, analyze, evaluate and modify curricula (goals, materials, methods) to teach the following instructional areas:

- 34. Reading Skills
- 35. Written/Oral Language
- 36. Listening Comprehension
- 37. Math
- 38. Science
- 39. Social Studies/History
- 40. Physical Education
- 41. Health/Family Life
- 42. Social/Interpersonal skills
- 43. Career/Vocational skills
- 44. Learning Strategies/Study Skills

Relevance				Need			
Not Relevant		Very Relevant		No Need		Great Need	
1	2	3	4	6	7	8	9

#### CURRICULUM (CON'T)

##### Facilitate language development by:

45. Understanding the milestones of normal language development
46. Understanding language disorders related to exceptional learners
47. Awareness of cultural differences in language use
48. Understanding relationships between normal receptive and expressive language development (e.g., listening, speaking, reading, writing, spelling)
49. Aware of individual differences which may affect career and vocational decisions (e.g., abilities, values, and physical conditions)
50. Use knowledge of state and local economic conditions, employment opportunities and entry level skills when providing guidance to students

**\*NOTE:** Reconsider items 33-50 and identify your most critical training need by blackening response option "10" for that item.

#### INSTRUCTIONAL STRATEGIES

51. Teach multiple subjects to students with a variety of ability levels and learning styles
52. Plan lessons and activities based on assessment information about students' problems
53. Provide systematic instruction which enables students to achieve lesson objectives and long-term goals (e.g., task analysis)
54. Select methods/materials that match students' needs and learning objectives
55. Use various media as an integral part of the instructional procedure (e.g., computers, audiovisual aids)
56. Communicate realistic expectations to students
57. Provide direct instruction that promotes maintenance and generalization of skills (e.g., modeling, guided practice, pacing of lessons, sufficient time for practice, etc.)

Relevance				Need			
Not Relevant		Very Relevant		No Need		Great Need	
1	2	3	4	6	7	8	9

#### INSTRUCTIONAL STRATEGIES (con't)

58. Use alternative teaching strategies (e.g., choral responding, peer tutoring, cooperative learning)
59. Use verbal, gestural, and physical prompts during instruction
60. Help students develop strategies that enable them to become independent learners (e.g., self-monitoring, self-evaluation, study skills)
61. Monitor and evaluate student progress continuously by using graphs, anecdotal records, progress reports, etc.
62. Evaluate and modify instructional techniques based on student progress

**\*NOTE:** Reconsider items 51-62 and identify your most critical training need by blackening response option "10" for that item.

#### BEHAVIOR STRATEGIES

63. Understand ethical and legal responsibilities associated with behavioral interventions
64. Understand how various factors influence the interpretation of what is normal (e.g., chronological age, developmental level, cultural values)
65. Understand behavior theory as it relates to learning
66. Implement a variety of behavior interventions (e.g., contracts, cognitive behavior strategies, life-space interview)
67. Maintain classroom order by using a positive and consistent approach (e.g., cuing, redirection reinforcement)
68. Motivate students by identifying interests and appropriate reinforcers
69. Understand when and how to use crisis management techniques

**\*NOTE:** Reconsider items 63-69 and identify your most critical training need by blackening response option "10" for that item.

Relevance				Need			
Not Relevant		Very Relevant		No Need		Great Need	
1	2	3	4	6	7	8	9

**ADVOCACY AND OTHER ISSUES**

70. Communicate effectively with other professionals, paraprofessionals, and parents (e.g., verbal and written reports, completion of forms, checklist, etc.)
71. Initiate and maintain cooperative relationships with parents, educators, and non-school personnel
72. Conduct conferences with parents or other professionals
73. Use a variety of approaches to encourage parent involvement
74. Develop, implement, and evaluate home-school interventions
75. Comply with federal and state regulations related to the education of students with disabilities (e.g., due process procedures, suspension/expulsion guidelines, confidential issues)
76. Understand the suspension/expulsion guidelines for students with disabilities
77. Develop and implement time and stress management skills for myself
78. Serve as student advocate
79. Facilitate learning experiences that promote self-esteem in students with disabilities
80. Help students understand their disabilities

**\*NOTE:** Reconsider items 70-80 and identify your most critical training need by blackening response option "10" for that item.

**Part II. Demographic Information**

Please provide the following information about yourself (Blacken the circle on the answer sheet that corresponds to your response choice for each item).

81. Age (1) 25 or less (2) 26-30 (3) 31-35 (4) 36-40 (5) 41-45 (6) 46-50  
(7) 51-55 (8) 56-60 (9) 61+
82. Gender 1) Female  
2) Male
83. Which best describes you?  
(1) White (2) Black (3) Other

84. Highest level of education: (1) Bachelors Degree  
(2) Masters Degree  
(3) Specialist  
(4) Doctorate
85. How many years experience have you had in education altogether (including teaching and non-teaching experience)?  
(1) 1 (2) 2 (3) 3 (4) 4 (5) 5 (6) 6-10 (7) 11-14 (8) 15-19 (9) 20-25 (10) 26+
86. How many years of teaching experience have you had?  
(1) 1 (2) 2 (3) 3 (4) 4 (5) 5 (6) 6-10 (7) 11-14 (8) 15-19 (9) 20-25 (10) 26+
87. How many years have you taught in special education?  
(1) 1 (2) 2 (3) 3 (4) 4 (5) 5 (6) 6-10 (7) 11-14 (8) 15-19 (9) 20-25 (10) 26+
88. What area of exceptionality are you presently teaching (Choose only one)?  
(1) Seriously Emotionally Disturbed  
(2) Learning Disabled  
(3) Educable Mentally Retarded  
(4) Other
89. What is the general level of most students you serve? (Choose primary assignment if more than one)  
(1) Elementary  
(2) Middle School/Junior High  
(3) Secondary/High School  
(4) Post Secondary/Adult Services
90. What type of setting are you currently teaching? (Choose primary assignment if more than one)  
(1) Consulting teacher  
(2) Itinerant  
(3) Resource  
(4) Combined resource/self-contained  
(5) Self-contained  
(6) Special school  
(7) Home-based/Hospital instruction

Thank you for your assistance.

Please return only the opscan sheet (do not fold) to:

Patricia Radcliffe  
Virginia Tech, 233 U.C.O.B.  
Blacksburg, VA 24061-0302

APPENDIX B  
Field Study Letter



Division of Administrative and Educational Services

College of Education  
E. Eggleston Hall, Blacksburg, Virginia 24061-0302  
(703) 231-5642

April 3, 1991

Dear Colleague:

The Virginia Department of Education has contracted with Virginia Tech to perform several studies regarding the needs of special education teachers in Virginia. In this study we are assessing the staff development needs of teachers of students with learning disabilities, emotional disturbance, and educable mental retardation.

We are using the enclosed questionnaire to perform the needs assessment and are asking you to help us field-test it. Please read the directions carefully and complete the questionnaire by recording all answers on the opscan answer sheet. Please return the completed answer sheet in the enclosed envelope by April 11, 1991. Do not fold the opscan answer sheet.

We know your schedule is busy but your responses are very important if the staff development needs of Virginia teachers are to be accurately represented. Your responses will be treated confidentially and only a summary of the findings will be reported. The code number on the opscan sheet is used solely for record keeping and data analysis. If you have questions regarding the questionnaire or the study, please contact Pat Radcliffe at (703) 231-5925.

Thank you for your assistance.

Sincerely,

Patricia Radcliffe  
Virginia Tech  
College of Education  
Room 233, UCOB



APPENDIX C  
Cover Letter

April 18, 1991

Dear Colleague:

The Virginia Department of Education has contracted with Virginia Tech to perform several studies regarding the needs of special education teachers in Virginia. In this study we are assessing the staff development needs of teachers of students with learning disabilities, emotional disturbance, and educable mental retardation. Findings from the study will be used for planning a Comprehensive System of Personnel Development.

Your completion of the enclosed questionnaire will provide us with a clearer picture of your staff development needs and will enable the Department of Education to meet your needs more adequately. Please read the directions carefully and complete the questionnaire by recording all answers on the opscan answer sheet. Please return the completed answer sheet in the enclosed envelope by May 3, 1991. **Do not fold the opscan answer sheet.**

We know your schedule is busy but your responses are very important if the staff development needs of Virginia teachers are to be accurately represented. Your responses will be treated confidentially and only a summary of findings will be reported. The code number on the opscan sheet is used solely for record keeping and data analysis. If you have questions regarding the questionnaire or the study, please contact Patricia Radcliffe at (703) 231-5925.

Thank you for your assistance.

Sincerely,

Patricia Radcliffe  
Virginia Tech  
College of Education  
Room 233, UCOB

**APPENDIX D**  
**Follow-up letter**



Division of Administrative and Educational Services

College of Education  
E. Eggleston Hall, Blacksburg, Virginia 24061-0302  
(703) 231-5642

May 3, 1991

Dear Special Educator:

Two weeks ago we sent you a questionnaire regarding your staff development needs. The questionnaire is part of a survey being conducted by Virginia Tech for the Virginia Department of Education. You were selected in a random sample that represents special educators in Virginia.

If you have already completed and returned your questionnaire, please accept our sincere thanks. If not, please do so today. Your response will be a valuable contribution in identifying the staff development needs of special educators in Virginia. It is extremely important that your responses be included in this study so that our assessment of staff development needs is accurate.

If you have not received the questionnaire or have misplaced it, please call me immediately at (703) 231-5925, and I will mail you one.

Sincerely,

Patricia Radcliffe  
Virginia Tech  
Room 233, UCOB  
Blacksburg, VA 24061-0302

**APPENDIX E**

Table E-8

## Comparison of Mean Ratings for Job Relevance Across Exceptionalities

Item	Exceptionality					Total	F	C*
	ED	EMR	LD					
<b>ASSESSMENT/DIAGNOSIS</b>								
1. Know legal provisions	<i>n</i>	205	142	245		592		
	<i>M</i>	3.69	3.77	3.65		3.69	1.65	
	<i>SD</i>	0.59	0.50	0.65		0.60		
2. Understand definitions, characteristics, and identification procedures	<i>n</i>	206	143	247		596		
	<i>M</i>	3.87	3.93	3.89		3.89	1.42	
	<i>SD</i>	0.35	0.28	0.35		0.34		
3. Aware of cultural factors that influence the assessment process	<i>n</i>	206	142	247		595		
	<i>M</i>	3.42	3.58	3.48		3.49	2.29	
	<i>SD</i>	0.71	0.65	0.71		0.70		
4. Aware of special health problems	<i>n</i>	203	144	246		593		
	<i>M</i>	3.66	3.78	3.50		3.62	9.73*	F
	<i>SD</i>	0.59	0.48	0.73		0.64		
5. Evaluate and select assessment instruments	<i>n</i>	204	144	247		595		
	<i>M</i>	3.54	3.62	3.34		3.48	5.51*	F
	<i>SD</i>	0.81	0.78	0.92		0.86		

Table E-8 (con't)

Comparison of Mean Ratings for Job Relevance Across Exceptionalities

Item	Exceptionality						Total	F	C*
	ED	EMR	LD	ED	EMR	LD			
<b>ASSESSMENT/DIAGNOSIS</b>									
6. Administer, score, and interpret tests	<i>n</i>	204	145	246	595				
	<i>M</i>	3.43	3.54	3.58	3.52		1.74		
	<i>SD</i>	0.90	0.83	0.81	0.85				
7. Design and administer informal tests	<i>n</i>	204	143	247	594				
	<i>M</i>	3.61	3.64	3.61	3.62		0.15		
	<i>SD</i>	0.64	0.73	0.71	0.69				
8. Design and use curriculum-based assessment	<i>n</i>	205	143	247	595				
	<i>M</i>	3.42	3.38	3.34	3.38		0.61		
	<i>SD</i>	0.82	0.83	0.78	0.81				
9. Administer, score, and interpret adaptive behavior measures	<i>n</i>	204	142	245	591				
	<i>M</i>	3.53	3.38	3.06	3.30		17.30*	F	
	<i>SD</i>	0.77	0.87	0.94	0.89				
10. Use systematic observations	<i>n</i>	205	144	246	595				
	<i>M</i>	3.60	3.46	3.35	3.46		5.99*	C	
	<i>SD</i>	0.71	0.76	0.78	0.76				
11. Understand and interpret reports	<i>n</i>	204	142	245	591				
	<i>M</i>	3.64	3.63	3.75	3.68		1.48		
	<i>SD</i>	0.61	0.67	0.58	0.61				

Table E-8 (con't)

## Comparison of Mean Ratings for Job Relevance Across Exceptionalities

Item	Exceptionality					Total	F	C*
	ED	EMR	LD					
<b>ASSESSMENT/DIAGNOSIS (CON'T)</b>								
12. Communicate assessment information	<u>N</u>	204	141	247	592			
	<u>M</u>	3.66	3.78	3.74	3.72		2.16	
	<u>SD</u>	0.60	0.55	0.59	0.59			
<b>INDIVIDUAL EDUCATION PROGRAM (IEP) PLANNING AND PLACEMENT</b>								
13. Generate goals and objectives	<u>N</u>	206	142	244	592			
	<u>M</u>	3.84	3.94	3.90	3.89		3.11*	A
	<u>SD</u>	0.47	0.31	0.36	0.39			
14. Know when and how to develop, revise, and implement the IEP	<u>N</u>	205	142	246	593			
	<u>M</u>	3.80	3.92	3.87	3.85		3.78*	A
	<u>SD</u>	0.53	0.32	0.40	0.43			
15. Know who must be present at an IEP committee meeting	<u>N</u>	205	142	246	593			
	<u>M</u>	3.71	3.90	3.80	3.79		5.42*	A
	<u>SD</u>	0.64	0.34	0.55	0.55			
16. Involve parents in the development of the IEP	<u>N</u>	205	142	246	593			
	<u>M</u>	3.77	3.89	3.81	3.82		2.45	
	<u>SD</u>	0.56	0.34	0.48	0.48			
17. Know the essential elements of each IEP component	<u>N</u>	206	142	245	593			
	<u>M</u>	3.81	3.96	3.91	3.89		6.36*	D
	<u>SD</u>	0.54	0.26	0.36	0.42			



Table E-8 (con't)

Comparison of Mean Ratings for Job Relevance Across Exceptionalities

Item	Exceptionality					Total	F	C*
	ED	EMR	LD					
<b>IEP PLANNING AND PLACEMENT (CON'T)</b>								
18. Develop a behavior management plan in the IEP	<u>N</u>	205	142	246	593			
	<u>M</u>	3.75	3.63	3.40	3.58	14.18*	F	
	<u>SD</u>	0.59	0.64	0.82	0.72			
19. Participate in transition planning for students	<u>N</u>	203	143	244	590			
	<u>M</u>	3.58	3.69	3.53	3.59	1.94		
	<u>SD</u>	0.78	0.67	0.86	0.79			
20. Know that all services listed in the IEP must be provided	<u>N</u>	204	143	245	592			
	<u>M</u>	3.77	3.87	3.85	3.83	2.68		
	<u>SD</u>	0.55	0.39	0.42	0.46			
21. Know how to determine when a student is in need of extended school year services	<u>N</u>	203	141	243	587			
	<u>M</u>	3.33	3.20	3.20	3.24	1.20		
	<u>SD</u>	0.88	1.02	0.96	0.95			
22. Know how to access extended school year services	<u>N</u>	202	142	244	588			
	<u>M</u>	3.22	3.11	3.18	3.17	0.52		
	<u>SD</u>	0.98	1.05	0.99	1.00			
23. Know when and how often placement decisions should be made	<u>N</u>	204	141	244	589			
	<u>M</u>	3.64	3.67	3.62	3.64	0.29		
	<u>SD</u>	0.70	0.59	0.72	0.69			

Table E-8 (con't)

Comparison of Mean Ratings for Job Relevance Across Exceptionalities

Item	Exceptionality					Total	F	C*
	ED	EMR	LD					
<b>IEP PLANNING AND PLACEMENT (CON'T)</b>								
24. Make well-informed contributions to placement decisions	<u>N</u>	141	244	591				
	<u>M</u>	3.82	3.74	3.69	3.75	3.62*	C	
	<u>SD</u>	0.48	0.55	0.63	0.56			
25. Know what placement options are and should be available locally	<u>N</u>	141	244	589				
	<u>M</u>	3.75	3.74	3.71	3.73	0.23		
	<u>SD</u>	0.58	0.59	0.59	0.59			
26. Indicate the extent to which students will participate in activities	<u>N</u>	141	244	593				
	<u>M</u>	3.80	3.84	3.86	3.83	0.82		
	<u>SD</u>	0.47	0.47	0.45	0.46			
<b>INTEGRATION AND COLLABORATION</b>								
27. Understand the issues related to integrating students into activities	<u>N</u>	143	244	590				
	<u>M</u>	3.82	3.80	3.84	3.83	0.43		
	<u>SD</u>	0.45	0.51	0.41	0.45			
28. Use a variety of effective strategies	<u>N</u>	141	242	589				
	<u>M</u>	3.87	3.77	3.89	3.85	4.08*	B	
	<u>SD</u>	0.40	0.53	0.35	0.42			
29. Establish cooperative relationships	<u>N</u>	143	244	591				
	<u>M</u>	3.90	3.85	3.92	3.90	1.49		
	<u>SD</u>	0.33	0.49	0.29	0.36			

Table E-8 (con't)

## Comparison of Mean Ratings for Job Relevance Across Exceptionalities

Item	Exceptionality						Total	E	C*
	ED	EMR	LD						
<b>INTEGRATION AND COLLABORATION (CON'T)</b>									
30. Collaborate at the preferential level for at-risk students	$\bar{M}$ 3.46	$\bar{M}$ 3.42	$\bar{M}$ 3.53	$\bar{M}$ 3.42	$\bar{M}$ 3.53	$\bar{M}$ 3.48	0.86		
	$\bar{SD}$ 0.86	$\bar{SD}$ 0.91	$\bar{SD}$ 0.81	$\bar{SD}$ 0.91	$\bar{SD}$ 0.81	$\bar{SD}$ 0.85			
31. Collaborate effectively with general educators for nondisabled students	$\bar{M}$ 3.14	$\bar{M}$ 3.13	$\bar{M}$ 3.29	$\bar{M}$ 3.13	$\bar{M}$ 3.29	$\bar{M}$ 3.20	1.73		
	$\bar{SD}$ 1.01	$\bar{SD}$ 1.13	$\bar{SD}$ 0.96	$\bar{SD}$ 1.13	$\bar{SD}$ 0.96	$\bar{SD}$ 1.02			
32. Collaborate with general educators to integrate students into general education programs	$\bar{M}$ 3.83	$\bar{M}$ 3.72	$\bar{M}$ 3.88	$\bar{M}$ 3.72	$\bar{M}$ 3.88	$\bar{M}$ 3.82	4.69*	B	
	$\bar{SD}$ 0.47	$\bar{SD}$ 0.66	$\bar{SD}$ 0.37	$\bar{SD}$ 0.66	$\bar{SD}$ 0.37	$\bar{SD}$ 0.49			
<b>CURRICULUM</b>									
33. Understand major curricula approaches	$\bar{M}$ 3.73	$\bar{M}$ 3.73	$\bar{M}$ 3.76	$\bar{M}$ 3.73	$\bar{M}$ 3.76	$\bar{M}$ 3.74	0.24		
	$\bar{SD}$ 0.55	$\bar{SD}$ 0.58	$\bar{SD}$ 0.52	$\bar{SD}$ 0.58	$\bar{SD}$ 0.52	$\bar{SD}$ 0.54			
34. Identify, analyze, evaluate and modify curricula to teach reading skills	$\bar{M}$ 3.79	$\bar{M}$ 3.86	$\bar{M}$ 3.91	$\bar{M}$ 3.86	$\bar{M}$ 3.91	$\bar{M}$ 3.85	3.98*	C	
	$\bar{SD}$ 0.54	$\bar{SD}$ 0.47	$\bar{SD}$ 0.33	$\bar{SD}$ 0.47	$\bar{SD}$ 0.33	$\bar{SD}$ 0.45			
35. Identify, analyze, evaluate and modify curricula to teach written and oral language	$\bar{M}$ 3.78	$\bar{M}$ 3.85	$\bar{M}$ 3.92	$\bar{M}$ 3.85	$\bar{M}$ 3.92	$\bar{M}$ 3.85	5.51*	C	
	$\bar{SD}$ 0.56	$\bar{SD}$ 0.45	$\bar{SD}$ 0.29	$\bar{SD}$ 0.45	$\bar{SD}$ 0.29	$\bar{SD}$ 0.44			

Table E-8 (con't)

Comparison of Mean Ratings for Job Relevance Across Exceptionalities

Item	Exceptionality			Total	F	C*
	ED	EMR	LD			
<b>CURRICULUM (CON'T)</b>						
36. Identify, analyze, evaluate and modify curricula to teach listening comprehension	<u>N</u>	205	143	244	592	3.45* A
	<u>M</u>	3.76	3.89	3.82	3.82	
	<u>SD</u>	0.56	0.38	0.42	0.47	
37. Identify, analyze, evaluate and modify curricula to teach math	<u>N</u>	206	143	244	593	4.00* C
	<u>M</u>	3.67	3.80	3.83	3.77	
	<u>SD</u>	0.70	0.65	0.48	0.61	
38. Identify, analyze, evaluate and modify curricula to teach science	<u>N</u>	205	143	245	593	1.47
	<u>M</u>	3.43	3.36	3.29	3.36	
	<u>SD</u>	0.85	0.94	0.90	0.89	
39. Identify, analyze, evaluate and modify curricula to teach social studies/history	<u>N</u>	205	143	244	592	1.36
	<u>M</u>	3.42	3.29	3.29	3.33	
	<u>SD</u>	0.86	0.98	0.91	0.91	
40. Identify, analyze, evaluate and modify curricula to teach physical education	<u>N</u>	206	143	244	593	14.01* F
	<u>M</u>	2.81	3.10	2.45	2.74	
	<u>SD</u>	1.18	1.14	1.23	1.22	
41. Identify, analyze, evaluate and modify curricula to teach health/family life	<u>N</u>	204	141	242	587	20.69* F
	<u>M</u>	3.33	3.43	2.80	3.13	
	<u>SD</u>	0.99	0.97	1.18	1.10	

Table E-8 (con't)

## Comparison of Mean Ratings for Job Relevance Across Exceptionalities

Item	Exceptionality						C*
	ED	EMR	LD	Total	F		
<b>CURRICULUM (CON'T)</b>							
42. Identify, analyze, evaluate and modify curricula to teach social/interpersonal skills	<u>N</u>	205	142	241	588		
	<u>M</u>	3.89	3.85	3.63	3.77	13.28*	F
	<u>SD</u>	0.41	0.43	0.73	0.58		
43. Identify, analyze, evaluate and modify curricula to teach career/vocational skills	<u>N</u>	203	143	241	587		
	<u>M</u>	3.33	3.53	3.11	3.29	7.42*	B
	<u>SD</u>	1.00	0.90	1.17	1.06		
44. Identify, analyze, evaluate and modify curricula to teach learning strategies/study skills	<u>N</u>	202	143	243	588		
	<u>M</u>	3.82	3.67	3.83	3.79	4.61*	E
	<u>SD</u>	0.48	0.65	0.48	0.53		
45. Facilitate language development by understanding normal language development	<u>N</u>	205	143	243	591		
	<u>M</u>	3.02	3.46	3.28	3.24	10.71*	D
	<u>SD</u>	1.03	0.73	0.88	0.92		
46. Facilitate language development by understanding language disorders	<u>N</u>	205	143	243	591		
	<u>M</u>	3.27	3.55	3.49	3.43	6.33*	D
	<u>SD</u>	0.90	0.66	0.76	0.80		

Table E-8 (con't)

Comparison of Mean Ratings for Job Relevance Across Exceptionalities

Item	Exceptionality				Total	F	C*
	ED	EMR	LD				
<b>CURRICULUM (CON'T)</b>							
47. Facilitate language development by awareness of cultural differences	<u>N</u>	204	142	241	587	2.86	
	<u>M</u>	3.25	3.46	3.30	3.32		
	<u>SD</u>	0.90	0.77	0.87	0.86		
48. Facilitate language development by understanding receptive and expressive language	<u>N</u>	204	143	243	590	7.46*	D
	<u>M</u>	3.48	3.71	3.66	3.60		
	<u>SD</u>	0.80	0.55	0.61	0.68		
49. Aware of individual differences which may affect career and vocational decisions	<u>N</u>	205	143	244	592	7.71*	B
	<u>M</u>	3.24	3.46	3.06	3.22		
	<u>SD</u>	0.95	0.89	1.06	0.99		
50. Use knowledge of state and local economic conditions when providing guidance to students	<u>N</u>	205	142	244	591	7.06*	B
	<u>M</u>	2.96	3.22	2.77	2.94		
	<u>SD</u>	1.12	1.08	1.17	1.14		
<b>INSTRUCTIONAL STRATEGIES</b>							
51. Teach multiple subjects to students	<u>N</u>	204	141	245	590	0.05	
	<u>M</u>	3.87	3.85	3.86	3.86		
	<u>SD</u>	0.51	0.46	0.45	0.47		

Table E-8 (con't)

Comparison of Mean Ratings for Job Relevance Across Exceptionalities

Item	Exceptionality			Total	F	C*
	ED	EMR	LD			
<b>INSTRUCTIONAL STRATEGIES (CON'T)</b>						
52. Plan lessons and activities based on assessment information	<u>n</u>	141	244	588		
	<u>M</u>	3.83	3.88	3.85	0.60	
	<u>SD</u>	0.48	0.40	0.41	0.43	
53. Provide systematic instruction	<u>n</u>	141	244	589		
	<u>M</u>	3.77	3.86	3.76	1.66	
	<u>SD</u>	0.55	0.44	0.55	0.53	
54. Select methods and materials that match students' needs and learning objectives	<u>n</u>	141	244	590		
	<u>M</u>	3.85	3.91	3.88	0.94	
	<u>SD</u>	0.48	0.33	0.38	0.41	
55. Use various media	<u>n</u>	141	245	591		
	<u>M</u>	3.71	3.76	3.74	0.58	
	<u>SD</u>	0.57	0.48	0.54	0.53	
56. Communicate realistic expectations to students	<u>n</u>	140	244	589		
	<u>M</u>	3.83	3.85	3.84	0.10	
	<u>SD</u>	0.41	0.41	0.44	0.42	
57. Provide direct instruction that promotes maintenance and generalization of skills	<u>n</u>	141	244	589		
	<u>M</u>	3.80	3.87	3.84	1.40	
	<u>SD</u>	0.55	0.39	0.41	0.46	

Table E-8 (con't)

## Comparison of Mean Ratings for Job Relevance Across Exceptionalities

Item	Exceptionality						Total	F	C*
	ED	EMR	LD	ED	EMR	LD			
<b>INSTRUCTIONAL STRATEGIES (CON'T)</b>									
58. Use alternative teaching strategies	n	206	141	244	591				
	M	3.66	3.70	3.77	3.71	2.08			
	SD	0.64	0.58	0.52	0.58				
59. Use verbal, gestural, and physical prompts during instruction	n	204	141	246	591				
	M	3.64	3.72	3.70	3.69	1.01			
	SD	0.67	0.57	0.58	0.61				
60. Help students develop strategies that enable them to become independent learners	n	204	142	244	590				
	M	3.85	3.60	3.87	3.85	1.32			
	SD	0.41	0.51	0.40	0.43				
61. Monitor and evaluate student progress	n	206	140	246	592				
	M	3.55	3.66	3.47	3.54	2.99			
	SD	0.75	0.58	0.76	0.72				
62. Evaluate and modify instructional techniques based on student progress	n	205	141	245	591				
	M	3.80	3.79	3.79	3.79	0.01			
	SD	0.49	0.52	0.46	0.49				
<b>BEHAVIOR STRATEGIES</b>									
63. Understand ethical and legal responsibilities associated with behavioral interventions	n	202	142	241	585				
	M	3.79	3.62	3.51	3.63	9.92*			D
	SD	0.51	0.67	0.77	0.67				



Table E-8 (con't)

## Comparison of Mean Ratings for Job Relevance Across Exceptionalities

Item	Exceptionality						Total	F	C*
	ED	EMR	LD						
<b>BEHAVIOR STRATEGIES (CON'T)</b>									
64. Understand how various factors influence the interpretation of what is normal	$\bar{M}$	3.70	3.68	3.57			588	2.60	
	$\bar{M}$	203	143	242			3.64		
	$SD$	0.57	0.62	0.69			0.64		
65. Understand behavior theory as it relates to learning	$\bar{M}$	3.69	3.55	3.43			587	7.60*	C
	$\bar{M}$	204	143	240			3.55		
	$SD$	0.58	0.73	0.76			0.70		
66. Implement a variety of behavior interventions	$\bar{M}$	3.85	3.68	3.56			587	13.28*	D
	$\bar{M}$	203	141	243			3.69		
	$SD$	0.42	0.61	0.72			0.62		
67. Maintain classroom order by using a positive and consistent approach	$\bar{M}$	3.93	3.61	3.88			589	0.73	
	$\bar{M}$	204	142	243			3.90		
	$SD$	0.37	0.33	0.38			0.37		
68. Motivate students by identifying interests and appropriate reinforcers	$\bar{M}$	3.91	3.85	3.84			589	1.75	
	$\bar{M}$	203	143	243			3.87		
	$SD$	0.35	0.39	0.41			0.39		
69. Understand when and how to use crisis management techniques	$\bar{M}$	3.87	3.64	3.52			587	15.89*	D
	$\bar{M}$	202	143	242			3.67		
	$SD$	0.44	0.68	0.76			0.66		

Table E-8 (con't)

## Comparison of Mean Ratings for Job Relevance Across Exceptionalities

Item	Exceptionality					Total	F	C*
	ED	EMR	LD					
<b>ADVOCACY AND OTHER ISSUES</b>								
70. Communicate effectively with other professionals, paraprofessionals, and parents	n 203 M 3.83 SD 0.44	n 143 M 3.88 SD 0.35	n 241 M 3.83 SD 0.47			587 3.84 0.43	0.81	
71. Initiate and maintain cooperative relationships with parents, educators, and non-school personnel	n 202 M 3.86 SD 0.39	n 141 M 3.92 SD 0.29	n 244 M 3.89 SD 0.38			587 3.89 0.37	1.39	
72. Conduct conferences with parents or other professionals	n 203 M 3.79 SD 0.50	n 143 M 3.87 SD 0.43	n 243 M 3.88 SD 0.40			589 3.85 0.45	2.43	
73. Use a variety of approaches to encourage parent involvement	n 203 M 3.78 SD 0.49	n 143 M 3.83 SD 0.40	n 243 M 3.69 SD 0.61			589 3.75 0.53	3.26*	B
74. Develop, implement, and evaluate home-school interventions	n 203 M 3.43 SD 0.86	n 142 M 3.50 SD 0.80	n 244 M 3.25 SD 0.98			589 3.37 0.90	4.29*	B
75. Comply with federal and state regulations	n 203 M 3.79 SD 0.49	n 138 M 3.82 SD 0.56	n 244 M 3.77 SD 0.58			585 3.79 0.54	0.29	

Table E-8 (con't)

Comparison of Mean Ratings for Job Relevance Across Exceptionalities

Item	Exceptionality					
	ED	EMR	LD	Total	F	C*
<b>ADVOCACY AND OTHER ISSUES (CON'T)</b>						
76. Understand the suspension and expulsion guidelines	<u>N</u>	140	242	585		
	<u>M</u>	3.76	3.59	3.60	8.65*	C
	<u>SD</u>	0.56	0.84	0.76		
77. Develop and implement time and stress management skills	<u>N</u>	141	240	585		
	<u>M</u>	3.74	3.73	3.70	1.44	
	<u>SD</u>	0.59	0.61	0.64		
78. Serve as student advocate	<u>N</u>	203	142	586		
	<u>M</u>	3.57	3.54	3.52	0.92	
	<u>SD</u>	0.78	0.79	0.81		
79. Facilitate learning experiences that promote self-esteem	<u>N</u>	200	141	585		
	<u>M</u>	3.92	3.89	3.91	0.45	
	<u>SD</u>	0.30	0.39	0.35		
80. Help students understand their disabilities	<u>N</u>	202	139	584		
	<u>M</u>	3.83	3.68	3.80	6.30*	E
	<u>SD</u>	0.42	0.68	0.50		

\* Denotes significant pairwise comparisons at the 0.05 level:

A - ED significantly different from EMR

B - EMR significantly different from LD

C - LD significantly different from ED

D - ED significantly different from LD and EMR

E - EMR significantly different from LD and ED

F - LD significantly different from ED and EMR

**APPENDIX F**

Table F-9

Comparison of Mean Ratings for Job Relevance of Beginning (B) and Experienced (E) Teachers

Item	ED						EMR						LD					
	B		E		t		B		E		t		B		E		t	
	N	M	N	M			N	M	N	M			N	M	N	M		
<b>ASSESSMENT/DIAGNOSIS</b>																		
1. Know legal provisions	N	77	128				37	105				114	131					
	M	3.66	3.71	-0.57			3.73	3.78	-0.47			3.63	1.67	0.48				
	SD	0.55	0.62				0.61	0.49				0.66	0.65					
2. Understand definitions, characteristics, and identification procedures	N	78	129				37	106				115	132					
	M	3.86	3.87	-0.32			3.89	3.94	-0.96			3.87	3.90	-0.71				
	SD	0.35	0.36				0.32	0.27				0.36	0.35					
3. Aware of cultural factors that influence the assessment process	N	78	128				37	105				115	132					
	M	3.41	3.43	-0.19			3.49	3.62	-1.06			3.38	3.57	-2.03*				
	SD	0.73	0.70				0.65	0.66				0.79	0.62					
4. Aware of special health problems	N	75	128				37	107				114	132					
	M	3.63	3.68	-0.62			3.62	3.84	-2.06*			3.38	3.61	-2.44*				
	SD	0.65	0.55				0.59	0.44				0.79	0.66					
5. Evaluate and select assessment instruments	N	75	129				37	107				115	132					
	M	3.53	3.54	-0.08			3.65	3.61	0.28			3.30	3.38	-0.63				
	SD	0.83	0.81				0.79	0.77				0.99	0.86					
6. Administer, score, and interpret tests	N	76	128				37	108				114	132					
	M	3.39	3.45	-0.44			3.35	3.61	-1.38			3.53	3.62	-0.92				
	SD	0.97	0.87				1.06	0.73				0.86	0.76					

Table F-9 (con't)

Comparison of Mean Ratings for Job Relevance of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD		
	N	B		N	B		N	B	
		M	SD		M	SD		M	SD
<b>ASSESSMENT/DIAGNOSIS</b>									
7. Design and administer informal tests	N	76	128	37	106	115	132		
	M	3.64	3.59	3.49	3.70	3.66	3.56	1.10	
	SD	0.56	0.68	0.87	0.66	0.66	0.75		
8. Design and use curriculum-based assessment	N	77	128	37	106	115	132		
	M	3.42	3.42	3.14	3.47	3.38	3.30	0.87	
	SD	0.78	0.84	0.79	0.83	0.77	0.80		
9. Administer, score, and interpret adaptive behavior measures	N	77	127	37	105	114	131		
	M	3.49	3.55	3.24	3.43	3.07	3.05	0.20	
	SD	0.81	0.75	0.86	0.88	0.95	0.94		
10. Use systematic observations	N	77	128	37	107	115	131		
	M	3.68	3.55	3.38	3.49	3.35	3.35	-0.03	
	SD	0.53	0.79	0.79	0.74	0.74	0.82		
11. Understand and interpret reports	N	76	128	37	105	113	132		
	M	3.55	3.70	3.59	3.65	3.72	3.73	-0.24	
	SD	0.64	0.58	0.69	0.67	0.59	0.58		
12. Communicate assessment information	N	76	128	37	104	115	132		
	M	3.66	3.66	3.78	3.78	3.76	3.73	0.29	
	SD	0.58	0.62	0.48	0.57	0.56	0.62		

Table F-9 (con't)

Comparison of Mean Ratings for Job Relevance of Beginning (B) and Experienced (E) Teachers

Item	ED						EMR			LD						
	B		E		t		B	E	t	B	E	t				
	n	M	n	M												
<b>INDIVIDUAL EDUCATION PROGRAM (IEP) PLANNING AND PLACEMENT</b>																
13. Generate goals and objectives	77	3.87	129	3.82	0.75		37	3.92	105	3.95	-0.56	115	3.92	129	3.88	0.82
	<u>SD</u>	0.41	<u>SD</u>	0.51			0.28	<u>SD</u>	0.32			0.33	<u>SD</u>	0.39		
14. Know when and how to develop, revise, and implement the IEP	76	3.84	129	3.77	1.05		37	3.89	105	3.93	-0.68	115	3.90	131	3.84	1.13
	<u>SD</u>	0.43	<u>SD</u>	0.58			0.32	<u>SD</u>	0.32			0.31	<u>SD</u>	0.46		
15. Know who must be present at an IEP committee meeting	76	3.79	129	3.66	1.50		37	3.87	105	3.91	-0.75	115	3.82	131	3.78	0.55
	<u>SD</u>	0.55	<u>SD</u>	0.68			0.35	<u>SD</u>	0.34			0.56	<u>SD</u>	0.55		
16. Involve parents in the development of the IEP	76	3.84	129	3.73	1.53		37	3.78	105	3.92	-1.88	115	3.77	131	3.85	-1.17
	<u>SD</u>	0.43	<u>SD</u>	0.62			0.42	<u>SD</u>	0.30			0.55	<u>SD</u>	0.42		
17. Know the essential elements of each IEP component	77	3.87	129	3.77	1.48		37	3.95	105	3.96	-0.32	115	3.91	130	3.91	0.12
	<u>SD</u>	0.38	<u>SD</u>	0.62			0.23	<u>SD</u>	0.28			0.39	<u>SD</u>	0.34		
18. Develop a behavior management plan in the IEP	77	3.79	128	3.73	0.77		37	3.51	105	3.67	-1.26	115	3.41	131	3.40	1.61
	<u>SD</u>	0.55	<u>SD</u>	0.61			0.61	<u>SD</u>	0.65			0.81	<u>SD</u>	0.84		

Table F-9 (con't)

Comparison of Mean Ratings for Job Relevance of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD				
	B	E	t	B	E	t	B	E	t		
<b>IEP PLANNING AND PLACEMENT (CON'T)</b>											
19. Participate in transition planning for students	n	75	128	37	106		115	129			
	M	3.67	3.65	-1.56	3.49	3.76	-1.81	3.52	3.53	-0.12	
	SD	0.84	0.73		0.87	0.58		0.90	0.83		
20. Know that all services listed in the IEP must be provided	n	77	127	37	106		115	130			
	M	3.81	3.75	0.76	3.84	3.89	-0.65	3.83	3.87	-0.64	
	SD	0.46	0.60		0.44	0.37		0.46	0.38		
21. Know how to determine when a student is in need of extended school year services	n	75	128	37	104		114	129			
	M	3.20	3.40	-1.48	2.95	3.29	-1.78	3.17	3.23	-0.47	
	SD	0.99	0.81		1.10	0.97		0.98	0.95		
22. Know how to access extended school year services	n	75	127	37	105		114	130			
	M	3.16	3.25	-0.64	2.86	3.19	-1.63	3.07	3.27	-1.57	
	SD	1.04	0.94		1.13	1.01		1.02	0.96		
23. Know when and how often placement decisions should be made	n	75	129	36	105		114	130			
	M	3.77	3.57	2.28*	3.56	3.71	-1.39	3.64	3.60	0.43	
	SD	0.51	0.79		0.61	0.58		0.69	0.75		
24. Make well-informed contributions to placement decisions	n	77	129	37	105		115	129			
	M	3.86	3.82	0.57	3.59	3.80	-1.59	3.70	3.69	0.07	
	SD	0.35	0.54		0.73	0.47		0.64	0.62		



Table F-9 (con't)

Comparison of Mean Ratings for Job Relevance of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD			
	B	E	t	B	E	t	B	E	t	
<b>IEP PLANNING AND PLACEMENT (CON'T)</b>										
25. Know what placement options are and should be available locally	<u>n</u> 75	<u>n</u> 129		37	104		115	129		
	<u>M</u> 3.80	<u>M</u> 3.71	1.12	3.51	3.81	-2.10*	3.72	3.70	0.32	
	<u>SD</u> 0.47	<u>SD</u> 0.64		0.84	0.46		0.57	0.61		
26. Indicate the extent to which students will participate in activities	<u>n</u> 77	<u>n</u> 129		37	106		115	129		
	<u>M</u> 3.84	<u>M</u> 3.78	1.08	3.76	3.87	-1.05	3.87	3.85	0.42	
	<u>SD</u> 0.40	<u>SD</u> 0.50		0.60	0.42		0.43	0.48		
<b>INTEGRATION AND COLLABORATION</b>										
27. Understand the issues related to integrating students into activities	<u>n</u> 77	<u>n</u> 128		37	104		115	129		
	<u>M</u> 3.88	<u>M</u> 3.79	1.61	3.59	3.88	-2.15*	3.84	3.85	0.53	
	<u>SD</u> 0.32	<u>SD</u> 0.51		0.76	0.36		0.41	0.40		
28. Use a variety of effective strategies	<u>n</u> 77	<u>n</u> 128		37	105		113	129		
	<u>M</u> 3.87	<u>M</u> 3.88	-0.09	3.57	3.84	-2.06*	3.89	3.89	-0.14	
	<u>SD</u> 0.34	<u>SD</u> 0.44		0.77	0.40		0.37	0.34		
29. Establish cooperative relationships	<u>n</u> 77	<u>n</u> 127		37	106		115	129		
	<u>M</u> 3.94	<u>M</u> 3.88	1.23	3.68	3.92	-1.88	3.93	3.91	0.64	
	<u>SD</u> 0.25	<u>SD</u> 0.37		0.75	0.34		0.26	0.32		
30. Collaborate at the prereferral level for at-risk students	<u>n</u> 76	<u>n</u> 127		37	105		115	127		
	<u>M</u> 3.34	<u>M</u> 3.53	-1.40	3.22	3.50	-1.61	3.55	3.52	0.27	
	<u>SD</u> 0.99	<u>SD</u> 0.78		0.95	0.89		0.80	0.82		

Table F-9 (con't)

Comparison of Mean Ratings for Job Relevance of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD			
	B	E	t	B	E	t	B	E	t	
<b>INTEGRATION AND COLLABORATION (CON'T)</b>										
31. Collaborate effectively with general educators for nondisabled students	N M SD	75 2.87 1.08	126 3.30 0.93	-3.01*	37 3.05 1.13	104 3.15 1.13	-0.46	115 3.30 0.97	127 3.28 0.96	0.17
32. Collaborate with general educators to integrate students into general education programs	N M SD	75 3.88 0.40	128 3.80 0.51	1.29	37 3.65 0.72	104 3.75 0.64	-0.81	115 3.88 0.40	129 3.88 0.35	-0.11
<b>CURRICULUM</b>										
33. Understand major curricula approaches	N M SD	76 3.71 0.56	128 3.73 0.54	-0.30	37 3.54 0.69	105 3.80 0.53	-2.08*	113 3.71 0.55	128 3.80 0.49	-1.45
34. Identify, analyze, evaluate, and modify curricula to teach reading skills	N M SD	77 3.88 0.40	129 3.73 0.61	2.20*	37 3.76 0.60	106 3.90 0.41	-1.32	115 3.93 0.32	129 3.88 0.35	1.10
35. Identify, analyze, evaluate, and modify curricula to teach written and oral language	N M SD	76 3.88 0.40	129 3.72 0.63	2.25*	37 3.59 0.73	106 3.93 0.25	-2.79*	114 3.93 0.26	129 3.91 0.32	0.62

Table F-9 (con't)

Comparison of Mean Ratings for Job Relevance of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD			
	<u>B</u>	<u>E</u>	<u>t</u>	<u>B</u>	<u>E</u>	<u>t</u>	<u>B</u>	<u>E</u>	<u>t</u>	
<b>CURRICULUM (CON'T)</b>										
36. Identify, analyze, evaluate, and modify curricula to teach listening comprehension	<u>n</u>	77	128	37	106		114	130		
	<u>M</u>	3.81	3.73	1.04	3.78	3.92	-1.65	3.84	3.81	0.63
	<u>SD</u>	0.46	0.61		0.48	0.33		0.41	0.43	
37. Identify, analyze, evaluate, and modify curricula to teach math	<u>n</u>	77	129	37	106		115	129		
	<u>M</u>	3.77	3.62	1.46	3.65	3.85	-1.42	3.88	3.79	1.44
	<u>SD</u>	0.63	0.73		0.79	0.58		0.42	0.53	
38. Identify, analyze, evaluate, and modify curricula to teach science	<u>n</u>	77	128	37	106		115	130		
	<u>M</u>	3.48	3.41	0.61	3.08	3.45	-2.10*	3.28	3.30	-0.19
	<u>SD</u>	0.82	0.86		1.01	0.90		0.93	0.87	
39. Identify, analyze, evaluate, and modify curricula to teach social studies/history	<u>n</u>	77	128	37	106		115	129		
	<u>M</u>	3.55	3.34	1.72	3.03	3.39	-1.93	3.25	3.32	-0.56
	<u>SD</u>	0.74	0.93		1.01	0.96		0.97	0.86	
40. Identify, analyze, evaluate, and modify curricula to teach physical education	<u>n</u>	77	129	37	106		115	129		
	<u>M</u>	2.71	2.87	-0.91	2.97	3.15	-0.82	2.30	2.59	-1.81
	<u>SD</u>	1.18	1.18		1.04	1.17		1.25	1.21	

Table F-9 (con't)

Comparison of Mean Ratings for Job Relevance of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD				
	B	E	t	B	E	t	B	E	t		
	<b>CURRICULUM (CON'T)</b>										
41. Identify, analyze, evaluate, and modify curricula to teach health/family life	N	76	128	36	105		115	127			
	M	3.26	3.37	-0.72	3.28	3.48	-1.06	2.76	2.83	-0.52	
	SD	1.00	0.99		0.94	0.98		1.18	1.17		
42. Identify, analyze, evaluate, and modify curricula to teach social/interpersonal skills	N	76	129	36	106		114	127			
	M	3.96	3.85	2.23*	3.83	3.85	-0.19	3.56	3.69	-1.38	
	SD	0.20	0.49		0.45	0.43		0.80	0.66		
43. Identify, analyze, evaluate, and modify curricula to teach career/vocational skills	N	75	128	37	106		114	127			
	M	3.27	3.38	-0.74	3.46	3.56	-0.56	3.06	3.16	-0.64	
	SD	1.08	0.96		0.93	0.90		1.12	1.21		
44. Identify, analyze, evaluate, and modify curricula to teach learning strategies/study skills	N	74	128	37	106		114	129			
	M	3.84	3.81	0.36	3.43	3.75	-2.26*	3.81	3.85	-0.61	
	SD	0.44	0.50		0.80	0.57		0.48	0.49		
45. Facilitate language development by understanding normal language development	N	76	129	37	106		113	130			
	M	3.01	3.02	-0.07	3.41	3.48	-0.54	3.19	3.37	-1.63	
	SD	1.03	1.04		0.73	0.73		0.90	0.85		

Table F-9 (con't)

Comparison of Mean Ratings for Job Relevance of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD		
	n	M		n	M		n	M	
		B	E		B	E		B	E
<b>CURRICULUM (CON'T)</b>									
46. Facilitate language development by understanding language disorders	76	3.24	3.29	37	3.57	3.54	113	3.43	3.55
	129	0.91	0.91	106	0.60	0.68	130	0.80	0.73
			-0.44			0.24			-1.15
47. Facilitate language development by awareness of cultural differences	76	3.28	3.23	37	3.43	3.48	113	3.22	3.27
	128	0.89	0.92	105	0.80	0.76	128	0.92	0.82
			0.38			-0.30			-1.30
48. Facilitate language development by understanding receptive and expressive language	76	3.50	3.43	37	3.65	3.73	113	3.57	3.74
	128	0.72	0.84	106	0.59	0.54	130	0.68	0.54
			0.61			-0.73			-2.17*
49. Aware of individual differences which may affect career and vocational decisions	77	3.22	3.25	37	3.30	3.52	115	3.03	3.09
	128	0.98	0.94	106	1.00	0.84	128	1.03	1.08
			-0.21			-1.31			-0.44
50. Use knowledge of state and local economic conditions when providing guidance to students	76	2.84	3.03	37	3.11	3.26	114	2.76	2.78
	129	1.14	1.10	105	1.23	1.07	130	1.18	1.18
			-1.17			0.72			-0.09

Table F-9 (con't)

Comparison of Mean Ratings for Job Relevance of Beginning (B) and Experienced (E) Teachers

Item	ED						EMR						LD					
	B		E		t		B		E		t		B		E		t	
	n	M	n	M			n	M	n	M			n	M	n	M		
<b>INSTRUCTIONAL STRATEGIES</b>																		
51. Teach multiple subjects to students	n	76	128				37	104				114	131					
	M	3.91	3.84	0.96			3.84	3.86	-0.20			3.86	3.86	-0.05				
	SD	0.37	0.58				0.37	0.49				0.44	0.46					
52. Plan lessons and activities based on assessment information	n	76	127				36	105				115	129					
	M	3.80	3.84	-0.61			3.86	3.89	-0.31			3.90	3.81	1.58				
	SD	0.40	0.53				0.42	0.40				0.36	0.45					
53. Provide systematic instruction	n	76	128				36	105				114	130					
	M	3.78	3.77	0.13			3.72	3.90	-1.69			3.80	3.73	0.97				
	SD	0.53	0.57				0.62	0.35				0.48	0.61					
54. Select methods and materials that match students' needs and learning objectives	n	76	129				36	105				114	130					
	M	3.89	3.83	1.04			3.92	3.91	0.04			3.92	3.85	1.57				
	SD	0.35	0.55				0.37	0.31				0.30	0.44					
55. Use various media	n	76	129				36	105				114	131					
	M	3.80	3.66	1.97*			3.67	3.80	-1.35			3.75	3.78	-0.48				
	SD	0.40	0.64				0.48	0.47				0.58	0.50					
56. Communicate realistic expectations to students	n	76	129				36	104				114	130					
	M	3.82	3.84	-0.36			3.86	3.84	0.19			3.85	3.83	0.36				
	SD	0.42	0.41				0.35	0.44				0.38	0.48					

Table F-9 (con't)

Comparison of Mean Ratings for Job Relevance of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD												
	B	E	t	B	E	t	B	E	t										
	n	M	SD	n	M	SD	n	M	SD										
<b>INSTRUCTIONAL STRATEGIES (CON'T)</b>																			
57. Provide direct instruction that promotes maintenance and generalization of skills	76	3.83	0.50	128	3.78	0.57	36	3.89	0.45	105	3.89	0.38	114	3.89	0.35	130	3.84	0.46	0.91
58. Use alternative teaching strategies	77	3.82	0.42	129	3.56	0.73	36	3.64	0.64	105	3.72	0.56	114	3.81	0.50	130	3.73	0.54	1.14
59. Use verbal, gestural, and physical prompts during instruction	76	3.74	0.55	128	3.58	0.73	36	3.75	0.50	105	3.71	0.60	115	3.70	0.56	131	3.70	0.60	0.03
60. Help students develop strategies that enable them to become independent learners	75	3.87	0.38	129	3.85	0.42	36	3.67	0.59	106	3.84	0.48	114	3.84	0.41	130	3.89	0.40	-0.97
61. Monitor and evaluate student progress	77	3.61	0.69	129	3.52	0.72	36	3.53	0.56	104	3.70	0.59	115	3.40	0.83	131	3.53	0.71	-1.38
62. Evaluate and modify instructional techniques based on student progress	77	3.84	0.37	128	3.77	0.55	36	3.81	0.47	105	3.78	0.54	115	3.78	0.46	130	3.80	0.47	-0.29

Table F-9 (con't)

Comparison of Mean Ratings for Job Relevance of Beginning (B) and Experienced (E) Teachers

Item	ED				EMR				LD			
	B		E		B		E		B		E	
	n	M	n	M	n	M	n	M	n	M	n	M
<b>BEHAVIOR STRATEGIES</b>												
63. Understand ethical and legal responsibilities associated with behavioral interventions	n	73	127			36	106			113	128	
	M	3.79	3.80	-0.12		3.42	3.69	-1.85		3.45	3.56	-1.12
	SD	0.55	0.48			0.81	0.61			0.81	0.73	
64. Understand how various factors influence the interpretation of what is normal	n	75	128			36	107			113	129	
	M	3.76	3.67	1.06		3.53	3.73	-1.69		3.52	3.62	-1.11
	SD	0.52	0.60			0.74	0.58			0.70	0.68	
65. Understand behavior theory as it relates to learning	n	76	128			36	107			112	128	
	M	3.68	3.70	-0.13		3.25	3.64	-2.49*		3.38	3.48	-0.94
	SD	0.62	0.56			0.87	0.65			0.82	0.71	
66. Implement a variety of behavior interventions	n	76	127			35	106			113	130	
	M	3.93	3.80	2.52*		3.51	3.74	1.50		3.57	3.55	0.22
	SD	0.25	0.49			0.82	0.52			0.72	0.73	
67. Maintain classroom order by using a positive and consistent approach	n	76	128			36	106			113	130	
	M	3.96	3.90	1.14		3.83	3.93	-1.27		3.86	3.91	-1.01
	SD	0.26	0.42			0.45	0.29			0.40	0.36	
68. Motivate students by identifying interests and appropriate reinforcers	n	75	128			36	107			113	130	
	M	3.97	3.87	2.54*		3.89	3.84	0.63		3.86	3.82	0.67
	SD	0.16	0.42			0.32	0.42			0.38	0.44	



Table F-9 (con't)

## Comparison of Mean Ratings for Job Relevance of Beginning (B) and Experienced (E) Teachers

Item	ED						LD													
	B			E			B			E										
	M	SD	n	M	SD	n	M	SD	n	M	SD	n								
<b>BEHAVIOR STRATEGIES (CON'T)</b>																				
69. Understand when and how to use crisis management techniques	3.93	0.30	75	3.83	0.51	127	1.88	3.39	0.93	36	3.73	107	-2.07*	3.46	0.79	112	3.58	0.74	130	-1.24
<b>ADVOCACY AND OTHER ISSUES</b>																				
70. Communicate effectively with other professionals, paraprofessionals, and parents	3.84	0.46	76	3.83	0.42	127	0.24	3.86	0.35	36	3.89	107	-0.40	3.79	0.51	114	3.86	0.43	127	-1.14
71. Initiate and maintain cooperative relationships with parents, educators, and non-school personnel	3.84	0.40	75	3.87	0.39	127	-0.46	3.94	0.23	36	3.91	105	0.61	3.90	0.35	115	3.88	0.41	129	0.42
72. Conduct conferences with parents or other professionals	3.82	0.48	76	3.78	0.52	127	0.50	3.81	0.40	36	3.90	107	-1.12	3.87	0.44	115	3.90	0.37	128	-0.72
73. Use a variety of approaches to encourage parent involvement	3.80	0.52	76	3.76	0.48	127	0.54	3.75	0.44	36	3.85	107	-1.31	3.68	0.62	114	3.71	0.61	129	-0.38
74. Develop, implement, and evaluate home-school interventions	3.38	0.92	76	3.46	0.81	127	-0.60	3.25	0.94	36	3.58	106	-2.21*	3.21	0.98	115	3.28	0.98	129	-0.56

Table F-9 (con't)

Comparison of Mean Ratings for Job Relevance of Beginning (B) and Experienced (E) Teachers

Item	ED						EMR						LD						
	B		E		t		B		E		t		B		E		t		
	N	M	N	M	SD	SD	N	M	N	M	SD	SD	N	M	N	M	SD	SD	
<b>ADVOCACY AND OTHER ISSUES (CON'T)</b>																			
75. Comply with federal and state regulations	N	77	126				35	103					115	129					
	M	3.82	3.77	0.72			3.68	3.86	-1.31				3.81	3.74	0.88				
	SD	0.42	0.52				0.76	0.47					0.49	0.65					
76. Understand the suspension and expulsion guidelines	N	76	127				36	104					114	128					
	M	3.72	3.78	-0.69			3.17	3.74	-2.83*				3.51	3.42	0.82				
	SD	0.58	0.55				1.16	0.64					0.77	0.88					
77. Develop and implement time and stress management skills	N	76	128				36	105					113	127					
	M	3.80	3.70	1.16			3.47	3.82	-2.51*				3.70	3.60	1.13				
	SD	0.54	0.62				0.77	0.52					0.68	0.69					
78. Serve as student advocate	N	76	127				36	106					114	127					
	M	3.59	3.56	0.29			3.28	3.62	-1.96				3.54	3.41	1.15				
	SD	0.77	0.78				0.97	0.70					0.79	0.89					
79. Facilitate learning experiences that promote self-esteem	N	74	126				36	105					114	130					
	M	3.92	3.93	-0.22			3.92	3.89	0.50				3.91	3.88	0.60				
	SD	0.32	0.29				0.28	0.42					0.31	0.41					
80. Help students understand their disabilities	N	75	127				36	103					113	130					
	M	3.81	3.83	0.35			3.42	3.77	-2.24*				3.87	3.85	0.24				
	SD	0.43	0.41				0.87	0.58					0.41	0.45					

\* p < .05.

**APPENDIX G**

Table G-10

## Comparison of Mean Ratings for Training Needs Across Exceptionalities

Item	Exceptionality						Total	F	C*
	ED	EMR	LD						
<b>ASSESSMENT/DIAGNOSIS</b>									
1. Know legal provisions	<u>N</u>	196	142	242	580				
	<u>M</u>	2.42	2.38	2.28	2.35		1.15		
	<u>SD</u>	1.01	1.04	0.91	0.98				
2. Understand definitions, characteristics, and identification procedures	<u>N</u>	199	141	240	580				
	<u>M</u>	2.16	2.12	1.98	2.08		1.79		
	<u>SD</u>	0.96	1.04	1.02	1.00				
3. Aware of cultural factors that influence the assessment process	<u>N</u>	199	140	240	579				
	<u>M</u>	2.26	2.24	2.10	2.19		1.41		
	<u>SD</u>	1.04	1.08	1.01	1.04				
4. Aware of special health problems	<u>N</u>	200	141	241	582				
	<u>M</u>	2.59	2.43	2.42	2.48		1.86		
	<u>SD</u>	1.03	1.02	1.01	1.02				
5. Evaluate and select assessment instruments	<u>N</u>	198	135	238	571				
	<u>M</u>	2.36	2.71	2.30	2.42		6.79*		D
	<u>SD</u>	1.13	1.04	1.03	1.08				
6. Administer, score, and interpret tests	<u>N</u>	198	137	239	574				
	<u>M</u>	2.31	2.55	2.27	2.35		2.92		
	<u>SD</u>	1.11	1.08	1.14	1.12				

Table G-10 (con't)

Comparison of Means for Training Needs Across Exceptionalities

Item	Exceptionality						Total	F	C*
	ED	EMR	LD	LD	LD	LD			
<b>ASSESSMENT/DIAGNOSIS (CON'T)</b>									
7. Design and administer informal tests	<u>n</u>	197	143	238	578				
	<u>M</u>	2.04	1.99	2.04	2.03		0.09		
	<u>SD</u>	1.08	1.10	1.08	1.08				
8. Design and use curriculum-based assessment	<u>n</u>	199	141	239	579				
	<u>M</u>	2.20	2.24	2.14	2.18		0.43		
	<u>SD</u>	1.11	1.11	1.03	1.08				
9. Administer, score, and interpret adaptive behavior measures	<u>n</u>	198	139	237	574				
	<u>M</u>	2.42	2.55	2.22	2.37		4.69*		B
	<u>SD</u>	1.10	1.04	1.01	1.05				
10. Use systematic observations	<u>n</u>	199	139	239	577				
	<u>M</u>	2.22	2.12	2.07	2.14		1.19		
	<u>SD</u>	1.05	1.00	1.01	1.02				
11. Understand and interpret reports	<u>n</u>	199	139	240	578				
	<u>M</u>	2.22	2.36	2.16	2.23		1.57		
	<u>SD</u>	1.02	1.09	1.05	1.05				
12. Communicate assessment information	<u>n</u>	196	137	238	571				
	<u>M</u>	2.19	2.32	2.26	2.25		0.55		
	<u>SD</u>	1.10	1.08	1.10	1.09				

Table G-10 (con't)

Comparison of Means for Training Needs Across Exceptionalities

Item	Exceptionality						Total	E	C*
	ED	EMR	LD	LD	LD	LD			
<b>INDIVIDUAL EDUCATION PROGRAM (IEP) PLANNING AND PLACEMENT</b>									
13. Generate goals and objectives	<u>N</u>	198	140	237			575		
	<u>M</u>	1.82	1.89	1.85			1.85	0.15	
	<u>SD</u>	1.02	0.99	1.05			1.02		
14. Know when and how to develop, revise, and implement the IEP	<u>N</u>	197	139	238			574		
	<u>M</u>	1.79	1.93	1.72			1.79	1.89	
	<u>SD</u>	0.98	1.03	1.02			1.01		
15. Know who must be present at an IEP committee meeting	<u>N</u>	199	140	240			579		
	<u>M</u>	1.29	1.50	1.33			1.36	3.15*	A
	<u>SD</u>	0.64	0.97	0.76			0.78		
16. Involve parents in the development of the IEP	<u>N</u>	198	139	238			575		
	<u>M</u>	1.53	1.68	1.46			1.54	2.56	
	<u>SD</u>	0.86	1.06	0.87			0.92		
17. Know the essential elements of each IEP component	<u>N</u>	197	140	238			575		
	<u>M</u>	1.47	1.54	1.43			1.47	0.72	
	<u>SD</u>	0.79	0.97	0.86			0.86		
18. Develop a behavior management plan in the IEP	<u>N</u>	196	141	238			575		
	<u>M</u>	2.14	2.44	2.19			2.23	3.43*	A
	<u>SD</u>	1.15	1.11	1.04			1.10		

Table G-10 (con't)

Comparison of Means for Training Needs Across Exceptionalities

Item	Exceptionality					Total	E	C*
	ED	EMR	LD					
<b>IEP PLANNING AND PLACEMENT (CON'T)</b>								
19. Participate in transition planning for students	N	139	237			574		
	M	2.69	2.59			2.63	0.46	
	SD	1.11	1.18	1.08		1.12		
20. Know that all services listed in the IEP must be provided	N	138	239			573		
	M	1.47	1.57	1.38		1.46	2.31	
	SD	0.89	0.99	0.75		0.86		
21. Know how to determine when a student is in need of extended school year services	N	139	239			574		
	M	2.39	2.24	2.18		2.27	1.95	
	SD	1.17	1.17	1.08		1.13		
22. Know how to access extended school year services	N	197	139	238		574		
	M	2.68	2.48	2.39		2.51	3.62*	C
	SD	1.09	1.16	1.10		1.12		
23. Know when and how often placement decisions should be made	N	200	140	241		581		
	M	1.95	1.86	1.83		1.88	0.86	
	SD	1.06	1.02	0.95		1.01		
24. Make well-informed contributions to placement decisions	N	195	141	241		577		
	M	2.02	1.96	1.94		1.97	0.31	
	SD	1.10	1.07	1.03		1.06		

Table G-10 (con't)

## Comparison of Means for Training Needs Across Exceptionalities

Item	Exceptionality					Total	E	C*
	ED	EMR	LD					
<b>IEP PLANNING AND PLACEMENT (CON'T)</b>								
25. Know what placement options are and should be available locally	<u>N</u>	197	139	240	576	1.70		
	<u>M</u>	2.36	2.32	2.17	2.27			
	<u>SD</u>	1.09	1.13	1.08	1.10			
26. Indicate the extent to which students will participate in activities	<u>N</u>	197	139	238	574	8.09*	D	
	<u>M</u>	1.81	2.11	1.67	1.82			
	<u>SD</u>	0.98	1.13	0.98	1.03			
<b>INTEGRATION AND COLLABORATION</b>								
27. Understand the issues related to integrating students into activities	<u>N</u>	197	140	238	575	3.28*	B	
	<u>M</u>	2.28	2.45	2.15	2.27			
	<u>SD</u>	1.11	1.15	1.06	1.10			
28. Use a variety of effective strategies	<u>N</u>	195	137	236	568	0.65		
	<u>M</u>	2.72	2.68	2.60	2.66			
	<u>SD</u>	1.13	1.14	1.09	1.11			
29. Establish cooperative relationships	<u>N</u>	200	139	237	576	0.11		
	<u>M</u>	2.35	2.30	2.31	2.32			
	<u>SD</u>	1.17	1.17	1.19	1.17			
30. Collaborate at the prereferral level for at-risk students	<u>N</u>	199	139	234	572	1.67		
	<u>M</u>	2.68	2.63	2.49	2.59			
	<u>SD</u>	1.22	1.08	1.12	1.15			



Table G-10 (con't)

## Comparison of Means for Training Needs Across Exceptionalities

Item	Exceptionality						Total	E	C*
	ED	EMR	LD						
<b>INTEGRATION AND COLLABORATION (CON'T)</b>									
31. Collaborate effectively with general educators for nondisabled students	n	200	137	236			576		
	M	2.55	2.39	2.37			2.44	1.51	
	SD	1.23	1.16	1.09			1.16		
32. Collaborate with general educators to integrate students into general education programs	n	198	138	236			572		
	M	2.64	2.54	2.48			2.55	1.03	
	SD	1.12	1.12	1.10			1.11		
<b>CURRICULUM</b>									
33. Understand major curricula approaches	n	195	135	232			562		
	M	2.64	2.47	2.35			2.48	3.68*	C
	SD	1.11	1.05	1.09			1.09		
34. Identify, analyze, evaluate and modify curricula to teach reading skills	n	194	135	233			562		
	M	2.44	2.55	2.42			2.46	0.51	
	SD	1.09	1.18	1.10			1.11		
35. Identify, analyze, evaluate and modify curricula to teach written and oral language	n	197	137	238			572		
	M	2.51	2.47	2.56			2.52	0.32	
	SD	1.07	1.09	1.10			1.09		

Table G-10 (con't)

Comparison of Means for Training Needs Across Exceptionalities

Item	Exceptionality					Total	F	C*
	ED	EMR	LD					
<b>CURRICULUM (CON'T)</b>								
36. Identify, analyze, evaluate and modify curricula to teach listening comprehension	<u>N</u>	137	237			571		
	<u>M</u>	2.40	2.42	2.35		2.38	0.19	
	<u>SD</u>	1.08	1.07	1.04		1.06		
37. Identify, analyze, evaluate and modify curricula to teach math	<u>N</u>	197	137	236		570		
	<u>M</u>	2.25	2.38	2.26		2.29	0.67	
	<u>SD</u>	1.08	1.09	1.11		1.10		
38. Identify, analyze, evaluate and modify curricula to teach science	<u>N</u>	196	133	235		564		
	<u>M</u>	2.29	2.26	2.19		2.24	0.46	
	<u>SD</u>	1.05	1.07	1.02		1.04		
39. Identify, analyze, evaluate and modify curricula to teach social studies/history	<u>N</u>	196	130	233		559		
	<u>M</u>	2.11	2.19	2.08		2.12	0.53	
	<u>SD</u>	0.98	1.07	0.96		1.00		
40. Identify, analyze, evaluate and modify curricula to teach physical education	<u>N</u>	196	131	233		560		
	<u>M</u>	1.67	2.11	1.62		1.76	11.36*	D
	<u>SD</u>	0.94	1.12	0.96		1.01		

Table G-10 (con't)

## Comparison of Means for Training Needs Across Exceptionalities

Item	Exceptionality						Total	E	C*
	ED	EMR	LD						
<b>CURRICULUM (CON'T)</b>									
41. Identify, analyze, evaluate and modify curricula to teach health/family life	n	197	135	239	571				
	M	2.16	2.50	1.83	2.10	16.47*	F		
	SD	1.14	1.18	1.03	1.14				
42. Identify, analyze, evaluate and modify curricula to teach social/interpersonal skills	n	196	137	236	569				
	M	2.68	2.61	2.46	2.58	1.61			
	SD	1.17	1.06	1.11	1.12				
43. Identify, analyze, evaluate and modify curricula to teach career/vocational skills	n	200	135	237	572				
	M	2.45	2.66	2.32	2.45	3.90*	B		
	SD	1.16	1.17	1.11	1.15				
44. Identify, analyze, evaluate and modify curricula to teach learning strategies/study skills	n	197	135	238	570				
	M	2.78	2.70	2.67	2.72	0.51			
	SD	1.07	1.07	1.11	1.09				
45. Facilitate language development by understanding normal language development	n	197	135	239	571				
	M	1.86	2.13	2.05	2.00	3.27*	A		
	SD	0.97	1.07	0.96	1.00				

Table G-10 (con't)

Comparison of Means for Training Needs Across Exceptionalities

Item	Exceptionality						Total	F	C*
	ED	EMR	LD						
<b>CURRICULUM (CON'T)</b>									
46. Facilitate language development by understanding language disorders	<u>N</u>	137	241			575			
	<u>M</u>	2.24	2.47	2.36		2.35		2.20	
	<u>SD</u>	1.03	0.99	1.03		1.02			
47. Facilitate language development by awareness of cultural differences	<u>N</u>	136	241			576			
	<u>M</u>	2.09	2.08	2.00		2.05		0.52	
	<u>SD</u>	1.05	1.05	0.95		1.01			
48. Facilitate language development by understanding receptive and expressive language	<u>N</u>	136	240			575			
	<u>M</u>	2.29	2.39	2.26		2.30		0.66	
	<u>SD</u>	1.05	1.05	1.05		1.05			
49. Aware of individual differences which may affect career and vocational decisions	<u>N</u>	135	234			567			
	<u>M</u>	2.03	2.12	1.74		1.93		7.50*	E
	<u>SD</u>	1.03	1.13	0.90		1.02			
50. Use knowledge of state and local economic conditions when providing guidance to students	<u>N</u>	132	236			564			
	<u>M</u>	2.15	2.42	1.94		2.12		8.15*	B
	<u>SD</u>	1.13	1.13	1.03		1.10			

Table G-10 (con't)

## Comparison of Means for Training Needs Across Exceptionalities

Item	Exceptionality					
	ED	EMR	LD	Total	F	C*
<b>INSTRUCTIONAL STRATEGIES</b>						
51. Teach multiple subjects to students	n	134	234	563		
	$\bar{M}$	2.52	2.46	2.52	0.81	
	$SD$	1.17	1.12	1.15		
52. Plan lessons and activities based on assessment information	n	136	237	572		
	$\bar{M}$	2.15	2.13	2.19	1.33	
	$SD$	1.11	1.05	1.09		
53. Provide systematic instruction	n	137	237	574		
	$\bar{M}$	2.18	2.06	2.14	1.27	
	$SD$	1.09	1.02	1.06		
54. Select methods and materials that match students' needs and learning objectives	n	136	238	572		
	$\bar{M}$	2.25	2.12	2.19	0.73	
	$SD$	1.13	1.07	1.09		
55. Use various media	n	137	239	573		
	$\bar{M}$	2.50	2.35	2.37	1.24	
	$SD$	1.17	1.15	1.13		
56. Communicate realistic expectations to students	n	135	240	572		
	$\bar{M}$	1.84	1.83	1.85	0.29	
	$SD$	1.01	1.00	1.02		

Table G-10 (con't)

## Comparison of Means for Training Needs Across Exceptionalities

Item	Exceptionality					Total	F	C*
	ED	EMR	LD					
<b>INSTRUCTIONAL STRATEGIES (CON'T)</b>								
57. Provide direct instruction that promotes maintenance and generalization of skills	<u>n</u>	200	137	238	575			
	<u>M</u>	1.99	1.93	2.02	1.99		0.35	
	<u>SD</u>	1.05	1.05	1.05	1.05			
58. Use alternative teaching strategies	<u>n</u>	198	137	239	574			
	<u>M</u>	2.12	2.19	2.16	2.15		0.17	
	<u>SD</u>	1.00	1.15	1.08	1.07			
59. Use verbal, gestural, and physical prompts during instruction	<u>n</u>	196	138	239	573			
	<u>M</u>	1.55	1.80	1.65	1.65		3.07*	A
	<u>SD</u>	0.81	1.05	0.91	0.92			
60. Help students develop strategies that enable them to become independent learners	<u>n</u>	197	136	239	572			
	<u>M</u>	2.51	2.46	2.59	2.53		0.67	
	<u>SD</u>	1.09	1.13	1.09	1.10			
61. Monitor and evaluate student progress	<u>n</u>	198	139	237	574			
	<u>M</u>	1.92	2.19	1.99	2.02		2.71	
	<u>SD</u>	1.04	1.07	1.03	1.04			
62. Evaluate and modify instructional techniques based on student progress	<u>n</u>	199	138	238	575			
	<u>M</u>	1.94	2.04	1.99	1.99		0.39	
	<u>SD</u>	1.03	1.06	0.97	1.01			

Table G-10 (con't)

## Comparison of Means for Training Needs Across Exceptionalities

Item	Exceptionality				Total	F	C*
	ED	EMR	LD				
<b>BEHAVIOR STRATEGIES</b>							
63. Understand ethical and legal responsibilities associated with behavioral interventions	<u>N</u>	136	236		567		
	<u>M</u>	2.54	2.46	2.31	2.43	2.46	
	<u>SD</u>	1.12	1.07	1.03	1.07		
64. Understand how various factors influence the interpretation of what is normal	<u>N</u>	134	235		568		
	<u>M</u>	2.05	2.18	2.11	2.10	0.75	
	<u>SD</u>	1.01	1.00	0.96	0.98		
65. Understand behavior theory as it relates to learning	<u>N</u>	135	239		572		
	<u>M</u>	2.01	2.21	2.03	2.06	1.83	
	<u>SD</u>	1.02	1.03	0.98	1.01		
66. Implement a variety of behavior interventions	<u>N</u>	134	237		570		
	<u>M</u>	2.19	2.57	2.26	2.31	5.32*	D
	<u>SD</u>	1.16	1.11	1.04	1.11		
67. Maintain classroom order by using a positive and consistent approach	<u>N</u>	134	236		568		
	<u>M</u>	2.03	2.18	2.03	2.07	0.96	
	<u>SD</u>	1.09	1.16	1.05	1.09		
68. Motivate students by identifying interests and appropriate reinforcers	<u>N</u>	135	234		564		
	<u>M</u>	2.08	2.10	2.07	2.08	0.45	
	<u>SD</u>	1.10	1.07	1.08	1.08		

Table G-10 (con't)

Comparison of Means for Training Needs Across Exceptionalities

Item	Exceptionality					Total	F	C*
	ED	EMR	LD					
<b>BEHAVIOR STRATEGIES (CON'T)</b>								
69. Understand when and how to use crisis management techniques	$\bar{M}$ 1.16 $SD$ 1.16	$\bar{M}$ 2.69 $SD$ 1.09	$\bar{M}$ 2.47 $SD$ 1.02	$\bar{M}$ 1.32 $SD$ 1.32	229	559	1.77	
<b>ADVOCACY AND OTHER ISSUES</b>								
70. Communicate effectively with other professionals, paraprofessionals, and parents	$\bar{M}$ 1.06 $SD$ 1.06	$\bar{M}$ 1.98 $SD$ 1.06	$\bar{M}$ 2.04 $SD$ 1.06	$\bar{M}$ 1.33 $SD$ 1.33	238	568	0.57	
71. Initiate and maintain cooperative relationships with parents, educators, and non-school personnel	$\bar{M}$ 1.00 $SD$ 1.00	$\bar{M}$ 1.96 $SD$ 1.09	$\bar{M}$ 1.83 $SD$ 0.97	$\bar{M}$ 1.37 $SD$ 1.37	237	573	1.29	
72. Conduct conferences with parents or other professionals	$\bar{M}$ 1.00 $SD$ 1.00	$\bar{M}$ 1.85 $SD$ 1.04	$\bar{M}$ 1.80 $SD$ 0.95	$\bar{M}$ 1.35 $SD$ 1.35	237	570	0.21	
73. Use a variety of approaches to encourage parent involvement	$\bar{M}$ 1.14 $SD$ 1.14	$\bar{M}$ 2.41 $SD$ 1.09	$\bar{M}$ 2.38 $SD$ 1.03	$\bar{M}$ 1.33 $SD$ 1.33	239	571	0.50	



Table G-10 (con't)

## Comparison of Means for Training Needs Across Exceptionalities

Item	Exceptionality					Total	F	C*
	ED	EMR	LD					
<b>ADVOCACY AND OTHER ISSUES (CON'T)</b>								
74. Develop, implement, and evaluate home-school interventions	<u>N</u>	131	239		568			
	<u>M</u>	2.44	2.21		2.34		3.37*	E
	<u>SD</u>	1.09	1.11	1.03	1.07			
75. Comply with federal and state regulations	<u>N</u>	134	236		567			
	<u>M</u>	2.17	2.28	2.06	2.15		1.81	
	<u>SD</u>	1.11	1.14	1.06	1.10			
76. Understand the suspension and expulsion guidelines	<u>N</u>	137	238		573			
	<u>M</u>	2.31	2.30	2.00	2.18		5.24*	E
	<u>SD</u>	1.08	1.18	1.05	1.10			
77. Develop and implement time and stress management skills	<u>N</u>	132	234		561			
	<u>M</u>	2.68	2.73	2.24	2.61		2.67	
	<u>SD</u>	1.17	1.17	1.10	1.15			
78. Serve as student advocate	<u>N</u>	132	236		565			
	<u>M</u>	2.09	2.12	2.01	2.06		0.55	
	<u>SD</u>	1.04	1.10	1.08	1.07			
79. Facilitate learning experiences that promote self-esteem	<u>N</u>	133	238		566			
	<u>M</u>	2.49	2.41	2.42	2.44		0.26	
	<u>SD</u>	1.15	1.12	1.12	1.13			

Table G-10 (con't)

Comparison of Means for Training Needs Across Exceptionalities

Item	Exceptionality					Total	F	C*
	ED	EMR	LD					
80. Help students understand their disabilities	N	133	237	566				
	M	2.52	2.51	2.51	2.51	0.01		
	SD	1.06	1.11	1.15	1.11			

ADVOCACY AND OTHER ISSUES (CON'T)

\* Denotes significant pairwise comparisons at the 0.05 level:

- A - ED significantly different from EMR
- B - EMR significantly different from LD
- C - LD significantly different from ED
- D - EMR significantly different from LD and ED
- E - LD significantly different from ED and EMR
- F - All groups significantly different

## APPENDIX H

Table H-11

Comparison of Training Need Ratings of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD			
	B	E	t	B	E	t	B	E	t	
<b>ASSESSMENT/DIAGNOSIS</b>										
1. Know legal provisions	N	72	124	36	106		113	129		
	M	2.46	2.40	0.42	2.47	2.35	0.61	2.27	2.29	-0.25
	SD	0.98	1.03		0.97	1.07		0.88	0.94	
2. Understand definitions, characteristics, and identification procedures	N	74	125	36	105		112	128		
	M	2.28	2.08	1.45	2.31	2.06	1.24	2.06	1.91	1.13
	SD	0.90	0.99		1.04	1.04		1.00	1.04	
3. Aware of cultural factors that influence the assessment process	N	74	125	36	104		111	129		
	M	2.14	2.33	-1.27	2.22	2.25	-0.13	2.00	2.19	-1.48
	SD	0.97	1.08		1.07	1.09		0.94	1.06	
4. Aware of special health problems	N	75	125	36	105		111	129		
	M	2.52	2.64	-0.79	2.64	2.36	1.42	2.38	2.45	-0.56
	SD	1.02	1.04		0.96	1.03		0.99	1.02	
5. Evaluate and select assessment instruments	N	74	124	35	100		112	126		
	M	2.46	2.30	0.97	2.91	2.64	1.35	2.37	2.25	0.90
	SD	1.13	1.14		0.89	1.08		1.02	1.03	
6. Administer, score, and interpret tests	N	74	124	36	101		110	129		
	M	2.34	2.29	0.29	2.53	2.55	-0.13	2.32	2.22	0.63
	SD	1.09	1.13		1.18	1.05		1.17	1.12	

Table H-11 (con't)

Comparison of Training Need Ratings of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD			
	B	E	t	B	E	t	B	E	t	
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	
<b>ASSESSMENT/DIAGNOSIS</b>										
7. Design and administer informal tests	74	123		36	107		110	128		
	2.11	1.99	0.73	1.97	2.00	-0.13	2.10	1.98	0.82	
	1.09	1.07		1.08	1.11		1.09	1.07		
8. Design and use curriculum-based assessment	74	125		36	105		112	127		
	2.24	2.17	0.46	2.22	2.25	-0.12	2.10	2.17	-0.56	
	1.11	1.12		1.12	1.11		1.00	1.06		
9. Administer, score, and interpret adaptive behavior measures	74	124		36	103		111	126		
	2.45	2.41	0.83	2.58	2.53	0.24	2.17	2.26	-0.69	
	1.01	1.15		0.97	1.07		0.97	1.05		
10. Use systematic observations	75	124		36	103		112	127		
	2.29	2.18	0.75	2.17	2.11	0.31	2.07	2.07	0.0001	
	0.98	1.09		1.03	0.99		1.01	1.00		
11. Understand and interpret reports	74	125		36	103		112	128		
	2.18	2.24	0.43	2.58	2.28	1.44	2.24	2.09	1.08	
	0.97	1.06		0.97	1.12		1.08	1.02		
12. Communicate assessment information	73	123		36	101		111	127		
	2.23	2.17	0.38	2.67	2.20	2.28*	2.37	2.16	1.48	
	1.11	1.09		1.07	1.06		1.14	1.06		

Table H-11 (con't)

Comparison of Training Need Ratings of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD			
	B	E	T	B	E	T	B	E	T	
<b>INDIVIDUAL EDUCATION PROGRAM (IEP) PLANNING AND PLACEMENT</b>										
13. Generate goals and objectives	<u>N</u>	74	124	36	104		111	126		
	<u>M</u>	1.85	1.81	0.30	2.19	1.78	2.20*	1.90	1.81	0.67
	<u>SD</u>	0.93	1.07		1.01	0.97		1.05	1.04	
14. Know when and how to develop, revise, and implement the IEP	<u>N</u>	74	123	36	103		110	128		
	<u>M</u>	1.92	1.72	1.41	2.31	1.80	2.60*	1.98	1.49	3.78*
	<u>SD</u>	1.00	0.96		1.01	1.01		1.08	0.92	
15. Know who must be present at an IEP committee meeting	<u>N</u>	75	123	36	104		112	128		
	<u>M</u>	1.28	1.30	-0.20	1.64	1.45	1.00	1.42	1.26	1.64
	<u>SD</u>	0.67	0.62		1.10	0.92		0.81	0.71	
16. Involve parents in the development of the IEP	<u>N</u>	75	123	36	103		112	126		
	<u>M</u>	1.56	1.50	0.44	2.00	1.57	2.10*	1.54	1.40	1.22
	<u>SD</u>	0.84	0.88		1.15	1.02		0.93	0.82	
17. Know the essential elements of each IEP component	<u>N</u>	74	123	36	104		109	129		
	<u>M</u>	1.59	1.39	1.78	1.69	1.49	1.09	1.50	1.38	1.04
	<u>SD</u>	0.83	0.75		1.06	0.94		0.90	0.82	
18. Develop a behavior management plan in the IEP	<u>N</u>	72	124	36	105		112	126		
	<u>M</u>	2.14	2.14	0.01	2.58	2.39	0.90	2.30	2.09	1.61
	<u>SD</u>	1.08	1.20		1.16	1.10		1.04	1.04	

Table H-11 (con't)

Comparison of Training Need Ratings of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD			
	B	E	Σ	B	E	Σ	B	E	Σ	
<b>IEP PLANNING AND PLACEMENT (CON'T)</b>										
19. Participate in transition planning for students	<u>n</u>	75	123				36	103	110	127
	<u>M</u>	2.80	2.62	1.12	2.86	2.50	1.60	2.65	2.54	0.79
	<u>SD</u>	0.97	1.19		1.02	1.23		1.06	1.10	
20. Know that all services listed in the IEP must be provided	<u>n</u>	73	123				36	102	111	128
	<u>M</u>	1.48	1.46	0.12	1.75	1.51	1.26	1.43	1.33	1.07
	<u>SD</u>	0.85	0.91		1.11	0.94		0.83	0.68	
21. Know how to determine when a student is in need of extended school year services	<u>n</u>	74	122				36	103	110	129
	<u>M</u>	2.43	2.37	0.37	2.47	2.17	1.36	2.22	2.15	0.51
	<u>SD</u>	1.18	1.16		1.18	1.16		1.03	1.13	
22. Know how to access extended school year services	<u>n</u>	72	125				36	103	112	126
	<u>M</u>	2.64	2.70	-0.40	2.58	2.45	0.61	2.43	2.37	0.45
	<u>SD</u>	1.18	1.05		1.30	1.12		1.05	1.14	
23. Know when and how often placement decisions should be made	<u>n</u>	77	123				35	105	112	129
	<u>M</u>	2.16	1.82	2.19*	2.14	1.76	1.93	2.06	1.62	3.68*
	<u>SD</u>	1.04	1.06		1.06	1.00		1.00	0.87	
24. Make well-informed contributions to placement decisions	<u>n</u>	73	122				36	105	112	129
	<u>M</u>	2.22	1.90	1.97*	2.17	1.89	1.37	2.02	1.88	1.07
	<u>SD</u>	1.12	1.07		1.00	1.09		1.03	1.03	

Table H-11 (con't)

Comparison of Training Need Ratings of Beginning (B) and Experienced (E) Teachers

Item	ED						EMR						LD					
	B		E		t		B		E		t		B		E		t	
	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M	n	M
<b>IEP PLANNING AND PLACEMENT (CON'T)</b>																		
25. Know what placement options are and should be available locally	n	75	122	n	35	104	n	110	130	n	35	104	n	110	130	n	35	104
	M	2.59	2.22	M	2.51	2.25	M	2.27	2.09	M	2.51	2.25	M	2.27	2.09	M	2.51	2.25
	SD	1.10	1.06	SD	1.12	1.13	SD	1.02	1.12	SD	1.12	1.13	SD	1.02	1.12	SD	1.12	1.13
26. Indicate the extent to which students will participate in activities	n	74	123	n	36	103	n	109	129	n	36	103	n	109	129	n	36	103
	M	1.81	1.80	M	2.33	2.03	M	1.67	1.67	M	2.33	2.03	M	1.67	1.67	M	2.33	2.03
	SD	1.01	0.96	SD	1.15	1.12	SD	0.98	0.99	SD	1.15	1.12	SD	0.98	0.99	SD	1.15	1.12
<b>INTEGRATION AND COLLABORATION</b>																		
27. Understand the issues related to integrating students into activities	n	73	124	n	36	105	n	111	127	n	36	105	n	111	127	n	36	105
	M	2.42	2.19	M	2.43	2.46	M	2.23	2.08	M	2.43	2.46	M	2.23	2.08	M	2.43	2.46
	SD	1.04	1.14	SD	1.07	1.18	SD	1.02	1.10	SD	1.07	1.18	SD	1.02	1.10	SD	1.07	1.18
28. Use a variety of effective strategies	n	72	123	n	36	101	n	110	126	n	36	101	n	110	126	n	36	101
	M	2.76	2.70	M	2.75	2.65	M	2.61	2.60	M	2.75	2.65	M	2.61	2.60	M	2.75	2.65
	SD	1.03	1.19	SD	1.08	1.16	SD	1.05	1.13	SD	1.08	1.16	SD	1.05	1.13	SD	1.08	1.16
29. Establish cooperative relationships	n	75	125	n	36	103	n	109	128	n	36	103	n	109	128	n	36	103
	M	2.60	2.21	M	2.39	2.27	M	2.37	2.27	M	2.39	2.27	M	2.37	2.27	M	2.39	2.27
	SD	1.10	1.19	SD	1.10	1.19	SD	1.22	1.16	SD	1.10	1.19	SD	1.22	1.16	SD	1.10	1.19
30. Collaborate at the prereferral level for at-risk students	n	75	124	n	36	103	n	107	127	n	36	103	n	107	127	n	36	103
	M	2.60	2.73	M	2.67	2.61	M	2.45	2.52	M	2.67	2.61	M	2.45	2.52	M	2.67	2.61
	SD	1.34	1.14	SD	1.01	1.11	SD	1.14	1.12	SD	1.01	1.11	SD	1.14	1.12	SD	1.01	1.11



Table H-11 (con't)

Comparison of Training Need Ratings of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD			
	B	E	$\bar{x}$	B	E	$\bar{x}$	B	E	$\bar{x}$	
<b>INTEGRATION AND COLLABORATION (CON'T)</b>										
31. Collaborate effectively with general educators for nondisabled students	$\bar{n}$	75	125	36	101		110	129		
	$\bar{M}$	2.33	2.68	-1.94	2.58	2.32	1.19	2.33	2.40	-0.54
	$\bar{SD}$	1.33	1.15		1.13	1.17		1.09	1.09	
32. Collaborate with general educators to integrate students into general education programs	$\bar{n}$	75	123	36	102		110	126		
	$\bar{M}$	2.68	2.61	0.43	2.72	2.48	1.11	2.51	2.46	0.34
	$\bar{SD}$	1.03	1.17		1.00	1.16		1.05	1.15	
<b>CURRICULUM</b>										
33. Understand major curricula approaches	$\bar{n}$	72	123	35	100		108	124		
	$\bar{M}$	2.71	2.59	0.70	2.60	2.42	0.87	2.44	2.27	1.24
	$\bar{SD}$	1.07	1.14		0.98	1.08		1.11	1.08	
34. Identify, analyze, evaluate and modify curricula to teach reading skills	$\bar{n}$	72	122	35	100		108	125		
	$\bar{M}$	2.76	2.25	3.22*	2.80	2.46	1.48	2.43	2.44	-0.10
	$\bar{SD}$	1.07	1.07		1.16	1.18		1.03	1.16	
35. Identify, analyze, evaluate and modify curricula to teach written and oral language	$\bar{n}$	75	122	36	101		111	127		
	$\bar{M}$	2.76	2.35	2.63*	2.53	2.46	0.34	2.61	2.52	0.65
	$\bar{SD}$	1.03	1.08		1.16	1.07		1.06	1.15	

Table H-11 (con't)

## Comparison of Training Need Ratings of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD			
	B	E	t	B	E	t	B	E	t	
<b>CURRICULUM</b>										
36. Identify, analyze, evaluate and modify curricula to teach listening comprehension	<u>n</u>	74	123	36	101		111	126		
	<u>M</u>	2.62	2.26	2.31*	2.42	2.42	2.45	2.26	2.42	1.39
	<u>SD</u>	1.04	1.08		1.11	1.06	0.98	1.09		
37. Identify, analyze, evaluate and modify curricula to teach math	<u>n</u>	74	123	35	102		110	126		
	<u>M</u>	2.38	2.17	1.31	2.63	2.29	2.31	2.22	2.63	0.60
	<u>SD</u>	1.04	1.10		1.06	1.09	1.06	1.17		
38. Identify, analyze, evaluate and modify curricula to teach science	<u>n</u>	74	122	35	98		110	125		
	<u>M</u>	2.28	2.29	-0.02	2.49	2.17	2.14	2.24	2.49	-0.78
	<u>SD</u>	1.04	1.06		1.12	1.05	0.99	1.04		
39. Identify, analyze, evaluate and modify curricula to teach social studies/history	<u>n</u>	74	122	35	95		109	124		
	<u>M</u>	2.12	2.10	0.16	2.49	2.08	2.01	2.15	2.49	-1.08
	<u>SD</u>	0.99	0.98		1.12	1.04	0.94	0.99		
40. Identify, analyze, evaluate and modify curricula to teach physical education	<u>n</u>	75	121	35	96		109	124		
	<u>M</u>	1.71	1.65	0.36	2.37	2.02	1.53	1.70	2.37	-1.35
	<u>SD</u>	0.98	0.91		1.09	1.12	0.92	0.99		

Table H-11 (con't)

Comparison of Training Need Ratings of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD			
	B	E	t	B	E	t	B	E	t	
<b>CURRICULUM (CON'T)</b>										
41. Identify, analyze, evaluate and modify curricula to teach health/family life	<u>n</u>	75	122	34	101		111	128		
	<u>M</u>	2.09	2.20	-0.66	2.62	2.47	0.65	1.76	1.89	-1.00
	<u>SD</u>	1.13	1.16		1.10	1.21		0.98	1.07	
42. Identify, analyze, evaluate and modify curricula to teach social/interpersonal skills	<u>n</u>	74	122	36	101		111	125		
	<u>M</u>	2.82	2.59	1.36	2.69	2.57	0.58	2.48	2.50	-0.13
	<u>SD</u>	1.08	1.22		0.89	1.12		1.02	1.19	
43. Identify, analyze, evaluate and modify curricula to teach career/vocational skills	<u>n</u>	76	124	36	99		112	125		
	<u>M</u>	2.36	2.52	-0.96	2.78	2.62	0.71	2.37	2.27	0.65
	<u>SD</u>	1.12	1.18		1.10	1.19		1.05	1.17	
44. Identify, analyze, evaluate and modify curricula to teach learning strategies/study skills	<u>n</u>	74	123	36	99		111	127		
	<u>M</u>	2.87	2.72	0.90	2.72	2.70	0.12	2.68	2.67	0.04
	<u>SD</u>	1.01	1.10		1.09	1.07		1.06	1.16	
45. Facilitate language development by understanding normal language development	<u>n</u>	75	122	36	99		112	127		
	<u>M</u>	1.87	1.86	0.04	2.44	2.01	2.12*	2.09	2.02	0.59
	<u>SD</u>	0.96	0.98		1.16	1.02		0.96	0.97	

Table H-11 (con't)

Comparison of Training Need Ratings of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD		
	n	M		n	M		n	M	
		B	E		B	E		B	E
<b>CURRICULUM (CON'T)</b>									
46. Facilitate language development by understanding language disorders	n	73	124	36	101	113	128		
	M	2.18	2.27	2.75	2.38	2.34	2.38	1.97*	0.35
	SD	0.99	1.06	1.05	0.95	1.06	1.00		
47. Facilitate language development by awareness of cultural differences	n	74	125	36	100	113	128		
	M	2.00	2.14	2.19	2.04	1.97	2.02	0.76	0.41
	SD	0.99	1.08	1.17	1.00	0.89	1.00		
48. Facilitate language development by understanding receptive and expressive language	n	74	125	36	100	112	128		
	M	2.24	2.32	2.69	2.28	2.26	2.27	2.06*	0.05
	SD	0.98	1.09	1.04	1.04	0.99	1.10		
49. Aware of individual differences which may affect career and vocational decisions	n	74	124	36	99	110	124		
	M	1.86	2.12	2.28	2.06	1.73	1.75	0.99	0.19
	SD	0.98	1.06	1.19	1.11	0.87	0.93		
50. Use knowledge of state and local economic conditions when providing guidance to students	n	76	120	36	96	110	126		
	M	2.05	2.21	2.61	2.34	1.96	1.92	1.21	0.32
	SD	1.09	1.16	1.05	1.16	1.03	1.03		

Table H-11 (con't)

Comparison of Training Need Ratings of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD			
	B	E	T	B	E	T	B	E	T	
	n	M	SD	n	M	SD	n	M	SD	
<b>INSTRUCTIONAL STRATEGIES</b>										
51. Teach multiple subjects to students	73	122		35	99		109	125		
	2.81	2.48	1.92	2.86	2.40	1.99*	2.53	2.39	0.95	
	1.16	1.18		1.12	1.17		1.10	1.14		
52. Plan lessons and activities based on assessment information	74	125		34	102		109	128		
	2.46	2.19	1.65	2.38	2.07	1.42	2.27	2.02	1.84	
	1.04	1.14		1.10	1.12		1.03	1.05		
53. Provide systematic instruction	75	125		35	102		110	127		
	2.35	2.14	1.27	2.20	2.17	0.16	2.15	1.99	1.15	
	1.03	1.13		1.02	1.08		1.03	1.01		
54. Select methods and materials that match students' needs and learning objectives	75	123		35	101		112	126		
	2.35	2.14	1.32	2.34	2.22	0.56	2.09	2.15	0.44	
	1.05	1.10		1.11	1.15		1.00	1.13		
55. Use various media	74	123		35	102		112	127		
	2.31	2.32	-0.04	2.66	2.45	0.90	2.29	2.39	0.66	
	1.06	1.09		1.08	1.20		1.16	1.14		
56. Communicate realistic expectations to students	75	122		35	100		112	128		
	1.87	1.83	0.26	2.09	1.85	1.12	1.82	1.84	0.11	
	1.04	0.99		1.12	1.06		1.00	1.00		

Table H-11 (con't)

## Comparison of Training Need Ratings of Beginning (B) and Experienced (E) Teachers

Item	ED						EMR			LD							
	B		E		t	n	B		E		t	B		E		t	
	M	SD	M	SD			M	SD	M	SD		M	SD	M	SD		
<b>INSTRUCTIONAL STRATEGIES (CON'T)</b>																	
57. Provide direct instruction that promotes maintenance and generalization of skills	M	SD	75	125	1.08	35	102	2.09	1.87	1.03	110	128	1.97	2.06	0.66		
			2.09	1.93	1.08	2.09	1.87	1.07	1.05	1.03	1.06	1.04					
58. Use alternative teaching strategies	M	SD	74	124	-0.14	35	102	2.11	2.11	1.42	111	128	2.15	2.16	0.08		
			2.11	2.13	-0.14	2.43	2.11	1.09	1.17	1.42	1.07	1.10					
59. Use verbal, gestural, and physical prompts during instruction	M	SD	73	123	0.21	35	103	1.77	1.81	-0.17	112	128	1.74	1.58	1.37		
			1.56	1.54	0.21	1.77	1.81	1.06	1.05	-0.17	0.94	0.88					
60. Help students develop strategies that enable them to become independent learners	M	SD	74	123	0.95	35	101	2.63	2.41	1.00	111	128	2.62	2.57	0.36		
			2.61	2.46	0.95	2.63	2.41	1.17	1.12	1.00	1.05	1.13					
61. Monitor and evaluate student progress	M	SD	74	124	0.93	35	104	2.37	2.13	1.18	110	127	2.00	1.98	0.12		
			2.01	1.87	0.93	2.37	2.13	1.06	1.07	1.18	1.01	1.05					
62. Evaluate and modify instructional techniques based on student progress	M	SD	74	125	0.15	35	103	2.26	1.97	1.39	110	128	2.02	1.96	0.45		
			1.96	1.94	0.15	2.26	1.97	1.04	1.06	1.39	0.93	1.01					

Table H-11 (con't)

Comparison of Training Need Ratings of Beginning (B) and Experienced (E) Teachers

Item	ED			EMR			LD			
	B	E	t	B	E	t	B	E	t	
	n	M	SD	n	M	SD	n	M	SD	
<b>BEHAVIOR STRATEGIES</b>										
63. Understand ethical and legal responsibilities associated with behavioral interventions	n	73	122		35	101		111	125	
	M	2.53	2.54	-0.04	2.57	2.43	0.69	2.23	2.39	1.24
	SD	1.11	1.13		1.04	1.08		1.03	1.03	
64. Understand how various factors influence the interpretation of what is normal	n	76	123		34	99		107	128	
	M	2.17	1.97	1.39	2.34	2.12	1.13	2.11	2.10	0.08
	SD	1.01	1.00		0.94	1.01		0.97	0.95	
65. Understand behavior theory as it relates to learning	n	75	123		35	100		112	127	
	M	2.01	2.01	0.03	2.29	2.18	0.52	2.05	2.00	0.42
	SD	0.98	1.05		0.96	1.06		1.01	0.95	
66. Implement a variety of behavior interventions	n	75	124		34	100		111	126	
	M	2.20	2.19	0.09	2.68	2.54	0.62	2.26	2.25	0.05
	SD	1.14	1.18		1.07	1.12		1.00	1.07	
67. Maintain classroom order by using a positive and consistent approach	n	75	123		35	99		109	127	
	M	2.15	1.96	1.17	2.34	2.12	0.97	2.07	1.99	0.59
	SD	1.09	1.09		1.14	1.17		1.02	1.07	
68. Motivate students by identifying interests and appropriate reinforcers	n	74	121		35	100		109	125	
	M	2.18	2.02	0.98	2.34	2.02	1.55	2.03	2.10	0.54
	SD	1.10	1.10		1.11	1.04		1.08	1.08	

Table H-11 (con't)

Comparison of Training Need Ratings of Beginning (B) and Experienced (E) Teachers

Item	ED						EMR						LD					
	B		E		t		B		E		t		B		E		t	
	n	M	n	M	n	t	n	M	n	M	n	t	n	M	n	M	n	t
<b>BEHAVIOR STRATEGIES (CON'T)</b>																		
69. Understand when and how to use crisis management techniques	n	75	123	n	34	98	n	109	120	n	34	98	n	109	120	n	109	120
	M	2.63	2.53	M	2.62	2.71	M	2.51	2.43	t	0.58	t	-0.45	M	2.51	2.43	t	0.66
	SD	1.17	1.16	SD	1.10	1.08	SD	1.04	1.00					SD	1.04	1.00		
<b>ADVOCACY AND OTHER ISSUES</b>																		
70. Communicate effectively with other professionals, paraprofessionals, and parents	n	74	123	n	34	99	n	111	127	n	34	99	n	111	127	n	111	127
	M	2.01	1.89	M	2.32	1.86	M	2.11	1.98	t	0.86	t	2.25*	M	2.11	1.98	t	0.90
	SD	0.91	1.14	SD	1.07	1.03	SD	1.03	1.08					SD	1.03	1.08		
71. Initiate and maintain cooperative relationships with parents, educators, and non-school personnel	n	75	124	n	35	102	n	110	127	n	35	102	n	110	127	n	110	127
	M	1.85	1.73	M	2.09	1.91	M	1.80	1.85	t	0.82	t	0.81	M	1.80	1.85	t	0.40
	SD	0.95	1.02	SD	1.07	1.10	SD	0.93	1.00					SD	0.93	1.00		
72. Conduct conferences with parents or other professionals	n	75	123	n	35	100	n	110	127	n	35	100	n	110	127	n	110	127
	M	1.92	1.70	M	2.00	1.80	M	1.82	1.78	t	1.51	t	0.98	M	1.82	1.78	t	0.31
	SD	1.01	1.00	SD	1.06	1.04	SD	0.95	0.96					SD	0.95	0.96		
73. Use a variety of approaches to encourage parent involvement	n	75	124	n	35	98	n	111	128	n	35	98	n	111	128	n	111	128
	M	2.57	2.43	M	2.31	2.44	M	2.47	2.30	t	0.88	t	-0.58	M	2.47	2.30	t	1.23
	SD	1.13	1.14	SD	1.05	1.11	SD	1.02	1.04					SD	1.02	1.04		
74. Develop, implement, and evaluate home-school interventions	n	75	123	n	35	96	n	111	128	n	35	96	n	111	128	n	111	128
	M	2.57	2.36	M	2.49	2.43	M	2.30	2.13	t	1.36	t	0.27	M	2.30	2.13	t	1.30
	SD	1.09	1.08	SD	1.04	1.14	SD	1.01	1.04					SD	1.01	1.04		



Table H-11 (con't)

Comparison of Training Need Ratings of Beginning (B) and Experienced (E) Teachers

Item	ED						EMR						LD						
	B		E		t		B		E		t		B		E		t		
	n	M	n	M	n	t	n	M	n	M	n	t	n	M	n	M	n	t	
<b>ADVOCACY AND OTHER ISSUES (CON'T)</b>																			
75. Comply with federal and state regulations	n	74	123				35	99				110	126						
	M	2.15	2.19	-0.23			2.31	2.26	0.23			2.11	2.01	0.73					
	SD	0.98	1.18				1.10	1.16				1.06	1.07						
76. Understand the suspension and expulsion guidelines	n	74	124				35	102				111	127						
	M	2.27	2.33	-0.38			2.20	2.33	-0.58			2.06	1.95	0.81					
	SD	0.94	1.16				1.16	1.19				1.07	1.04						
77. Develop and implement time and stress management skills	n	73	122				35	97				109	125						
	M	2.78	2.61	0.96			2.63	2.77	-0.62			2.55	2.42	0.93					
	SD	1.13	1.19				1.11	1.20				1.00	1.19						
78. Serve as student advocate	n	74	123				35	97				110	126						
	M	2.22	2.01	1.36			2.29	2.06	1.03			1.98	2.03	0.35					
	SD	1.10	1.00				1.10	1.10				1.04	1.11						
79. Facilitate learning experiences that promote self-esteem	n	73	122				35	98				112	126						
	M	2.60	2.42	1.08			2.54	2.37	0.79			2.46	2.37	0.63					
	SD	1.14	1.16				1.01	1.16				1.11	1.13						
80. Help students understand their disabilities	n	74	122				35	98				110	127						
	M	2.69	2.41	1.80			2.66	2.46	0.91			2.59	2.43	1.11					
	SD	0.99	1.09				1.11	1.11				1.16	1.14						

\* p < .05.

**APPENDIX I**

Table I-12

Comparison of Selected Items by Respondents (R) and Telephone Interviews of Non-Respondents (N)

		Job Relevance		Training Needs		
		R	N	R	N	
<b>ASSESSMENT/DIAGNOSIS</b>						
3.	Aware of cultural factors that influence the assessment process	<u>n</u>	595	45	579	45
		<u>M</u>	3.49	3.33	2.19	2.04
		<u>SD</u>	0.70	0.79	1.04	1.11
12.	Communicate assessment information	<u>n</u>	592	45	571	45
		<u>M</u>	3.72	3.66	2.35	2.13
		<u>SD</u>	0.59	0.71	1.09	1.14
<b>INDIVIDUAL EDUCATION PROGRAM (IEP) PLANNING AND PLACEMENT</b>						
14.	Know when and how to develop, revise and and implement the IEP	<u>n</u>	593	45	574	45
		<u>M</u>	3.85	3.69	1.79	1.98
		<u>SD</u>	0.43	0.76	1.01	1.20
19.	Participate in transition planning for students	<u>n</u>	590	45	574	45
		<u>M</u>	3.59	3.49	2.63	2.47
		<u>SD</u>	0.79	0.89	1.12	1.16
<b>INTEGRATION/COLLABORATION</b>						
28.	Use a variety of effective strategies	<u>n</u>	589	46	568	46
		<u>M</u>	3.85	3.74	2.66	2.59
		<u>SD</u>	0.42	0.65	1.11	1.15
<b>CURRICULUM</b>						
33.	Understand major curricula approaches	<u>n</u>	587	46	562	46
		<u>M</u>	3.74	3.57	2.48	2.43
		<u>SD</u>	0.54	0.65	1.09	0.81

Table I-12 (con't)

Comparison of Selected Items by Respondents (R) and Telephone Interviews of Non-Respondents (N)

		Job Relevance		Training Needs	
		R	N	R	N
<b>CURRICULUM (CON'T)</b>					
34. Identify, analyze, evaluate, and modify curricula to teach reading skills	<u>n</u>	593	46	562	46
	<u>M</u>	3.85	3.61	2.46	2.50
	<u>SD</u>	0.45	0.91	1.11	1.09
<b>INSTRUCTIONAL STRATEGIES</b>					
56. Communicate realistic expectations to students	<u>n</u>	589	46	572	46
	<u>M</u>	3.84	3.80	1.85	1.87
	<u>SD</u>	0.42	0.58	1.02	1.02
60. Help students develop strategies that enable them to become independent learners	<u>n</u>	590	46	572	46
	<u>M</u>	3.85	3.78	2.53	2.35
	<u>SD</u>	0.43	0.63	1.10	1.20
66. Implement a variety of behavior interventions	<u>n</u>	587	46	570	46
	<u>M</u>	3.69	3.54	2.31	2.20
	<u>SD</u>	0.62	0.86	1.11	1.05
<b>ADVOCACY AND OTHER ISSUES</b>					
76. Understand the suspension and expulsion guidelines	<u>n</u>	585	46	573	46
	<u>M</u>	3.60	3.11	2.18	2.07
	<u>SD</u>	0.76	1.08	1.10	1.08

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**EDUCATION**

**Virginia Polytechnic Institute and State University, Blacksburg, VA**  
Doctor of Education (May, 1992)  
Special Education Administration and Supervision

Dissertation: "A Comparison of Staff Development Needs for  
Beginning and Experienced Special Education Teachers of Students  
with Mild Disabilities

Certification of Advanced Graduate Study, May 1991  
Special Education Administration and Supervision

**Lynchburg College, Lynchburg, Virginia**  
Masters of Education In Special Education/Emotionally  
Disturbed, 1982

Member of Kappa Delta Pi Honor Society

**Virginia State University, Petersburg, Virginia**  
Bachelor of Arts in Sociology, May 1971

**WORK EXPERIENCE**

1992-present **Coordinator of Special Education**  
Montgomery County Public Schools, Christiansburg, Virginia

Responsibilities: Coordinate programs in the areas of Learning  
Disabilities, Mental Retardation, Multi-handicapped, Hearing  
Impaired, Emotional Disturbance, Orthopedically Impaired, Vision  
Impaired, Preschool and Speech.

Other Responsibilities:

1. Chair eligibility committee meetings
2. Plan special education staff development
3. Organize the special education summer program
4. Organize transportation and access into schools
5. Develop curriculum
6. Provide support to classroom teacher
7. Ensure that all legal regulations and requirements are met

1991-1992 **Special Education Teacher**

Montgomery County Public Schools, Blacksburg, Virginia

Responsibilities: Consult with classroom teachers on such issues as behavior management plans, teaching strategies and curriculum modifications for the purpose of integrating students with disabilities in regular education classroom.

Other Responsibilities:

1. Administer score and interpret formal and informal test
2. Develop and implement Individualized Education Plans
3. Participate in team planning for the purpose of problem-solving.
4. Develop educational plans based on observations and diagnostic test.

1989-1991 **Graduate Assistant**

Virginia Polytechnic Institute and State University, Blacksburg, Virginia

College of Education, Administration and Supervision of Special Education

Responsibilities: Conducted interviews and content analyses for research projects; developed a questionnaire to assess staff development needs of related service personnel; proofed manuscripts for publication; operated Special Net system; maintained updates for the Handicapped Law Reporter; member of Virginia Tech Honor Court.

1985-1989 **Special Education Teacher**  
Williamsburg-James City Public Schools, Williamsburg, Virginia

Responsibilities: Provided academic instruction in reading, math, written language, science and social studies to learning disabled elementary students; served on the Superintendent's Advisory Committees, Principal's Advisory Committee, Discipline Committee, and Minority Task Force; elected school representative for the National Education Association.

1984-1985 **Special Education Teacher**  
Campbell County Public Schools, Lynchburg, Virginia

Responsibilities: Provided academic instruction in math, reading, and written language to learning disabled students who also had secondary emotional problems; served as chairperson of the Child Study Committee; completed a nine week internship with students who were seriously emotionally disturbed.

1972-1981 **Employment Counselor**  
Virginia Employment Commission, Lynchburg, Virginia and  
Williamsburg, Virginia

Responsibilities: Counseled applicants who were entering or reentering the work force or required a job change; provided job counseling to persons with disabilities; collaborated with Vocational Rehabilitation counselors; certified job applicants for federal work programs; job trainer for other state employment workers.

#### **PROFESSIONAL CERTIFICATIONS**

Virginia Professional Certification to teach in the areas of learning disabilities, emotional disturbance, and sociology

Virginia Professional Certification in Supervision of Special Education



## REPORT OF RESEARCH ACTIVITIES

Cline, B., Radcliffe, P., Billingsley, B., Schetz, K., Egner, S., and Cross, L. Assessment of Staff Development Needs for Special Education Teachers and Speech Language Pathologists. Final report submitted to the Virginia Department of Education, July, 1991.

Cline, B., Billingsley, B., and Radcliffe, P. Assessment of Staff Development Needs for Related Service Personnel and Classroom Aides. Final report submitted to the Virginia Department of Education, June 1991.

Billingsley, B., Cline, B., Farley, M., Pauley, A., and Radcliffe, P. Developing Needs Assessment Instruments for Special Education Personnel. Final report submitted to the Virginia Department of Education, June 1990.

Billingsley, B., Cline, B., Farley, M., Hendricks, M., Radcliffe, P. Staff Development Manual for Special Educators. Final report submitted to Virginia Department of Education, June 1990.

## TECHNICAL ASSISTANCE

Bristol City Public Schools on developing a special education curriculum, July 1990

Buckingham County Public Schools on administration and scoring of the Woodcock Johnson Diagnostic Test, October 1990

Williamsburg - James City County Public Schools on service personnel working with the special education population, 1988

Williamsburg - James City County Public Schools on developing Individual Education Programs, 1988

## PROFESSIONAL ORGANIZATIONS

Council for Exceptional Children  
Kappa Delta Pi Honor Society