

PERCEPTIONS OF  
SPECIAL EDUCATION ADMINISTRATOR EFFECTIVENESS

by

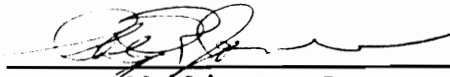
Edward J. Schnittger

Dissertation submitted to the Faculty of the  
Virginia Polytechnic Institute and State University  
in partial fulfillment of the requirements for the degree of  
DOCTOR OF EDUCATION

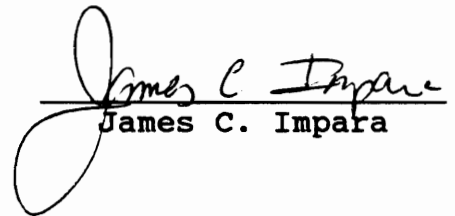
in

Administration and Supervision of Special Education

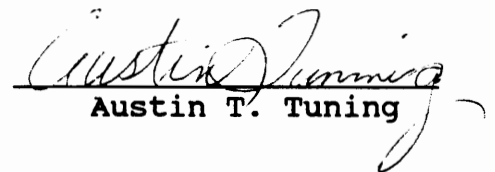
APPROVED:

  
Philip R. Jones, Chair

  
Bonnie S. Billingsley

  
James C. Impara

  
Richard G. Salmon

  
Austin T. Tuning

November, 1991  
Blacksburg, Virginia

## ABSTRACT

### Perceptions of Special Education Administrator Effectiveness

by

Edward J. Schnittger

Philip R. Jones, Chair

#### Administration and Supervision of Special Education

The study addressed three basic problems. First, the effectiveness of incumbent special education administrators in Virginia had not been assessed. Second, the qualifications of incumbent special education administrators in Virginia had not been determined. Third, requirements for special education administrators in Virginia had not been developed, despite the recommendation of Berquist, et al., (1987) following their evaluation study of special education programming across the state.

The study was designed to assess effectiveness by gathering perceptions of the quality of the knowledge and skills demonstrated by special education administrators. The study was designed to gather information on special education administrator's status in regard to two standard qualifications for positions in educational agencies, i.e., endorsement(s) held and amount of position-specific coursework taken. The study was designed to generate recommendations regarding requirements for special education administrators based upon the results of an analysis of effectiveness (demonstrated knowledge or demonstrated skill) by qualifications (endorsement and coursework [in administration and supervision of special education]).

Nearly one-half of the responding special education administrators held neither a Supervisor of Special Education endorsement nor a Principal's endorsement. More

than one-half of the responding special education administrators had had four or fewer of the courses/learning experiences that form the professional core of an advanced training program in administration and supervision of special education.

While special education administrators' perceptions of their own effectiveness did not differ according to their qualifications, principals' perceptions of their special education administrator colleagues' effectiveness differed significantly according to their colleagues' qualifications. Principals rated special education administrators who had taken less coursework in administration and supervision of special education more effective in each of the six "skill" areas, and in the "knowledge" area of Leadership Foundations for General Education. In Leadership Foundations for General Education, and in Instructional Leadership, principals rated two (endorsement) groups of special education administrators more effective than other special education administrators: those who held a Supervisor of Special Education endorsement, but not a Principal's endorsement (Group 2), and those who held a Supervisor of Special Education endorsement, or held neither endorsement (Groups 2 and 4 combined).

This work is dedicated to Maureen,  
who has made it and so many of the  
possibilities in my life become realities.

## Acknowledgements

I wish to acknowledge the consistent encouragement of the members of my dissertation committee, Dr. Philip R. Jones, Dr. Bonnie S. Billingsley, Dr. James C. Impara, Dr. Richard G. Salmon, and Dr. Austin T. Tuning. I also wish to thank Frankie Graham and Kathy Tickle for their special assistance.

## CONTENTS

	Page
CHAPTER ONE: PROBLEM.....	1
Introduction.....	1
Relevant Literature.....	3
Background.....	14
Problem.....	17
Purpose.....	19
Need.....	19
Research Questions.....	21
Definitions.....	22
CHAPTER TWO: METHOD.....	25
General Method.....	25
Questionnaire Development.....	26
Pilot Study.....	29
Data Collection.....	31
Variables.....	34
Data Analysis.....	37
Feedback to Administrators.....	38
CHAPTER THREE: RESULTS.....	39
Returns.....	39
State Level Data Analysis.....	41
LEA Level Data Analysis.....	49
Research Questions and Findings.....	52
CHAPTER FOUR: SUMMARY, DISCUSSION, AND IMPLICATIONS.....	62
Summary.....	62
Discussion.....	64
Recommendations.....	74
REFERENCES.....	78
APPENDICES.....	85
Appendix A: Effectiveness Indicators.....	86
Appendix B: Correspondence.....	94
Cover Memoranda.....	94
Postcard Reminder.....	96
Feedback Memorandum.....	97
Effectiveness Profile.....	98
Appendix C: Instruments.....	101
Colleague Evaluation.....	101
Self Evaluation.....	111
Appendix D: Data Summary Tables.....	122

TABLE OF TABLES

	Page
TABLE 1 -- Mean Self Evaluations and Colleague Evaluations for Section 1.0 . . . . .	123
TABLE 2 -- Mean Self Evaluations and Colleague Evaluations for Section 2.0 . . . . .	124
TABLE 3 -- Mean Self Evaluations and Colleague Evaluations for Section 3.0 . . . . .	125
TABLE 4 -- Mean Self Evaluations and Colleague Evaluations for Section 4.0 . . . . .	126
TABLE 5 -- Mean Self Evaluations and Colleague Evaluations for Section 5.0 . . . . .	127
TABLE 6 -- Mean Self Evaluations and Colleague Evaluations for Section 6.0 . . . . .	128
TABLE 7 -- Mean Self Evaluations and Colleague Evaluations for Section 7.0 . . . . .	129
TABLE 8 -- Mean Self Evaluations and Colleague Evaluations for Section 8.0 . . . . .	130
TABLE 9 -- Mean Self Evaluations and Colleague Evaluations by Section . . . . .	131
TABLE 10 -- Unweighted Means ANOVA: Colleague Evaluations for Section 1.0 . . . . .	132
TABLE 11 -- Unweighted Means ANOVA: Colleague Evaluations for Section 2.0 . . . . .	133
TABLE 12 -- Unweighted Means ANOVA: Colleague Evaluations for Section 3.0 . . . . .	134
TABLE 13 -- Unweighted Means ANOVA: Colleague Evaluations for Section 4.0 . . . . .	135
TABLE 14 -- Unweighted Means ANOVA: Self Evaluations for Section 5.0 . . . . .	136
TABLE 15 -- Unweighted Means ANOVA: Colleague Evaluations for Section 5.0 . . . . .	137

**TABLE OF TABLES  
(Continued)**

TABLE 16 -- Unweighted Means ANOVA: Self Evaluations for Section 6.0 . . . . .	138
TABLE 17 -- Unweighted Means ANOVA: Colleague Evaluations for Section 6.0 . . . . .	139
TABLE 18 -- Unweighted means ANOVA: Colleague Evaluations for Section 7.0 . . . . .	140
TABLE 19 -- Unweighted Means ANOVA: Self Evaluations for Section 8.0 . . . . .	141
TABLE 20 -- Unweighted Means ANOVA: Colleague Evaluations for Section 8.0 . . . . .	142
TABLE 21 -- Unweighted Means ANOVA: Colleague Evaluations for All Items . . . . .	143
TABLE 22 -- Unweighted Means ANOVA: Non-significant differences . . . . .	144
TABLE 23 -- Correlations of Self Evaluations with Colleague Evaluations, by LEA . . . . .	145
TABLE 24 -- Distribution of Correlations, by Section	150

## CHAPTER ONE

### PROBLEM

#### Introduction

"Example is leadership."

(Albert Schweitzer, cf. Peters, 1987, p. 497.)

"'Effective' is a politically loaded word."

(Grady, et al., 1989, p. 19.)

It has been more than a decade and a half since the enactment of The Education for All Handicapped Children Act of 1975, Public Law 94-142 (20 U.S.C. 1401), which mandated providing all students with disabilities access to individualized education at public expense. The special education administrator now must change his or her focus from issues of access to education and compliance with special education law and regulation to issues of quality and continued support of special education services. To focus on quality in special education, the means for evaluating special education programs, services, and personnel must be identified in order to justify the allocation of needed resources (Sage and Burrello, 1986; National RRC Panel, 1986).

According to 'Effective Schools' research literature,

an effective administrator is the primary requirement for an effective educational program (Manasse, 1985). Tom Peters' In Search of Excellence (1982) helped to popularize the use of words like 'excellence' and 'effectiveness' in the stated goals of organizations, including educational organizations. Peters' (1982) book was a precursor to the series of national reports and studies of problems and solutions in American education that began with A Nation At Risk (National Commission, 1983). Peters, in Thriving On Chaos (1987), presented his blueprint for organizational change from within, and urged managers to "[l]ead, as never before, by personal example" (Peters, 1987, p. 496).

In its response to A Nation At Risk (National Commission, 1983), the Council for Exceptional Children (CEC), the international umbrella organization for special education professionals and consumers, published the following statement:

Any professional should support periodic evaluation by his or her professional colleagues. Such evaluation should have as its primary purpose the improvement of practice and, if necessary, the guidance of persons into other careers. We believe that all educators, including administrators, could benefit from such evaluations (CEC Ad Hoc Committee, 1984, p. 490).

## Relevant Literature

The literature base related to the special education administrator role has developed slowly. Meisgeier and Sloat (1970) and Finkenbinder (1981) published reviews of the literature in special education administration and supervision. Meisgeier and Sloat included only fifty-two citations from the years 1928 through 1970. Finkenbinder added eight new citations through 1981. While Brady, Williams, and Bailey (1988) found that, quantitatively, "administration" was the most common content area for special education dissertations completed between 1981 and 1985 (more than 18% of the total), only about 7% of the dissertations with an administrative focus studied the characteristics of administrators.

Connor (1961) felt that, to be effective, the special education administrator must base his or her actions on research, experience, and high standards. The administrator must understand the needs of exceptional children and the methodologies to be used in meeting those needs, but, most of all, he or she must understand the nature of his or her own responsibilities. Connor (1963) called for research to begin in earnest in special education administration so that a working theory base could be developed. He stated:

Administrators, perhaps more than other special educators, need a firm concept of the nature and goals of their wide ranging

activities. They must know the hypotheses and rationales of their programs and possess the creativity and stamina for dealing with growth, experiences, and future events. This complex combination of knowledge, skills and attitudes demanded by administrative responsibilities can be effectively assisted by the organization and delineation of guidelines and predictors available through the formulation of a theory of administration (Connor, 1963, p. 432).

Connor's (1963) call for a research-based dialogue resulting in special education administrative theory, was not to be answered for nearly two decades.

Anastasio (1981) noted that, from the mid-1950s through the mid-1970s, studies and reports on the role of the special education administrator (a) examined functions and tasks, (b) studied different groups' perceptions, and (c) identified problems encountered by special education administrators. This basic descriptive research included the works of Mackie and Engel (1955), Wyatt (1968), Newman (1970), and Kohl and Marro (1971), who developed profiles of the incumbent special education administrator, and the works of Graham (1956) and the Council for Exceptional Children (1966) who developed guidelines and standards of practice for the special education administrator.

Tuning (1979) and Anastasio (1981) moved beyond the descriptive studies of the special education administrator role to test aspects of the first theoretical framework for the role, which had been proposed by Burrello and Sage

(1979). Burrello and Sage suggested that, at any given time, the special education administrator functioned as one or more of the following: "advocate", "facilitator-trainer", "policy planner", "monitor-evaluator", and "program manager". Burrello and Sage also suggested that the special education administrator in the post-Public Law 94-142 era functioned in an environment of change, given certain "driving forces for change" and certain "restraining forces to change".

Both Tuning (1979) and Anastasio (1981) chose to test the special education administrative theoretical constructs by gathering the perceptions of special education administrators as well as the perceptions of other educators who interacted with and/or observed the work of special education administrators. Tuning found that special education supervisors, special education teachers, and regular teachers of the handicapped were in agreement that insufficient work time, inadequate numbers of supervisory staff, and the inflexible policies and practices of superintendents of schools were key restraining forces that impeded task performance in the special education administrator role. Anastasio found that special education directors, superintendents, and principals were in agreement that the special education administrator role had three distinct aspects: trainer-facilitator and policy planner, as

Burrello and Sage had suggested, and a third aspect which emerged in Anastasio's research and was labeled "legal rights guarantor". The three groups of educators also agreed that advocate, monitor-evaluator, and program manager were not distinct aspects of the special education administrative role. These three proposed aspects of the role were subsumed under the facilitator-trainer, policy planner, and legal rights guarantor aspects of the role which were validated through Anastasio's study.

The work of Burrello and Sage (1979), as applied by Tuning (1979) and Anastasio (1981), provided the beginnings of a theoretical base for the special education administrator role. Sage and Burrello (1986), later turned their attention to incorporating a framework for evaluation into the developing theoretical base. Sage and Burrello found the critical success factors (CSFs) approach (Rockart, 1979, cf. Sage and Burrello, 1986) to be most appropriate.

Burrello and Johnson (1986) developed twenty-nine statements regarding (1) factors which are necessary to the success of a special education organization and (2) definitions and measures of special education program effectiveness which were selected nearly unanimously by a pilot group of fifteen special education administrators. A second group of seventy special education administrators rated thirteen of the twenty-nine statements "strongly

agree" or "agree". These thirteen special education managerial CSFs are as follows:

1. Special education must demonstrate that it is providing instructionally effective programs and services that promote student growth in three areas: academic, behavioral, and social.
2. Special education must be perceived as a part of the entire school corporation and participate in the regular education process in such areas as personnel development.
3. Special education administrators must see themselves as supportive persons to teachers.
4. Special education programs must make effective changes in students as evidenced by students returning to regular classrooms and in their social and emotional adjustment.
5. Special education staff must be realistic and meet goals and expected outcomes.
6. Special education administrators must build trust through the accurate use of data.
7. Special education must develop procedures that are reasonable and consistently followed.
8. Special education must project a positive image.
9. Special education administrators must get support from the community and upper management.
10. Special education personnel should work to make parents of exceptional children feel included and acknowledge that good things are happening for students.
11. Special education administrators must be perceived as being fair by staff while working on their behalf.
12. Special education administrators should communicate with principals on short- and long-range planning and changes.

13. Special education administrators must make decisions that consider the broad view (entire picture) and in a timely way that involves input from key stakeholders (Burrello and Johnson, 1984, cf. Sage and Burrello, 1986, p. 152).

Use of the critical success factors method in a second study (Burrello and Zadnik, 1986) yielded results indicating that special education administrators who were identified as "effective" by their peers "...as a body and as individuals [share] common values or characteristics or may use decision-making processes, problem-solving methods, and so on, which separate them from the average special education administrator" (Burrello and Zadnik, 1986).

At the request of Burrello and Zadnik, state directors of special education, national and state level officials of the Council of Administrators of Special Education (CASE), directors of Regional Resource Centers, and professors of special education administration nominated a group of 250 effective special education administrators. From this group, fourteen of the most frequently nominated special education administrators were interviewed, eliciting fifty-three proposed CSF statements for presentation to the remainder of the nominated/effective group and to a random sample of nearly 500 CASE members. Respondents were asked to rate each statement as to (1) how critical its content was to the success of the special education administrator or to the success of his or her organization, and as to (2) how

difficult its content was for the special education administrator or his or her organization to achieve.

Burrello and Zadnik found broad differences between special education administrators in the nominated/effective and those in the randomly-selected group. The effective special education administrators demonstrated a strong tendency to rate CSFs, in relation to personal and organizational success, as more critical and as less difficult to achieve. Burrello and Zadnik found that the effective special education administrators placed a higher value on the following factors: instructional effectiveness, program excellence, and personal competence (echoing Burrello and Johnson's [1984] managerial CSFs #1, #4, and #5, above); credibility and rapport with key constituents (Burrello and Johnson CSFs #6, #8, #10, and #13, above); morale-building, conflict management and the integration of special education (Burrello and Johnson CSFs #2, #3, #11, above); system power structure and politics, and the knowledge and skill needed to influence actions that benefit special education (Burrello and Johnson CSFs #7, #9, and #12, above).

Earlier, Repsher (1979) had identified a common core of courses that were taken by between 50% and 100% of students in federally-funded training programs in special education administration. Nutter and McBride (1981) used Repsher's

list of core courses to gather self-report data from graduates of such programs regarding the perceived importance of courses taken to job performance. When Nutter and McBride asked respondents to weight the importance of the common core courses to their job performance only eight courses/learning experiences were even identified:

Course	Percentage of Importance
Internship	22.4%
Public School Law	14.1%
Simulation Exercises	12.4%
Administration and Supervision of Special Education	11.8%
Seminar in Special Education Admin.	10.5%
Practicum	9.8%
Public School Finance	8.6%
Foundations of Educational Admin.	7.3%

(Nutter and McBride, 1981, p. 18)

Actual and simulated experiences in special education administration (Internship, Simulation Exercises, and Practicum) accounted for nearly one-half (44.6%) of the assigned importance weight and general education administration courses (Public School Law, Public School Finance, and Foundations of Educational Administration) accounted for nearly another one-third (30.0%) of the assigned weight. Special education courses (Administration and Supervision of Special Education and Seminar in Special Education Administration) accounted for only 22.3% of assigned importance weight. Other special education

courses, including Community Agencies and Special Education, Special Education Finance, Issues and Trends in Special Education, Radical Special Education, and Child Variance, which had been identified by Repsher (1979) as courses frequently taken in special education administration training programs, accounted for no importance weight. Nutter and McBride's (1981) preliminary findings indicated that further research regarding the practical value of special education administration training program components was warranted.

Teeling (1985) provided baseline data on the characteristics (i.e., certification, education, and experience) of post-Public Law 94-142 special education administrators. Teeling found that special education administrators in states with specific certification requirements for the role, special education administrators employed in larger educational organizations, and special education administrators whose positions were nearer the top of the administrative hierarchy tended to have higher levels of training and experience in special education. Teeling did not evaluate the performance of special education administrators, but he recognized that a relationship might exist between their qualifications and their effectiveness.

He suggested:

Studies of the quality and effectiveness of the programs for handicapped children in these state types will need to be carried out in order to make objective judgements about the actual effect of the leadership on the programs offered (p. 150).

The National RRC Panel on Indicators of Effectiveness in Special Education developed Effectiveness Indicators For Special Education (National RRC Panel, 1986) in response to concerns

...about the amount of effort states were spending to establish similar evaluative indicators for special education yet without any consistent or coherent framework for conducting the evaluations (National RRC Panel, p. ix).

Section Four of Effectiveness Indicators For Special Education addressed the staffing and leadership of special education programs. This section emphasized that general education personnel and special education personnel share the responsibility for the effectiveness of special education programs.

The subsection on program and instructional leadership began with the statement: "Regular and special education administrators provide strong and effective leadership" (p. 4.9). In this subsection, effectiveness indicators for leaders of local special education programs were presented for instructional leaders, for principals, for special education administrators, and for both principals and special education administrators (pp. 4.9-4.13). These

indicators, which are strongly reminiscent of the previously noted special education managerial critical success factors (Burrello and Johnson, 1986), are presented in Appendix A.

Norman (1988) restated the effectiveness indicators for special education administrators as competencies. Norman surveyed special education administrators in Kentucky and asked them to rate the extent to which each competency was important in their jobs and the extent to which each competency had been addressed in their preservice training programs. Norman's respondents indicated that all of the competencies were important and they gave the highest mean ratings to those competencies related to legal and regulatory requirements. The respondents indicated that many of the competencies had been introduced or covered in general in their preservice training programs and they gave general education-related competencies and legal/regulatory competencies the highest mean ratings (Norman, 1988).

Norman did not address the question of special education administrator effectiveness, however. Respondents were not asked if, and to what extent, they had internalized and/or demonstrated any of the competencies suggested by the effectiveness indicators.

Blumberg and Greenfield (1986) stated that administrators who would lead effectively are "origins, not pawns" (p. 184). According to Manasse (1985), more

effective administrators and less effective administrators tend to have very similar work activity patterns but the more effective administrators "have learned to be proactive within a reactive work environment" (p.7). Although the theoretical base for special education administration is only beginning to develop, the critical success factors approach and, particularly, Effectiveness Indicators for Special Education offer to the special education administrator a strong framework for examining his or her role and his or her performance, encouraging others to be open to doing the same.

### **Background**

For this study, the researcher restated both the effectiveness indicators for special education administrators and the effectiveness indicators for both principals and special education administrators as specific items of knowledge and skill. Each special education administrator in Virginia was offered an opportunity to participate in a study of self-perceptions and colleagues' perceptions of his or her job-related knowledge and skills.

Although the regulations developed by the state education agency (SEA) in Virginia (Virginia Department of Education, 1990a) are explicit that certain tasks are to be completed by the administrator of special education in each

local education agency (LEA), the position is not legally certified/endorsed by the SEA. Tuning (1979) noted that in Virginia, when the mandates of Public Law 94-142 were fully implemented in 1978, "the only legally certified local position for special education leadership is that of supervisor" (p. 162). This was still the case as The Individuals With Disabilities Education Act, Public Law 101-476 (20 U.S.C., 1401, et seq.) replaced Public Law 94-142 as the basic national special education mandate.

Tuning (1979) stated that Public Law 94-142 had defined the local special education leadership role as an administrative role. Tuning (1979) surveyed special education supervisors, special education teachers, and general education teachers of students with disabilities in Virginia regarding the actual and ideal frequencies of performance of certain supervisory tasks by special education supervisors and the forces affecting the performance of those tasks. Tuning found that

(1) there were statistically significant differences among the actual and ideal perceptions of the participants in the study, and (2) insufficient time, inadequate supervisory staff, and the policies and practices of superintendents were impediments to supervisory task performance, [therefore] it was interpreted that this was an indication that supervisors were not performing in a helping relationship with teachers nor were they able to perform all the mandated requirements. Furthermore, this was interpreted to mean that there was a need for a special education administrator, in addition to the special education supervisor (p. 163).

An evaluation report (Berquist, et al., 1987) commissioned by the SEA questioned the effectiveness of the administration of special education programs in Virginia. It was stated in the report that "[i]n both the survey comments and in interviews, concern was expressed relative to the need for requirements for administrators of special education programs" (Berquist et al., 1987, p. 18). The report included no specific recommendation to address this concern, however.

In February 1990, the SEA circulated for comment a number of proposed revisions to state certification and endorsement regulations for various special education personnel (Virginia Department of Education, 1990b). A new endorsement area, "Special Education Program Administrator," was included among the proposed revisions. A proposed thirteen-point preservice development program was outlined for this endorsement. The proposed minimum endorsement requirements were: (1) a Postgraduate Professional Certificate with at least one special education endorsement, or a Pupil Personnel Services Certificate; (2) the recommendation of a chief administrative officer of educational agency or an official in an institution of higher education (IHE); (3) thirty semester hours of graduate coursework across ten leadership areas; (4) three years of successful professional experience with students

with disabilities; and (5) training in substance-abuse education (Virginia Department of Education, 1990b, pp. 35-36). After the comments of personnel from the Virginia Department of Education, LEAs, and IHEs had been gathered and analyzed, the proposed "Special Education Program Administrator" endorsement was not recommended for implementation.

### **Problem**

In their evaluation report, Berquist et al., (1987) stressed the relationship between the qualifications of personnel and the quality of special education programs in Virginia.

The ability to recruit and employ adequate numbers and types of endorsed personnel for special education programs is a serious problem for the local divisions. Lack of qualified staff is viewed as a constraint to compliance and quality special education programs. The survey respondents most frequently cited qualified staff as a specific problem or concern about the effectiveness of special education programs. The problem was also reported in the eight local divisions visited. Particular problems were reported by those local divisions which are rural and isolated. In both the survey comments and in interviews, concern was expressed relative to the need for requirements for administrators for special education programs (Berquist, et al., p. 18).

The task of improving the quality of special education programs in Virginia LEAs, as detailed in the Berquist report, is a formidable one. One of the proposals for

improvement is stated as follows:

Additional staff resources are needed in many of the local divisions to ensure good quality of the instructional program. Local division administrators and supervisors of special education programs need time to plan, implement, evaluate and revise, as needed, the instructional systems to be used in special education programs (Berquist, et al., p. 81).

Responsibility for this critical task and, obviously, additional responsibilities for aspects of each of the other sixteen proposals for improvement of LEA special education programs in Virginia (Berquist, et al., pp. 81-83) have been placed directly on special education administrators, whose knowledge, skills, and training vary widely.

The study addressed three basic problems. First, requirements for special education administrators in Virginia have not been developed, despite the Berquist, et al., (1987) recommendation. A recent proposal for a new endorsement area, "Special Education Program Administrator," (Virginia Department of Education, 1990b) was distributed for comment but was not implemented.

The second problem addressed through the study is that the qualifications of incumbent special education administrators in Virginia have not been assessed. The third problem addressed in the study is that perceptions of the effectiveness of incumbent special education administrators in Virginia have not been gathered.

None of the previous research studies on the post Public Law 94-142 special education administrator role was designed to explore the relationship between the qualifications and the perceived effectiveness of special education administrators. If data gathered simultaneously on the qualifications and perceived effectiveness of special education administrators suggest that a relationship may exist between the two, further research and renewed SEA action will be justified in relation to the establishment of requirements for special education administrators.

### **Purpose**

The study was designed to gather special education administrators' perceptions of their own knowledge and skills as well as principals' perceptions of the knowledge and skills of the special education administrators with whom they work. The study also was designed to contrast perceptions of the knowledge and skills of special education administrators who have different endorsement(s) and who have taken different amounts of coursework in administration and supervision of special education.

### **Need**

Norman (1988) used state-of-the-art effectiveness indicators (National RRC Panel, 1986) as the basis for

collecting data on the role(s) and preservice training of LEA special education administrators in Kentucky. Since Tuning's (1979) study of special education supervisors, the SEA has not collected, in any systematic way, relevant data on LEA special education leadership roles and personnel in Virginia. Berquist, et al.'s (1987) evaluation of special education programs in Virginia and subsequent changes in state regulations (Virginia Department of Education, 1990a) challenged special education administrators to demonstrate sophisticated levels of knowledge and skill in leading their organizations to improve special education program quality, yet minimum preservice training requirements and associated qualifications for the position remained undetermined.

The director of the SEA special education unit, Dr. Austin T. Tuning, is a member of the research committee overseeing the study. Dr. Tuning acknowledged that a need existed for evaluative data on the knowledge, skills, and training of special education administrators in Virginia and he expressed his desire to have the SEA sponsor the study. All funds and materials needed to conduct the study were provided by the SEA. The researcher was designated project director.

The study addressed the need for data on special education administrators in Virginia in several ways. Data on the training and endorsement of special education

administrators were collected and categorized. Data on perceptions of special education administrator knowledge and skills were collected through the use of the effectiveness indicators (National RRC Panel, 1986). Effectiveness indicators were presented to special education administrators for consideration and, ultimately, for application, extending a research strand begun recently by Norman (1988). The effectiveness indicators were used to establish, for each special education administrator, baseline levels of knowledge and skill, against which each special education administrator could measure changes in his or her own performance. Individual mean scores were provided to participating special education administrators to assist them in their own professional development. Statewide mean scores were provided to SEA staff and to LEA superintendents of schools to assist with inservice planning at both the state and local levels.

### **Research Questions**

The study addressed the following research questions:

- (1) How did special education administrators rate their own knowledge of special education foundations and general education foundations?
- (2) How did principals rate their LEA's special education administrator on his/her demonstrated

knowledge in these areas?

- (3) How did special education administrators rate their own skill in:  
the leadership of the special education process;  
instructional leadership;  
organizational leadership;  
human resource management;  
organizational management;  
and school-community leadership?
- (4) How did principals rate their LEA's special education administrator on his/her demonstrated skill in these areas?
- (5) Were differences found in the knowledge and skill ratings of special education administrators according to the endorsement(s) they hold?
- (6) Were differences found in the knowledge and skill ratings of special education administrators according to the amount of coursework in special education administration and supervision they have taken?

## **Definitions**

**Colleague Evaluation:** Questionnaire form developed for use by principals to evaluate the demonstrated knowledge and skills of the special education administrator with whom

they share the responsibility for the leadership of local special education programs.

**Educational Collaboratives/Cooperatives:** A functioning system of schools and/or programs operated jointly by two or more municipalities, at public expense, to serve their residents' educational needs. In Virginia at the time the study was conducted, one regional cooperative for special education and related services, with one special education administrator, was operated jointly by four municipalities.

**Effectiveness Indicator:** Each reference item, as it is published in Effectiveness Indicators For Special Education (National RRC Panel, 1986). Each effectiveness indicator is the source of one or more questionnaire items.

**Form 1:** The self-evaluation questionnaire used by special education administrators in the study.

**Form 2:** The colleague evaluation questionnaire used by principals in the study.

**Local Education Agency, or LEA:** A functioning system of schools and programs operated by a municipality, at public expense, to serve its residents' educational needs. In Virginia at the time the study was conducted, one hundred thirty-three (133) localities operated local education agencies.

**Principal:** The chief administrator in each school in

a local education agency.

**Self-Evaluation:** Questionnaire form developed for use by special education administrators to evaluate their own knowledge and skills.

**Special Education Administrator:** "[L]ocal directors of special education and directors of educational collaboratives/cooperatives" (National RRC Panel, 1986). In Virginia at the time the study was conducted, the one hundred thirty (130) different individuals named on the mailing list entitled "Persons Assigned Administrative Responsibility for Special Education Programs, School Year 1989-90" (Virginia Department of Education, 1990c), as corrected by the researcher.

**State Education Agency, or SEA:** The Virginia Department of Education.

## CHAPTER TWO

### METHOD

#### General Method

A mail survey of the perceptions of special education administrators and principals in Virginia was determined by the researcher to be consistent with the purposes of the study. Requirements related to certification, individual professional development, and group inservice differ by state (Teeling, 1985). Therefore, a single-state survey is the most practical level for the study. Single-state mail surveys of local special education leaders and their colleagues form the past decade's literature base in regard to local special education leadership roles and functions (e.g., Tuning, 1979; Anastasio, 1981; Rude & Sasso, 1988; Norman, 1988).

In Mail and Telephone Surveys (Dillman, 1978), Don A. Dillman described the 'Total Design Method' (TDM), a framework for survey research not based on data collection through face-to-face interview. According to Dillman (1978), TDM will assist a researcher in overcoming problems of response quantity and quality traditionally associated with mail and telephone surveys. Furthermore, Dillman stated that "face-to-face interviews may not be as successful as they once were and are becoming prohibitively

expensive," compounding the problem. Willing respondents and competent interviewers are increasingly difficult to find (Dillman, 1978, p. 3). TDM offers greater ease of administration, lower cost, and a larger potential sample than do face-to-face interviews, with comparable results (Dillman, p. 2).

Dillman's (1978) TDM procedure was an invaluable resource in the design of questionnaires for data collection and in the planning and implementation of each stage of the study. The methodological strength of TDM provided both high quantity and high quality responses.

## **Questionnaire Development**

### Effectiveness Indicators For Special Education

(National RRC Panel, 1986) was the main source for items included in questionnaires used in the study. Section Four (National RRC Panel, 1986, pp. 4.1-4.13) of the document provided criteria for evaluating the effectiveness of the staffing and leadership of special education programs. The final subsection of Section Four (pp. 4.9-4.13) provided criteria for evaluating the effectiveness of special education program leaders.

The lack of basic requirements for special education administrators in Virginia was identified above as a problem in need of study. Thirty-three effectiveness indicators

were addressed specifically to special education administrators (National RRC Panel, pp. 4.10-4.13). These indicators were analyzed, separated into component parts, and then restated by the researcher as one or more questionnaire items. Each questionnaire item was designed to gather data on one specific type of knowledge or one specific skill.

A secondary source of questionnaire items was the list of requirements for a new endorsement category, 'Special Education Program Administrator' (Virginia Department of Education, 1990b), which was proposed and circulated for comment, but was not implemented by the SEA. The wording of these proposed requirements is reflected in the final wording of many of the questionnaire items. Questionnaire items on knowledge of vocational education and knowledge of substance-abuse education were taken directly from these proposed requirements.

The researcher sorted questionnaire items into two main categories: those items which would be used to gather perceptions of the extent of a special education administrator's knowledge and those items which would be used to gather perceptions of the extent of a special education administrator's skill. Knowledge items were sorted into two subcategories: special education leadership foundations and general education leadership foundations.

Six subcategories of skill items were formed, including those items which addressed aspects of: leadership in the process of assessing and providing services to students with disabilities, instructional leadership at the school and classroom levels, leadership within the LEA organizational structure, school-community leadership, management of program requirements and available resources, and management of human resources.

With the addition of the two items taken directly from the proposed endorsement requirements, each of the eight subcategories included ten items, for a total of eighty 'special education administrator effectiveness' items. The subcategories were titled: (1.0) Leadership Foundations: Special Education, (2.0) Leadership Foundations: General Education, (3.0) Leadership in the Special Education Process, (4.0) Instructional Leadership, (5.0) Organizational Leadership, (6.0) Human Resource Management, (7.0) Organizational Management, and (8.0) School-Community Leadership.

A section, titled (9.0) Supervisor of Special Education Endorsement, collected data on the perceived importance of certain current and proposed endorsement requirements for local special education leadership personnel in Virginia. These data were analyzed apart from this study. A final section, titled (10.0) Demographic and

General Information, collected demographic data on special education administrators in Virginia, as well as data on the training, endorsement, and experience of special education administrators in Virginia. In this final section, data were collected on the implementation of site-based management in Virginia LEAs. These data were analyzed apart from this study.

Questionnaires for the study were developed, organized, and formatted according to Dillman's (1978) TDM guidelines. Even with the additional items described above, questionnaires were of less than eleven pages and 125 items, as recommended by Dillman (p. 55).

### **Pilot Study**

TDM included specific pretest procedures intended to "...test' the questionnaire as well as the questions" (p. 156). Dillman stated that the pretesting of a questionnaire should include its close examination by members of three groups: the researcher's colleagues, the potential consumers of the data, and the population which is to be surveyed.

TDM required that the following questions be answered:

- Is each of the questions measuring what it is intended to measure?
- Are all the words understood?
- Are questions interpreted similarly by all respondents?
- Does each close-ended question have an answer that applies to each respondent?

- Does the questionnaire create a positive impresssion, one that motivates people to answer it?
- Are questions answered correctly? (Are some missed, and do some elicit uninterpretable answers?)
- Does any aspect of the questionnaire suggest bias on the part of the researcher?  
(Dillman, p. 156)

With these questions in mind, mock-ups of the "Special Education Administrator Effectiveness" questionnaires were developed by the researcher and were reviewed and approved by the five members of the research committee overseeing the study. Questionnaires were presented in the reduced-print booklet format (5-1/2" x 8-1/2" pages) prescribed under TDM. Three doctoral students in administration and supervision of special education were asked to review cover letters and to complete questionnaires in the presence of the researcher and offer constructive feedback on both. Content, format, and proofreading errors were corrected and working drafts were duplicated.

Lists of the names and addresses of special education administrators and principals in local education agencies (LEAs) in two of Virginia's neighboring states, West Virginia and North Carolina, were obtained. Three LEAs in each state were selected. These LEAs were selected for the implementation of the "Special Education Administrator Effectiveness" pilot study so that the entire population of LEAs in Virginia could be surveyed during the actual study.

Working drafts of cover letters and questionnaires

were sent to special education administrators and to a sample of principals in each of the six LEAs selected for the pilot study. A second cover letter was enclosed, explaining the study and requesting the assistance of these out-of state professional colleagues. This letter asked that they review the working draft cover letter, complete the working draft questionnaire, and return both with any comments on the format, content, or perceived bias written directly on them. Pre-addressed, stamped return envelopes were provided. After two weeks had elapsed, a postcard reminder was sent to all non-respondents.

Five of the six special education administrators surveyed (83.3%) and fifteen of the thirty-five principals surveyed (42.9%) returned completed questionnaires. Three respondents, all principals, returned the working draft cover letter.

No written feedback was found on any of the materials returned. In telephone follow-ups with the five special education administrators who had responded, the researcher received encouragement to continue with the study but received no substantive feedback.

### **Data Collection**

Working drafts of materials for the "Special Education Administrator Effectiveness" study were reviewed by SEA

officials. The researcher was invited to conduct the study under the auspices of the SEA special education unit.

Cover letters were rewritten for distribution as memoranda from Dr. Austin T. Tuning, Director of Special Education, and were duplicated on SEA stationery. The researcher was designated project director in the memoranda. The researcher's name, address, and phone number were included if respondents had questions. Copies of the cover memoranda are found in Appendix B.

Questionnaires were duplicated after minor editorial changes were made. Full-size (8-1/2" x 11") questionnaire pages were used after the SEA determined that anticipated savings in postal costs failed to outweigh concerns about possible difficulties in reading reduced-size print. White paper was used for special education administrator self-evaluation questionnaires and blue paper was used for colleague evaluation questionnaires to speed the sorting of returns. Copies of questionnaires are found in Appendix C.

The names and addresses of LEA special education administrators surveyed were taken from the most recent SEA mailing list entitled "Names and Titles of Persons Assigned Administrative Responsibility for Special Education Programs: School Year 1989-90 [2/1/90]" (Virginia Department of Education, 1990c). As noted previously, there are 133 Virginia LEAs. One group of four LEAs jointly employed one

special education administrator, bringing the population of special education administrators in Virginia LEAs to 130.

In September, 1990, the list was updated by the researcher to reflect personnel changes for the 1990-91 academic year. Of the 130 special education administrator positions, two were known to be vacant. Therefore, no self-evaluation questionnaires were sent, and on September 24, 1990, 128 self-evaluation questionnaires were mailed to the remaining special education administrators. Cover memoranda addressed to "special education administrators" were enclosed with each questionnaire.

On the same date, colleague evaluation questionnaires, with cover memoranda addressed to "selected principals," were mailed to a minimum of two and a maximum of six principals per LEA. The total sample of principals numbered 545. The principals names were selected from mailing lists obtained from the SEA for elementary school principals, middle school/junior high school principals, secondary school principals, and combined school principals.

A set of mailing labels was generated from each of the four lists of principals. The researcher selected the principals to be surveyed by removing the first two labels from the "elementary" list, the first two labels from the "middle/junior" list, and the first two labels from the "secondary" list for each LEA. If less than six labels

could be selected by this procedure, then labels were removed from the "combined" list, beginning with the first, until, for a given LEA, a total of six had been reached or no labels remained.

The study was conducted by the researcher according to several SEA policies which varied from Dillman's (1978) TDM procedures. The cover memoranda requested that each respondent return a completed questionnaire to Dr. Tuning by October 8, 1990, two weeks following the initial mailing. No preaddressed, stamped envelope was included. A postcard reminder was sent to non-respondents on October 24, 1990, one month after the initial mailing. Due to questions and resistance voiced by several LEA superintendents, and due to the already high rate of returns, Dr. Tuning directed that no telephone follow-up be conducted with non-respondents.

Questionnaires returned after December 1, 1990 were not used. Data were analyzed on microcomputer with Number Cruncher Statistical System (Hintze, 1990) software.

## **Variables**

Raw data for analysis consisted of eighty-four (84) discrete variables. Using the spreadsheet editing function for NCSS, coded values for the following variables were entered for each usable return:

- Variables #1 through #80 each represented the

special education administrator's knowledge or skill in regard to questionnaire items 1 through 80, respectively. Respondents used a six point numerical scale (1=low through 6=high) and two alternative choice categories labeled "NA," for does not apply, and "DK," for "do not know." For data entry purposes, "NA" was coded as 7 and "DK" was coded as 8. Each nonresponse to an item and all responses coded 7 or 8 were ignored in the computation of means (n was reduced accordingly).

- Variable #81 represented the LEA in which each respondent was employed. Code numbers, assigned by the researcher and ranging from 1 to 207, were the same LEA code numbers used for all SEA purposes.
- Variable #82 represented the form of the questionnaire completed by each respondent. Completed self-evaluations were coded 1 and completed colleague evaluations were coded 2 by the researcher.
- Variable #83 represented the reported number of formal training components (coursework/learning experiences) in administration and supervision of special education taken by a given special education administrator. Item 111 on the self-evaluation questionnaire requested that each respondent indicate whether or not s/he had had each of eight

courses/learning experiences that form the professional core of an advanced training program. Self-evaluation respondents who indicated that they had had five or more of the listed courses/learning experiences were coded 1 by the researcher. Self-evaluation respondents who indicated that they had had four or less of the listed courses/learning experiences were coded 2 by the researcher. Colleague evaluation respondents were assigned the same coded value as the self-evaluation respondent from the same LEA.

- Variable #84 represented the endorsement status of a given special education administrator. Item 112 on the self-evaluation questionnaire requested that each respondent indicate the endorsements on his or her teaching certificate. Respondents who indicated that they held endorsement as both supervisor of special education and as principal (at any instructional level) were coded 1 by the researcher. Respondents who indicated that they held endorsement as supervisor of special education but did not hold endorsement as principal were coded 2 by the researcher. Respondents who indicated that they held endorsement as principal but did not hold endorsement as supervisor of special education were coded 3 by

the researcher. Respondents who indicated that they held endorsement neither as supervisor of special education nor as principal were coded 4 by the researcher.

### **Data Analysis**

Data were analyzed at the state and LEA levels. At the state level, data analysis procedures included: (1) the computation of means and standard deviations of self evaluations and colleague evaluations (by item and by section); (2) the use of the T-test to identify any differences between mean self evaluation and mean colleague evaluation scores (by item); (3) the use of analysis of variance (ANOVA) to identify any differences among mean self evaluation scores and among mean colleague evaluation scores grouped by special education administrator's endorsement (by section); and (4) the use of analysis of variance (ANOVA) to identify any differences among mean self evaluation scores and among mean colleague evaluation scores grouped by special education administrator's level of training (by section).

Data were analyzed at the LEA level if a usable self evaluation and two or more usable colleague evaluations were received. Mean colleague evaluation scores were computed to maintain colleague evaluator anonymity. Mean colleague

evaluation scores were used in each data analysis procedure. Data analysis at the LEA level included the computation of coefficients of correlation between self evaluation scores and mean colleague evaluation scores (by section and for all items as a whole).

### **Feedback to Administrators**

In January 1990, the researcher provided individualized feedback to each of the 104 special education administrators who responded to the survey. A short explanatory memorandum accompanied a "Special Education Administrator Effectiveness Profile," on which self evaluation means and colleague evaluation means (if calculated) were handwritten in red ink. Copies of the memorandum and the effectiveness profile are presented in Appendix B. The data gathered from each LEA were made available to the special education administrator alone, to assist in his/her professional development.

## CHAPTER THREE

### RESULTS

#### Returns

One hundred four (104) of one hundred twenty-eight (128) special education administrators who were mailed self-evaluation questionnaires (81.25% of those mailed or 80% of the Virginia special education administrator population) returned them. All one hundred four (104) were determined to have been completed in a manner sufficient for data analysis purposes.

When grouped by endorsement, sixteen (15.39%) of the responding special education administrators indicated that they held both a Supervisor of Special Education endorsement and a Principal's endorsement (Group 1), and fifteen (14.42%) indicated that they held a Supervisor of Special Education endorsement but did not hold a Principal's endorsement (Group 2). Twenty-four (23.08%) of the responding special education administrators indicated that they held a Principal's endorsement but did not hold a Supervisor of Special Education endorsement (Group 3). Forty-seven (45.19%) of the responding special education administrators indicated that they held neither a Supervisor of Special Education endorsement nor a Principal's endorsement. Two (1.92%) of the responding special

education administrators did not indicate their endorsement status.

When grouped by training level, forty-five (43.27%) of the responding special education administrators indicated that they had had five or more of the courses/learning experiences that form the professional core of an advanced training program in administration and supervision of special education (high training group). Fifty-six (53.85%) of the responding special education administrators indicated that they had had four or less of the courses/learning experiences (low training group). Three (2.89%) of the responding special education administrators did not indicate the number of courses/learning experiences they had had.

Three hundred eighty-seven (387) of five hundred forty-five (545) principals who were mailed colleague evaluation questionnaires (71.01% of those mailed) returned questionnaires. Three hundred sixty (360) returned questionnaires (93.02% of those returned or 66.06% of those mailed) were determined to have been completed in a manner sufficient for data analysis purposes.

Usable self evaluations combined with usable colleague evaluations yielded a total of four hundred sixty-four (464) usable returns from a total of six hundred seventy-three (673) questionnaires that were mailed. This represented an overall return rate (questionnaires mailed/questionnaires

returned x 100) of 68.95% for the study.

Data were analyzed at the LEA level if a usable self evaluation and two or more usable colleague evaluations were received. Eighty-six (86) LEAs met criteria for analysis at the LEA level.

### **State Level Data Analysis**

Means and standard deviations were computed for self evaluations and colleague evaluations on questionnaire items 1 through 80. T-tests indicated that differences existed between self evaluation means and colleague evaluation means for twenty-five of the eighty items. Means and standard deviations of self evaluations and colleague evaluations, by item, are presented in Table 1 through Table 8 in Appendix D. Each table includes items from one section of the survey questionnaires. In each table, items for which statistically significant differences between means were found were marked with an asterisk.

The means of self evaluations were significantly higher than the means of colleague evaluations for the following thirteen items:

1. (09) Demonstrated knowledge of the special education and related services needs of [the] school division.
2. (10) Demonstrated knowledge of the power structure in [the] school division.

3. (22) Demonstrated skill in coordinating the assessment of handicapping conditions.
4. (23) Demonstrated skill in coordinating special education service provision.
5. (36) Demonstrated skill in giving recognition to those instructional personnel who excel in the instruction of students with disabilities.
6. (49) Demonstrated skill in making decisions in areas where there is a lack of policy.
7. (51) Demonstrated skill in managing conflict.
8. (52) Demonstrated skill in resolving conflict.
9. (53) Demonstrated skill in responding to suggestions and criticisms.
10. (60) Demonstrated skill in helping personnel to develop a sense of worth and pride in their work.
11. (70) Demonstrated skill in maintaining a high level of personal contact with principals.
12. (73) Demonstrated skill in sharing decision-making with teachers in developing special education policies, procedures, and plans, and in solving problems.
13. (74) Demonstrated skill in sharing decision-making with building principals in developing special education policies, procedures, and plans, and in solving problems.

The means of colleague evaluations were significantly higher than the means of self evaluations for the following twelve items:

1. (05) Demonstrated knowledge of special education case law.
2. (14) Demonstrated knowledge of public school law.
3. (15) Demonstrated knowledge of public school finance.

4. (19) Demonstrated knowledge of vocational education.
5. (20) Demonstrated knowledge of substance abuse education.
6. (44) Demonstrated skill in obtaining additional funds to support innovative programming.
7. (68) Demonstrated skill in evaluating programs.
8. (71) Demonstrated skill in sharing decision-making with parents in developing special education policies, procedures, and plans, and in solving problems.
9. (72) Demonstrated skill in sharing decision-making with students in developing special education policies, procedures, and plans and in solving problems.
10. (77) Demonstrated skill in informing the community about new developments.
11. (78) Demonstrated skill in informing the community about legal requirements.
12. (80) Demonstrated skill in coordinating out-of-division contacts.

Means and standard deviations of self evaluations and colleague evaluations, by section (i.e., Leadership Foundations for Special Education, Leadership Foundations for General Education, Leadership in the Special Education Process, Instructional Leadership, Organizational Leadership, Human Resource Management, Organizational Management, School-Community Leadership, and Mean Effectiveness [all items]) are presented in Table 9 in Appendix D. The highest observed self evaluation mean was 4.97, for Leadership in the Special Education Process, and

the highest observed colleague evaluation mean was 4.92, for Organizational Leadership. Observed means of 4.71 and 4.75, for School-Community Leadership, were the lowest among both the self evaluation means and the colleague evaluation means, respectively. The extreme narrowness of the ranges (0.26 and 0.21, respectively, on a six-point scale) of the observed section means negated the value of the scores for use in comparisons among sections. The small differences between section self evaluation means and section colleague evaluation means negated the value of the means for use in comparisons between special education administrators' perceptions of their own knowledge and skill and principals' perceptions of special education administrators' knowledge and skill.

A separate 4x2 factorial ANOVA (special education administrator's endorsement x special education administrator's training level) was performed with the means of each of the following as the dependent variable:

1. Section 1.0 - Leadership Foundations: Special Education (Self Evaluations)
2. Section 1.0 - Leadership Foundations: Special Education (Colleague Evaluations)
3. Section 2.0 - Leadership Foundations: General Education (Self Evaluations)
4. Section 2.0 - Leadership Foundations: General Education (Colleague Evaluations)

5. Section 3.0 - Leadership in the Special Education Process (Self Evaluations)
6. Section 3.0 - Leadership in the Special Education Process (Colleague Evaluations)
7. Section 4.0 - Instructional Leadership (Self Evaluations)
8. Section 4.0 - Instructional Leadership (Colleague Evaluations)
9. Section 5.0 - Organizational Leadership (Self Evaluations)
10. Section 5.0 - Organizational Leadership (Colleague Evaluations)
11. Section 6.0 - Human Resource Management (Self Evaluations)
12. Section 6.0 - Human Resource Management (Colleague Evaluations)
13. Section 7.0 - Organizational Management (Self Evaluations)
14. Section 7.0 - Organizational Management (Colleague Evaluations)
15. Section 8.0 - School-Community Leadership (Self Evaluations)
16. Section 8.0 - School-Community Leadership (Colleague Evaluations)
17. All Items - Mean Effectiveness (Self Evaluations)
18. All Items - Mean Effectiveness (Colleague Evaluations)

The numbers of observations in the eight cells of the ANOVA tables ranged from one to thirty-three, for analyses of self evaluations, and from five to eighty-five for analyses of colleague evaluations. Therefore, unweighted means ANOVA

procedures were used.

The results of eleven of the ANOVA procedures indicated that there were differences in perceptions of special education administrator knowledge or skill, by special education administrator's endorsement and/or by special education administrator's training level, or indicated that special education administrator's endorsement and special education administrator's training level had interacted in their effects on perceptions of special education administrator knowledge or skill. The detailed results of ANOVA procedures with statistically significant findings are presented in Table 10 through Table 21 in Appendix D. General summaries of ANOVA procedures with non-significant findings are presented in Table 22 in Appendix D.

In the Organizational Leadership, Human Resource Management, and School-Community Leadership sections, at the  $p < .05$  level of significance, an interaction was found in the effects of the independent variables of special education administrator's endorsement and special education administrator's training level on special education administrators' perceptions of their own knowledge (see Table 14, Table 16, and Table 19, respectively, in Appendix D). At the  $p < .05$  level, no differences in special education administrators' perceptions of their own knowledge or skill, by special education administrator's endorsement were found

for any of the nine self evaluation dependent variables, nor were any differences found by special education administrator's training level (see Table 22 in Appendix D).

At the  $p < .05$  level, differences were found in principals' perceptions of special education administrators' knowledge of Leadership Foundations for General Education, by special education administrator's endorsement (see Table 11 in Appendix D). At the  $p < .05$  level, differences were found in principals' perceptions of special education administrators' skill in Instructional Leadership, by special education administrator's endorsement (see Table 13 in Appendix D). Use of the Newman-Keuls post hoc test indicated that principals perceived that special education administrators holding a Supervisor of Special Education endorsement, but not a Principal's endorsement (Group 2), demonstrated a greater knowledge of Leadership Foundations for General Education and demonstrated greater skill in Instructional Leadership than special education administrators holding only a Principal's endorsement (Group 3), both endorsements (Group 1), or neither endorsement (Group 4), considered as one group. Use of the Newman-Keuls test also indicated that principals perceived that special education administrators in endorsement groups 2 and 4, when considered as one group, demonstrated a greater knowledge of Leadership Foundations for General Education

and demonstrated greater skill in Instructional Leadership than endorsement groups 1 and 3, when considered as one group.

At the  $p < .05$  level, differences were found in principals' perceptions of special education administrators' knowledge of Leadership Foundations for General Education, by special education administrator's training level (see Table 11 in Appendix D). At the  $p < .01$  level, differences were found in principals' perceptions of special education administrators' skill in Leadership in the Special Education Process, Instructional Leadership, and Organizational Leadership, by special education administrator's training level (see Table 12, Table 13, and Table 15, respectively, in Appendix D). At the  $p < .05$  level differences were found in principals' perceptions of special education administrators' skill in Human Resource Management, Organizational Management, and School-Community Leadership, by special education administrator's training level (see Table 17, Table 18, and Table 20, respectively, in Appendix D). At the  $p < .01$  level, differences were found in principals' perceptions of special education administrators' Mean Effectiveness (computed from all 80 questionnaire items), by special education administrator's training level (see Table 21 in Appendix D).

In each case, mean colleague evaluation scores were

higher for special education administrators with less coursework in administration and supervision of special education.

In the Leadership Foundations for Special Education section, at the  $p < .05$  level, an interaction was found in the effects of the two independent variables, indicating that differences by special education administrator's endorsement do not occur irrespective of differences by special education administrator's training level on principals' perceptions of special education administrators' knowledge (see Table 10 in Appendix D). Although this interaction alone was significant, the pattern of observed differences by training within endorsement groups 1 and 4 and no observed differences within endorsement groups 2 and 3 is reflected throughout the colleague evaluation ANOVAs. With the extreme disproportionality of cell sizes and the restriction of range of the responses, interpretations are nearly impossible to make in regard to interactions or main effects.

#### **LEA Level Data Analysis**

At the LEA level, responses to the ten items in each of the eight sections of the self evaluation questionnaire were compared to the mean responses to the same items on the colleague evaluation questionnaire. A coefficient of

correlation was computed for each section for each LEA meeting analysis criteria. A coefficient of correlation also was computed for Mean Effectiveness (all 80 items as a whole). In some cases, coefficients of correlation could not be computed due to a lack of variance in special education administrator's or mean principals' responses. Coefficients of correlation between special education administrators' perceptions of their own knowledge and skill and principals' perceptions of special education administrators' knowledge and skill are presented in Table 23 in Appendix D.

Hinkle, et al. (1979), suggested the following "Rule of Thumb for Interpreting the Size of a Correlation Coefficient":

0.90 to 1.00	Very high positive correlation
0.70 to 0.90	High positive correlation
0.50 to 0.70	Moderate positive correlation
0.30 to 0.50	Low positive correlation
-0.30 to 0.30	Little if any correlation
-0.30 to -0.50	Low negative correlation
-0.70 to -0.50	Moderate negative correlation
-0.90 to -0.70	High negative correlation
-1.00 to -0.90	Very high negative correlation

(Hinkle, et al., 1979, p. 85)

Using this rule of thumb, a distribution of correlations by section was created. The distribution of correlations is presented in Table 24 in Appendix D.

For each of the eight sections, and for Mean Effectiveness, the modal size of correlation coefficients

was "little if any correlation." In each case, the distribution of correlation coefficients indicated that, in from one-fourth to one-half of LEAs analyzed, there was little, if any, correlation between special education administrators' perceptions of their own knowledge and skills and principals' perceptions of special education administrators' knowledge and skills.

The distribution of correlations is skewed toward the positive, however. For all eight sections there was a higher frequency of positive correlations than negative correlations. For Leadership in the Special Education Process, and for Human Resource Management, positive correlations of some degree (from low to very high) were found in more than one-half of LEAs analyzed. For all eight sections negative correlations of some degree (from low to very high) were found in less than one-fourth of LEAs analyzed.

For Mean Effectiveness in six of the eighty-six LEAs analyzed (6.98%), moderate positive correlations were found. For twenty-six LEAs (30.23%), low positive correlations were noted. For fifty-two LEAs (61.63%), little, if any, correlation was noted. For one LEA (1%), a correlation coefficient could not be computed.

## Research Questions and Summarized Findings

The study addressed six research questions. The first of these questions read: "How did special education administrators rate their own knowledge of special education foundations and general education foundations?" The mean self evaluation scores were 4.88 and 4.92, respectively, on a six-point scale, indicating that special education administrators perceived their own demonstrated knowledge in Leadership Foundations for Special Education and Leadership Foundations for General Education to be quite high. Analysis of self evaluation responses indicated that the self perceptions of all special education administrators, regardless of their endorsement or their training level, were equal in the two knowledge areas (see Table 22 in Appendix D).

The second research question read: "How did principals rate their LEA's special education administrator on his/her demonstrated knowledge in these [knowledge] areas?" The mean colleague evaluation scores were 4.91 and 4.89, respectively, indicating that principals perceived special education administrators' knowledge in Leadership Foundations for Special Education and Leadership Foundations for General Education to be quite high, as well. Analysis of self evaluation responses also indicated that special education administrator's endorsement and special education

administrator's training level interacted to affect principals' perceptions of demonstrated knowledge in Leadership Foundations for Special Education (see Table 10 in Appendix D), although a pattern of such interactions was found across all colleague evaluations. Given this pattern and the restriction in range of the responses, interpretations of main effects and interactions are highly subjective.

Analysis of colleague evaluation responses indicated that principals perceived special education administrators holding a Supervisor of Special Education endorsement, but not a Principal's endorsement (Group 2), to have a higher level of demonstrated knowledge in Leadership Foundations for General Education than special education administrators holding only a Principal's endorsement (Group 3), both endorsements (Group 1), or neither endorsement (Group 4), considered as one group. Analysis of colleague evaluation responses also indicated that principals perceived special education administrators in groups 2 and 4, considered as one group, to have a higher level of demonstrated knowledge in Leadership Foundations for General Education than special education administrators in group 1 and 3, considered as one group. Analysis of colleague evaluation responses also indicated that principals perceived special education administrators with a lower level of training in

administration and supervision of special education to have a higher level of demonstrated knowledge in Leadership Foundations for General Education (see Table 11 in Appendix D).

On five of the twenty questionnaire items included in the two knowledge sections, more than 10% of principals responded that they did not know, or could not evaluate, the extent their special education administrator's demonstrated knowledge of the item. These five items concerned special education administrators' demonstrated knowledge of: special education finance; public school finance; theories of educational administration; theories of instructional supervision; and substance abuse education (see Table 1 and Table 2 in Appendix D).

The third research question read: "How did special education administrators rate their own skill in: Leadership in the Special Education Process; Instructional Leadership; Organizational Leadership; Human Resource Management; Organizational Management; and School-Community leadership?" The mean self evaluation scores were 4.97, 4.80, 4.78, 4.81, 4.86, and 4.71, respectively, indicating that special education administrators perceived their own demonstrated skill in each of these areas to be quite high. Analysis of self evaluation responses indicated that special education administrators' endorsement and training level

interacted to affect their perceptions of their own demonstrated skill in Organizational Leadership, Human Resource Management, and School-Community Leadership (see Table 14, Table 16, and Table 19, respectively, in Appendix D).

The fourth research question read: "How did principals rate their LEA's special education administrator on his/her demonstrated skill in these [skill] areas?" The mean colleague evaluation scores were 4.86, 4.88, 4.92, 4.86, 4.91, and 4.75, indicating that principals perceived special education administrators' demonstrated skill in each of these areas to be quite high, as well. Analysis of colleague evaluation responses indicated that principals perceived special education administrators holding a Supervisor of Special Education endorsement, but not a Principal's endorsement (Group 2), to have a higher level of demonstrated skill in Instructional Leadership than special education administrators holding only a Principal's endorsement (Group 3), both endorsements (Group 1), or neither endorsement (Group 4), considered as one group. Analysis of colleague evaluation responses also indicated that principals perceived special education administrators in groups 2 and 4, considered as one group, to have a higher level of demonstrated skill in Instructional Leadership than special education administrators in group 1 and 3,

considered as one group (see Table 13 in Appendix D). Analysis of colleague evaluation scores also indicated that principals perceived special education administrators who had a lower level of training in administration and supervision of special education to have a higher level of demonstrated skill in: Leadership in the Special Education Process, Instructional Leadership, Organizational Leadership, Human Resource Management, Organizational Management, and School-Community Leadership (see Table 12, Table 13, Table 14, Table 17, Table 18, and Table 20, respectively, in Appendix D).

Special education administrators' demonstrated skill in coordinating the "child find" process was the only skill in the Leadership in the Special Education Process section that more than 10% of principals indicated they could not evaluate (see Table 3 in Appendix D). In the Instructional Leadership section, more than 10% of principals indicated that they could not evaluate special education administrators' demonstrated skills in (1) evaluating materials and in (2) identifying alternative materials for use with students with disabilities (see Table 4 in Appendix D). In the Organizational Leadership section, more than 10% of principals indicated that they could not evaluate special education administrators' demonstrated skills in (1) obtaining additional funds to support

innovative programming and in (2) negotiating the approval of projects that benefit special education (see Table 5 in Appendix D).

In the Human Resource Management section, more than 10% of special education administrators indicated that two human resource management tasks, personnel evaluation and development of job descriptions, were not applicable to their positions. Also, in this section, more than 10% of principals indicated that they could not evaluate special education administrators' demonstrated skills in regard to three human resource management tasks: personnel evaluation, development of job descriptions, and orientation of new personnel (see Table 6 in Appendix D).

In the Organizational Management section, more than 10% of special education administrators indicated that allocating local, state, and federal funds for special education was not applicable to their positions. However, on six out of the ten items in this section, more than 10% of principals indicated that they could not evaluate special education administrators' demonstrated skills in organizational management tasks. These tasks included: budget development, funds allocation, annual and long-term plan development, annual and long-term plan implementation, program development, and program evaluation (see Table 7 in Appendix D).

In the School-Community Leadership section, more than 10% of special education administrators indicated that sharing decision-making with students was not applicable to their positions. However, on six out of the ten items in this section, more than 10% of principals could not evaluate special education administrators' demonstrated skills in school-community leadership tasks. These tasks included: sharing decision-making with parents, sharing decision-making with students, informing the community about new developments, informing the community about legal requirements, working with the local advisory committee for special education, and coordinating out-of-division contacts (see Table 8 in Appendix D).

The fifth research question read: "Were differences found in the knowledge and skill ratings of special education administrators according to the endorsement(s) they hold?" As stated above, analysis of self evaluation responses indicated that differences found among special education administrators' perceptions in the Organizational Leadership, Human Resource Management, and School-Community Leadership sections were attributable to the interaction between their own endorsements and training levels (see Table 14, Table 16, and Table 19, respectively, in Appendix D). Analysis of self evaluation responses also indicated that no differences could be found, by endorsement, among

special education administrators' perceptions of their own knowledge and skill in: Leadership Foundations for Special Education, Leadership Foundations for General Education, Leadership in the Special Education Process, Instructional Leadership, and Organizational Management (see Table 22 in Appendix D). All of the responding special education administrators perceived themselves to have an equal level of demonstrated knowledge and an equal level of demonstrated skill in each of the latter five sections.

As stated above, an analysis of colleague evaluations indicated that differences among principals' perceptions of special education administrators' demonstrated knowledge in Leadership Foundations for Special Education were attributable to the interaction between special education administrators' endorsement and training level (see Table 10 in Appendix D). Analysis of colleague evaluation responses also indicated that principals perceived special education administrators holding a Supervisor of Special Education endorsement, but not a Principal's endorsement (Group 2), to have a higher level of demonstrated knowledge in Leadership Foundations for General Education, and a higher level of demonstrated skill in Instructional Leadership than special education administrators holding only a Principal's endorsement (Group 3), both endorsements (Group 1), or neither endorsement (Group 4), considered as one group.

Analysis of colleague evaluation responses also indicated that principals perceived special education administrators in groups 2 and 4, considered as one group, to have a higher level of demonstrated knowledge in Leadership Foundations for General Education, and a higher level of demonstrated skill in Instructional Leadership than special education administrators in groups 1 and 3, considered as one group (see Table 11 and Table 13, respectively, in Appendix D).

The sixth research question read: "Were differences found in the knowledge and skill ratings of special education administrators according to the amount of coursework in special education administration and supervision they have taken?" As stated above, analysis of self evaluation responses indicated that differences found among special education administrators' perceptions in the Organizational Leadership, Human Resource Management, and School-Community Leadership sections were attributable to the interaction between their own endorsements and training levels (see Table 14, Table 16, and Table 19, respectively, in Appendix D). An analysis of colleague evaluations indicated that differences among principals' perceptions of special education administrators' demonstrated knowledge in Leadership Foundations for Special Education were attributable to the interaction between special education administrators' endorsement and training level (see Table 10

in Appendix D). Analysis of colleague evaluation responses also indicated that principals perceived special education administrators holding a Supervisor of Special Education endorsement, but not a Principal's endorsement (Group 2), to have a higher level of demonstrated knowledge in Leadership Foundations for General Education, and a higher level of demonstrated skill in Instructional Leadership than special education administrators holding only a Principal's endorsement (Group 3), both endorsements (Group 1), or neither endorsement (Group 4), considered as one group. Analysis of colleague evaluation responses also indicated that principals perceived special education administrators in groups 2 and 4, considered as one group, to have a higher level of demonstrated knowledge in Leadership Foundations for General Education, and a higher level of demonstrated skill in Instructional Leadership than special education administrators in groups 1 and 3, considered as one group (see Table 11 and Table 13, respectively, in Appendix D).

**CHAPTER FOUR**  
**SUMMARY, DISCUSSION, AND IMPLICATIONS**

**Summary: Problems, Purposes, and Results**

The study addressed three basic problems. First, the effectiveness of incumbent special education administrators in Virginia had not been assessed. Second, the qualifications of incumbent special education administrators in Virginia had not been determined. Third, requirements for special education administrators in Virginia had not been developed, despite the recommendation of Berquist, et al., (1987) following their evaluation study of special education programming across the state.

The study was designed to assess effectiveness by gathering perceptions of the quality of the knowledge and skills demonstrated by special education administrators. The study was designed to gather information on special education administrator's status in regard to two standard qualifications for positions in educational agencies, i.e., endorsement(s) held and amount of position-specific coursework taken. The study was designed to generate recommendations regarding requirements for special education administrators based upon the results of an analysis of effectiveness (demonstrated knowledge or demonstrated skill) by qualifications (endorsement and coursework [in

administration and supervision of special education])).

Nearly one-half of the responding special education administrators held neither a Supervisor of Special Education endorsement nor a Principal's endorsement. More than one-half of the responding special education administrators had had four or fewer of the courses/learning experiences that form the professional core of an advanced training program in administration and supervision of special education.

While special education administrators' perceptions of their own effectiveness did not differ according to their qualifications, principals' perceptions of their special education administrator colleagues' effectiveness differed significantly according to their colleagues' qualifications. Principals rated special education administrators who had taken less coursework in administration and supervision of special education more effective in each of the six "skill" areas, and in the "knowledge" area of Leadership Foundations for General Education. In Leadership Foundations for General Education, and in Instructional Leadership, principals rated two (endorsement) groups of special education administrators more effective than other special education administrators: those who held a Supervisor of Special Education endorsement, but not a Principal's endorsement (Group 2), and those who held a Supervisor of

Special Education endorsement, or held neither endorsement (Groups 2 and 4 combined).

## Discussion

The qualifications of the groups of incumbent special education administrators perceived by their colleagues to have the highest levels of effectiveness appeared to weigh against any further efforts to develop requirements for special education administrators in Virginia, as Berquist, et al., (1987) had recommended following their evaluation of the special education programs statewide. The decision by the SEA not to implement the proposed "Special Education Program Administrator" endorsement (Virginia Department of Education, 1990b) seemed to have been validated. Special education administrators with traditional qualifications (i.e., those holding, at most, a Supervisor of Special Education endorsement while having had relatively little formal training in the administration and supervision of special education programs) were being perceived by a key group of educators (i.e. building principals) to be the most effective, indicating that a new endorsement category and increased amounts of required coursework might be unnecessary.

Special education administrators perceived themselves to be quite knowledgeable or skillful in all areas and

principals agreed. When grouped by endorsement and by training level, all of the groups of special education administrators perceived themselves to be equally knowledgeable and skillful. Again, these findings seemed to indicate that a new endorsement category and increased amounts of required coursework might be unnecessary.

The findings of the study must to be examined in the light of theoretical and methodological factors, however. Of particular concern is the perception of principals that special education administrators with less training in the administration and supervision of special education programs are more knowledgeable or more skillful in most job-related areas. Studies of self-, peer, and superior ratings by Fox and Bizman (1988) and Fox, Ben-Nahum, and Yinon (1989) provide a context for understanding this unexpected perception.

Fox, et al., (1989) note that the social comparison theory (Festinger, 1954; Mumford, 1983), i.e., the belief that individuals evaluate themselves based on their observations of others, and reviews of previous research (Kane & Lawler, 1978; Lewin & Zwany, 1976; Reilly & Chao, 1982) support the reliability and validity of peer assessment. However, Fox, et al., found that raters more accurately evaluated coworkers who were perceived by the rater to be similar to themselves. Fox, et al., also found

that raters needed: (1) the opportunity to observe the performance of relevant tasks; (2) to focus their observations on relevant abilities and competencies; (3) to have a clear understanding of relevant abilities and competencies; and (4) to have a strong personal drive to do the rating.

Principals who participated in the study may not have perceived the special education administrator they were asked to evaluate to be similar to themselves, which would decrease the validity of the evaluation. Principals may have been unable to perceive some of the more highly trained special education administrators as peers and/or colleagues, due to both the perceptions and the realities of physical and organizational "distance" and the traditional rivalry between central office personnel and building-level personnel. Organizational "layers" (i.e., special education supervisors, coordinators, and specialists) may have existed between some principals and the special education administrators they were asked to evaluate. The accuracy of the evaluation may have suffered accordingly.

Fox and Bizman (1988) suggested that differences in organizational status may explain some differences among peer ratings. They found that perceptions of the frequency and quality of interpersonal relationships were used by raters to differentiate between success and failure only in

the ratings of coworkers who were perceived to be superiors. Principals may have perceived some of the more highly trained special education administrators as superiors rather than colleagues, lessening the accuracy of the evaluation.

According to Fox and Bizman, perceptions of professional knowledge were used to differentiate between success and failure only in the ratings of coworkers who were perceived to be peers. Principals may have been unable to evaluate, in any valid way, the knowledge and skill of special education administrators (a central purpose of the study) who they did not consider to be their peers. The authors also suggested that middle managers may have difficulty in adjusting their "schema" to the evaluation of peers and superiors because they are so accustomed to the evaluation of subordinates. This may have been the case with the principals who participated in the study.

Fox, et al., (1989) noted an "either/or" pattern in the evaluation of peers who were perceived by the rater as being similar or dissimilar to himself/herself. Only peers who were perceived by raters to be similar to themselves were examined thoroughly and sufficient data for an accurate rating were gathered. Raters knew more about similar peers due to choosing to spend more time with them. Whether or not principals perceived some of the more highly trained

special education administrators to be dissimilar to themselves, principals may not have chosen, or may not have been able to choose, to interact with the special education administrators.

The theoretical base for the post Public Law 94-142 special education administrator role has been developing. This research strand began with Burrello and Sage (1979), who suggested that the special education administrator's role consisted of advocate, facilitator-trainer, policy planner, monitor-evaluator, and program manager aspects and was affected by certain driving forces for change and certain restraining forces to change. Tuning (1979) and Anastasio (1981) chose to survey both special education administrators and other educators (teachers, principals, and superintendents) in validating the constructs developed by Burrello and Sage. In both cases, there was broad agreement among the perceptions of respondent groups in regard to the major restraining forces (insufficient work time, inadequate numbers of supervisory staff, and inflexible policies and practices of superintendents; Tuning, 1979) and in regard to the aspects of the special education administrator's role (facilitator-trainer, policy planner, and "legal rights guarantor," a newly-identified aspect; Anastasio, 1981).

Teeling (1985) collected demographic data on post

Public Law 94-142 special education administrators and found that states with specific certification requirements for the role had special education administrators with higher levels of training and experience. Teeling did not gather evaluative data on special education administrators, but he suggested that a relationship might exist between their qualifications (certification, education, and experience) and their effectiveness as special education leaders.

Burrello, in collaboration with a number of co-authors (Burrello and Johnson, 1984; Burrello and Zadnik, 1986; Sage and Burrello, 1986), focused the research in regard to the special education administrative role on the identification of the characteristics of special education administrators that are critical to effectiveness in the role. Critical success factors (CSFs) for special education administrators were identified. Special education administrators who were nominated as "effective" by their peers were found to share characteristics and perceptions in regard to special education administrator CSFs that clearly distinguished them from special education administrators in general.

#### Effectiveness Indicators For Special Education

(National RRC Panel, 1986) emphasized the development and application of criteria for exemplary (not minimal or adequate) performance in special education. The document included effectiveness indicators for special education

administrators which could be used by special education administrators and their colleagues to evaluate (and to facilitate the improvement of) job-related knowledge and skills. Norman (1988) based his research on these effectiveness indicators, but he failed to use them to evaluate effectiveness in any meaningful way. Norman's respondents verified, to a certain extent, that all of the effectiveness indicators for special education administrators were important to special education administrators, but little new information was gathered. The extent to which the effectiveness indicators was reflected in the respondents' job performance was not addressed.

The study extended the strand of research on post Public Law 94-142 special education administrators. In the study, the researcher, like Norman (1988), conducted a survey based on the effectiveness indicators for special education administrators from Effectiveness Indicators For Special Education (National RRC Panel, 1986). Like Tuning (1979) and Anastasio (1981), the researcher gathered the perceptions of both incumbents and colleagues on the special education administrative role. Like Burrello and Johnson (1984) and Burrello and Zadnik (1986), the researcher focused on the development, application, and refinement of best practice criteria for special education administrators.

### Effectiveness Indicators For Special Education

(National RRC Panel, 1986) is a state-of-the-art tool which has been underutilized by researchers and practitioners in the field. The study was only the second (after Norman, 1988) research application of any of the indicators. In the study, the researcher, unlike Norman (1988), applied the effectiveness indicators directly to the evaluation of effectiveness in special education.

The data gathered in the study did not allow the researcher to identify particular areas of effectiveness among special education administrators in Virginia nor did the data allow the researcher to identify particular areas in which special education administrators in Virginia are lacking in effectiveness. Special education administrators and principals appeared to agree that special education administrators in Virginia, as a whole, were much closer to the upper endpoint of a hypothetical "effectiveness" scale than they were to the lower endpoint of such a scale (all observed mean scores approached 5.00 on a six-point scale). In general, it appeared that programs for students with disabilities were being administered by individuals who possessed knowledge and skills that were at least adequate for the role. Despite their expressed concern over the lack of requirements for special education administrators in Virginia, Berquist, et al. (1987) had reached a similar

conclusion.

The high ratings are suspect, however. In their study of the validity of self-assessment, Fox and Dinur (1988) stated that "...from a psychometric point of view the level of the ratings should not influence the validity of ratings unless severe restriction-of-range problems result from the rating level (p. 591, emphasis added). In the study, the lower one-half of the six-point scale was rarely used by self-evaluation respondents or colleague evaluation respondents.

Many principals reported that they did not know about, and/or could not evaluate, a large number of the administrative and supervisory tasks performed by their LEAs' special education administrators. This may indicate that a strict division of labor exists among special education and general education administrative colleagues, or this may indicate that special education administrators and general education administrators are not collaborating but, instead, are competing.

Special education administrators who held endorsement as principal but who did not hold endorsement as supervisor of special education were rated, by principals, consistently below other special education administrators. This includes those special education administrators who held neither endorsement, many of whom are functioning in dual roles.

While most school psychologists, school social workers, and visiting teachers are ineligible for endorsement as supervisor or principal due to their lack of three years' classroom teaching experience, all are specially trained to provide services to students with disabilities and many have advanced training in administration and supervision of special education. The responses of principals who participated in the study may indicate that principals value, and/or acknowledge, higher levels of knowledge and skill in the administrative performance of special education administrators whose training and experience are in special education and related services.

Special education administrators who reported that they had had five or more of the core courses or experiences in administration and supervision of special education were designated by the researcher as "High Training" special education administrators. However, these special education administrators were rated, by principals, consistently below "Low Training" special education administrators. This may indicate that principals devalue, and/or do not acknowledge, higher levels of knowledge and skill in the administrative performance of special education administrators with significant training in administration and supervision of special education. This also may indicate that the more highly trained special education administrators are not the

local special education leadership personnel whose role it is to interact with principals. Principals may feel threatened by (and negative towards) more highly trained special education administrators who assert themselves in matters related to the rights and the education of certain students in the principals' school buildings.

The "advocate" (Sage and Burrello, 1979) or the "legal rights guarantor" (Anastasio, 1981) may be very unpopular with his/her colleagues and would be evaluated accordingly. Nutter and McBride (1981) stated that their findings

...may lead one to suspect that, although a variety of training experiences may be seen as having some usefulness in helping the prospective special education administrator understand the job, few are perceived as making important contributions to the performance of the job (p. 19).

The difference between more highly trained special education administrators and their less well-trained peers may not be found in demonstrated knowledge and skill, but in a qualitative "understanding" of the role that motivates them to press their organizations, their colleagues, and themselves to work for quality and not just compliance.

### **Recommendations**

Renewed consideration of a separate endorsement category for special education administrators is warranted, if only to present the opportunity for such a level of

understanding to be developed. As Tuning (1979) indicated, a special education administrative role exists apart from the traditional special education supervisory role. Apparently, this administrative role is being filled equally well by individuals from a variety of professional backgrounds. Employment as a special education administrator should be contingent upon meeting established criteria for endorsement. Advanced training leading to a general education administrative endorsement may be inadequate for the role of special education administrator, as indicated by the consistently low colleague evaluations noted above. Advanced training leading to a special education supervisory endorsement may be insufficient and/or inappropriate, given the predominance and preeminence of administrative tasks in the role. School psychologists, school social workers, and visiting teachers functioning in dual clinician/administrator roles are excluded from endorsement as principal and special education supervisor unless they also have instructional credentials and experience. Dual clinician/administrator roles are logical and cost-effective, however, and are, in fact, a necessity for some smaller rural LEAs. Individuals in such dual roles should have access to the same endorsement as their special education administrator peers across the state.

Additional research regarding knowledge and skill in

the administration and supervision of special education programs is recommended. A document published by the Council of Administrators of Special Education (CASE) Research Committee (Lashley, 1991) since the completion of the study will be a valuable tool for researchers in this area. The document, which, like the study, has as its theoretical base the Effectiveness Indicators For Special Education (National RRC Panel, 1986) and the critical success factors method, reviews position descriptions and performance evaluation instruments for use in evaluating district level special education administrators.

Future research studies using colleague evaluations of special education administrators should incorporate some measure of the degree of perceived similarity between rater and ratee, as did Fox, et al. (1989). Future survey instruments should incorporate "forced-choice" alternatives (i.e., effective/not effective, or often demonstrated/rarely demonstrated/never demonstrated) in order to avoid the obvious difficulty of interpreting a restricted range of responses to items when respondents were given a Likert-type scale with only the endpoints labeled (high/low).

Superintendents, supervisors, teachers, and parents could be surveyed, using the same questionnaire items, in regard to their perceptions of the knowledge and skill of their LEAs' special education administrators. These

additional sets of perceptions would help to form multidimensional description of special education administrators' tasks and levels of task performance.

The self-evaluative and colleague evaluative roles may also be reversed. Principals' knowledge and skills in the administration and supervision of special education programs, so vital to the effectiveness of the services provided, would become the focus of the research. Special education administrators would be able to offer constructive feedback to principals and could highlight those areas wherein increased cooperation is needed among special education and general education administrative colleagues.

Principals, by their willingness to participate in the study, gave recognition to special education administrators' efforts to broaden the scope of their roles within their LEAs. Such positive colleague feedback should be publicized and used as a foundation for further increasing collaboration between special education and general education leadership personnel.

## REFERENCES

- Anastasio, J. T. (1981). The role of the special education director: Expectations of incumbents, superintendents, and principals. Unpublished doctoral dissertation, Syracuse University.
- Berquist, C. C., Barrios, N. B., Elizy, M. A., & Slaughter-King, D. (1987). A study of the status and monitoring of special education programs in Virginia. Tallahassee, FL: Evaluation Systems Design, Inc..
- Blumberg, A., & Greenfield, W. (1986). The effective principal: Perspectives on school leadership. Newton, MA: Allyn and Bacon, Inc..
- Brady, M. P., Williams, R. P., & Bailey, K. (1988). A quantitative analysis of doctoral dissertation research in special education. Teacher Education and Special Education, 11(1), 3-8.
- Burrello, L. C., & Johnson, V. A. (1984). Critical success factors in managing special education. Unpublished paper.
- Burrello, L. C., & Sage, D. D. (1979). Leadership and change in special education. Englewood Cliffs, NJ: Prentice-Hall, Inc..
- Burrello, L. C., & Zadnik, D. J. (1986). Critical success factors of special education administrators. The Journal of Special Education, 20(3), 367-377.

Council for Exceptional Children (CEC) Ad Hoc Committee, (1984). Reply to "A Nation at Risk". Exceptional Children, 50, 484-494.

Council for Exceptional Children (CEC), (1966). Professional standards for personnel in the education of exceptional children. Washington, D.C.: CEC, NEA.

Connor, L. E., (1961). Administration of special education programs. New York: Teachers College Press.

Connor, L. E., (1963). Preliminaries to a theory of administration for special education. Exceptional Children, 29, 431-436.

Dillman, D. A., (1978). Mail and telephone surveys: The total design method. New York: John Wiley & Sons, Inc.

The education for all handicapped children act (1975). 20 U.S.C. 1401.

Festinger, L., (1954). A theory of social comparison processes. Human Relations, 34, 117-140.

Finkenbinder, R. L., (1981). Special education administration and supervision: The state of the art. The Journal of Special Education, 15(4), 485-495.

Fox, S., Ben-Nahum, Z., & Dinon, Y. (1989). Perceived similarity and accuracy of peer ratings. Journal of Applied Psychology, 74(5), 781-786.

- Fox, S., & Bizman, A. (1988). Differential dimensions employed in rating subordinates, peers, and superiors. The Journal of Psychology, 122(4), 373-382.
- Fox, S., & Dinur, Y. (1988). Validity of self-assessment: A field evaluation. Personnel Psychology, 41, 581-592.
- Grady, M. L., Wayson, W. W., & Zirkel, P. A. (1989). A review of effective schools research as it relates to effective principals. Tempe, AZ: The University Council for Educational Administration.
- Graham, R., (1956). A guide-Directing the education for exceptional children in a local school district. Springfield, IL: Office of the Superintendent of Public Instruction.
- Hinkle, D. M., Wiersma, W., & Jurs, S. G. (1979). Applied statistics for the behavioral sciences. Boston, MA: Houghton Mifflin Company.
- Hintze, J. L., (1990). Number cruncher statistical system. Kaysville, UT.
- The individuals with disabilities education act (1990).  
20 U.S.C. 1401, et seq..
- Kane, J. S., & Lawler, E. E. III. (1978). Methods of peer assessment. Psychological Bulletin, 85, 80-81.

- Kohl, J. W., & Marro, T. D. (1971). A normative study of the administrative position in special education. Washington, D.C.: United States Office of Education, Bureau for the Education of the Handicapped.
- Lewin, A. Y., & Zwany, A., (1976). Peer nominations: A model, literature critique and a paradigm for research. Personnel Psychology, 29, 423-447.
- Lashley, C. (1991). Position responsibilities and relationships in the evaluation of district level special education administrators. Bloomington, IN: CASE Research Committee.
- Mackie, R. P., & Engel, A. M., (1955). Directors and supervisors of special education in local school systems. Washington, D.C.: United States Office of Education.
- Manasse, A. L. (1985). Improving conditions for principal effectiveness: Policy implications of research. The Elementary School Journal, 85(3), 439-461.
- Meisgeier, C. H., & King, J. D. (1970). The process of special education administration. Scranton, PA: International Textbook Company.
- Meisgeier, C. H., & Sloat, R. (1970). Special education administration and supervision--A review of relevant literature. In: Meisgeier, C. H., & King, J. D. (1970). The process of special education administration. Scranton, PA: International Textbook Company.

- Mumford, M. D., (1983). Social comparison theory and the evaluation of peer evaluation: A review and some applied implications. Personnel Psychology, 36, 867-881.
- The National Regional Resource Center (RRC) Panel on Indicators of Effectiveness in Special Education (1986). Effectiveness indicators for special education: A reference tool. Lexington, KY: Mid-South Regional Resource Center, pp. 4.9-4.13.
- The National Commission on Excellence in Education (1983). A nation at risk: The imperative for educational reform. Washington, D.C.: United States Government Printing Office.
- Newman, K. S. (1970). Administrative tasks in special education. Exceptional Children, 36(7), 521-524.
- Nutter, R. E., & McBride, J. (1981). The relative importance of preparation to the job performance of special education administrators. Teacher Education and Special Education, 4(4), 15-20.
- Peters, T. (1987). Thriving on chaos. New York: Harper & Row, Publishers.
- Peters, T., & Waterman, R. H., (1982). In search of excellence. New York: Harper & Row, Publishers.
- Reilly, R. R., & Chao, G. T. (1982). Validity and fairness of some alternative employee selection procedures. Personnel Psychology, 35, 1-62.

- Repsher, H. H., Jr. (1979). A survey of the doctoral level special education administration preparation programs. Unpublished doctoral dissertation, University of Florida.
- Rockart, J. F., (1982). The changing role of the information systems executive: A critical success factor perspective. Sloan Management Review, 3-13.
- Rude, H. A., & Sasso, G. M., (1988). Colorado special education administrative competencies. Teacher Education and Special Education, 11(4), 139-143.
- Sage, D. D., & Burrello, L. C., (1986). Policy and management in special education. Englewood Cliffs, NJ: Prentice-Hall, Inc..
- Teeling, R. J. (1985). The director of special education in local education agencies: State certification requirements and actual qualifications of incumbents. Unpublished doctoral dissertation, Syracuse University.
- Tuning, A. T. (1979). An analysis of the role of public school special education supervisors as defined by Public Law 94-142. Unpublished doctoral dissertation, University of Virginia.
- Virginia Department of Education (1990a). Regulations governing special education programs for handicapped children and youth in Virginia. Richmond, VA: Virginia Department of Education, Division of Special Education.

Virginia Department of Education (1990b). Special education program administrator. In: Draft revision of certification regulations: Proposal for special education, February 1990.

Virginia Department of Education (1990c). Names and titles of persons assigned administrative responsibility for special education programs, school year 1989-90, February 1990.

Wyatt, K. E. (1968). Current employment and possible future needs for leadership personnel in special education. Unpublished doctoral dissertation, University of Illinois.

## **APPENDICES**

From: The National Regional Resource Center Panel on Indicators of Effectiveness in Special Education (1986). Effectiveness Indicators for Special Education: A Reference Tool. Lexington, KY: Mid-South Regional Resource Center, pp. 4.9-4.13.

## APPENDIX A

### RATIONALE

Effective schools research cites strong leadership at the district and school levels as the most consistent characteristic of outstanding school programs. Regular and special education administrators clearly communicate goals, priorities, and expectations to staff, parents, students, and the community; emphasize the importance of value of achievement; and establish systems of incentives and rewards to encourage excellence in student, teacher, and administrator performance. They establish and maintain a supportive and orderly environment, acquire necessary resources to ensure effective programs, model effective teaching practices, monitor student progress, and actively involve staff and parents in program planning, development, and improvement efforts.

### INDICATORS

Regular and special education administrators provide strong and effective leadership.

#### Instructional Leaders:

- portray the importance of learning and emphasize the value of achievement;
- clearly communicate educational philosophy, goals, priorities, and expectations to staff, parents, students, and the community;
- establish instructional norms that unify staff and motivate people to accomplish the school's mission;
- believe that all students can learn and that the school makes the difference between success and failure;
- direct instruction, set clear expectations and standards for quality curriculum and instruction, and evaluate teachers and themselves by those standards;
- know and can apply teaching and learning principles; are knowledgeable of research, and foster its use in problem solving; model effective teaching practices for staff as appropriate;
- establish curriculum priorities and monitor curriculum implementation;
- protect learning time from disruption; establish, communicate, and enforce time use priorities;
- establish and maintain a supportive and orderly environment;

### PROGRAM AND INSTRUCTIONAL LEADERSHIP

## **PROGRAM AND INSTRUCTIONAL LEADERSHIP**

- **acquire resources needed to ensure the effectiveness of instructional programs from many sources, including the community;**
- **establish systems of incentives and rewards to encourage excellence in student, teacher, and administrator performance;**
- **recognize staff and parents for the development of exemplary programs and quality instructional materials;**
- **monitor student progress frequently to stimulate achievement;**
- **establish standard procedures to guide parent involvement, emphasizing the importance of parental support of the school's instructional efforts;**
- **support efforts of special and regular education staff to improve through staff development and training opportunities;**
- **involve students, teachers, parents, and administrators in developing and implementing plans for program development, modification, and improvement; and,**
- **expect instructional programs to improve over time -- improvement strategies are organized and systematic and are given high priority and visibility.**

**Superintendents and principals agree on the importance of special education and show support for programs and for all staff, serving students with disabilities.**

### **Principals:**

- **assume responsibility for ensuring the effectiveness of special education programs in their schools and take part in special education planning and program development activities; and,**
- **are directly responsible for supervising the IEP process in their schools.**

### **Principals and Special Education Administrators:**

- **share responsibility for instructional leadership in special education programs;**
- **emphasize the improvement of instruction and student performance through on-going staff supervision, observation, and consultation;**

- provide sufficient time for all personnel who play a role in special education programming to communicate and consult with each other;
- provide enough time for all personnel who play a role in special education programming to complete their assigned responsibilities and duties without detracting from direct student instruction;
- schedule adequate staff time for non-instructional special education activities, e.g., IEP meetings; and,
- schedule time for on-going modification of curriculum by groups of teachers.

**Special Education Administrators\*:**

- develop and maintain a knowledge base of regular education assessment, curriculum, and instruction and anticipate their potential impact on special education;
- consider state, local, and federal laws, regulations, policies, procedures, and priorities in developing district policies, procedures, and plans;
- exercise judgement and skill in interpreting policy or in making decisions in areas where a lack of policy exists;
- use uniform special education policies and procedures throughout the district/school and communicate them to teachers, parents, other administrators, school board members, and students;
- create a climate of shared decision-making involving students, teachers, principals, parents, and school boards in developing special education policies, procedures, and plans, and in solving problems;
- develop and maintain strong professional relationships with regular education administrators and school boards;
- keep district personnel, school board members, parents and the community informed about special education policies, programs and procedures, new developments, and legal requirements;

\*e.g., local directors of special education and directors of educational collaboratives/cooperatives.

## **PROGRAM AND INSTRUCTIONAL LEADERSHIP**

- **make consistent, personal contact with building administrators and staff, and communicate an attitude and sense of direction that allows staff to develop a sense of worth and pride in their work;**
- **work closely with and provide support for local Advisory Committees for Special Education;**
- **are skillful in resolving and managing conflict and reacting quickly and positively to suggestions and criticisms from other departments within the educational organization;**
- **effectively coordinate district special education and related services programs, including administration, supervision, compliance with laws and regulations, parent and community relationships, out-of-district contacts, regular education and special education program articulation, program and curriculum development, improvement and evaluation, and staff development and evaluation;**
- **ensure that administrative lines of authority and responsibility affecting special education services are specific and familiar to all district staff;**
- **provide appropriate guidelines, consultation, and coordinative support to facilitate the IEP process district-wide;**
- **develop budgets sufficient to carry out an effective special education program, allocate district special education funds (local, state, and federal) appropriately, and obtain additional funds to support innovative programming;**
- **ensure that adequate personnel, facilities, materials, and supplies are available to support effective special education programs;**
- **encourage the participation of students with disabilities in all school programs and activities;**
- **provide specific and relevant job descriptions for all special education staff;**
- **orient new staff regarding the philosophy, goals, priorities, and programming procedures for special education, and each employee's responsibilities within the district;**
- **regularly observe regular and special education staff, make helpful suggestions, and point out effective teaching;**

- consult with building principals concerning the assignment and supervision of special education teachers;
- consult with building principals concerning the systematic observation and evaluation of regular and special education teachers and para-professionals who work with students with disabilities regarding their:
  - . practical knowledge of disabling conditions,
  - . instructional expertise and content knowledge,
  - . ability to engage children in effective learning experiences, and
  - . efforts to improve their programs;
- provide time to special education personnel for on-going communication and consultation with regular education teachers responsible for teaching students with disabilities;
- manage the assessment and analysis of special education and related service needs of district students;
- coordinate the development and implementation of annual and long-term plans for program improvement;
- negotiate and gain support from key personnel on program proposals;
- act as models, facilitators, and catalysts for staff on program development activities; and,
- understand the power structure in the organization, and gain support to facilitate the approval of proposals and ideas that benefit special education.

Indicators in this section were drawn from the following sources: Berman (1979), Blumberg (1980), Bossert (1982), Brookover (1979b), Brundage (1979), CASE, CCSSO, CEC, Clark (1980), CN, CO, Crandall (1982), DEL, Duke (1982), Edmonds (1979a), Emrick (1977), Enochs (1979), FL, GLARRC-DB, Hall (1980), Hargrove (1981), ID, I-P, KY, Leithwood (1982), Lipham (1981), Little (1981), Little (1982), Madden (1976), MA-SBE, ME, MO, NAESP (1984), NASDSE (1976), NB, New York SDE (1974), NH, OH, Olsen, PA, Purkey (1983), SMA, Stallings (1981b), Symposium on Effective Schools (1980), VA, Venezky (1979), VT, Weber (1971), Wellisch (1978)

## PROGRAM AND INSTRUCTIONAL LEADERSHIP

- make consistent, personal contact with building administrators and staff, and communicate an attitude and sense of direction that allows staff to develop a sense of worth and pride in their work;
- work closely with and provide support for local Advisory Committees for Special Education;
- are skillful in resolving and managing conflict and reacting quickly and positively to suggestions and criticisms from other departments within the educational organization;
- effectively coordinate district special education and related services programs, including administration, supervision, compliance with laws and regulations, parent and community relationships, out-of-district contacts, regular education and special education program articulation, program and curriculum development, improvement and evaluation, and staff development and evaluation;
- ensure that administrative lines of authority and responsibility affecting special education services are specific and familiar to all district staff;
- provide appropriate guidelines, consultation, and coordinative support to facilitate the IEP process district-wide;
- develop budgets sufficient to carry out an effective special education program, allocate district special education funds (local, state, and federal) appropriately, and obtain additional funds to support innovative programming;
- ensure that adequate personnel, facilities, materials, and supplies are available to support effective special education programs;
- encourage the participation of students with disabilities in all school programs and activities;
- provide specific and relevant job descriptions for all special education staff;
- orient new staff regarding the philosophy, goals, priorities, and programming procedures for special education, and each employee's responsibilities within the district;
- regularly observe regular and special education staff, make helpful suggestions, and point out effective teaching;

## **PROGRAM AND INSTRUCTIONAL LEADERSHIP**

- acquire resources needed to ensure the effectiveness of instructional programs from many sources, including the community;
- establish systems of incentives and rewards to encourage excellence in student, teacher, and administrator performance;
- recognize staff and parents for the development of exemplary programs and quality instructional materials;
- monitor student progress frequently to stimulate achievement;
- establish standard procedures to guide parent involvement, emphasizing the importance of parental support of the school's instructional efforts;
- support efforts of special and regular education staff to improve through staff development and training opportunities;
- involve students, teachers, parents, and administrators in developing and implementing plans for program development, modification, and improvement; and,
- expect instructional programs to improve over time - improvement strategies are organized and systematic and are given high priority and visibility.

Superintendents and principals agree on the importance of special education and show support for programs and for all staff serving students with disabilities.

### **Principals:**

- assume responsibility for ensuring the effectiveness of special education programs in their schools and take part in special education planning and program development activities; and,
- are directly responsible for supervising the IEP process in their schools.

### **Principals and Special Education Administrators:**

- share responsibility for instructional leadership in special education programs;
- emphasize the improvement of instruction and student performance through on-going staff supervision, observation, and consultation;

- consult with building principals concerning the assignment and supervision of special education teachers;
- consult with building principals concerning the systematic observation and evaluation of regular and special education teachers and para-professionals who work with students with disabilities regarding their:
  - . practical knowledge of disabling conditions,
  - . instructional expertise and content knowledge,
  - . ability to engage children in effective learning experiences, and
  - . efforts to improve their programs;
- provide time to special education personnel for on-going communication and consultation with regular education teachers responsible for teaching students with disabilities;
- manage the assessment and analysis of special education and related service needs of district students;
- coordinate the development and implementation of annual and long-term plans for program improvement;
- negotiate and gain support from key personnel on program proposals;
- act as models, facilitators, and catalysts for staff on program development activities; and,
- understand the power structure in the organization, and gain support to facilitate the approval of proposals and ideas that benefit special education.

Indicators in this section were drawn from the following sources: Berman (1979), Blumberg (1980), Bossert (1982), Brookover (1979b), Brundage (1979), CASE, CCSSO, CEC, Clark (1980), CN, CO, Crandall (1982), DEL, Duke (1982), Edmonds (1979a), Emrick (1977), Enochs (1979), FL, GLARRC-DB, Hall (1980), Hargrove (1981), ID, I-P, KY, Leithwood (1982), Lipham (1981), Little (1981), Little (1982), Madden (1976), MA-SBE, ME, MO, NAESP (1984), NASDSE (1976), NB, New York SDE (1974), NH, OH, Olsen, PA, Purkey (1983), SMA, Stallings (1981b), Symposium on Effective Schools (1980), VA, Venezky (1979), VT, Weber (1971), Wellisch (1978)

APPENDIX B



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 6-Q

RICHMOND 23216-2060

September 24, 1990

**TO:** Special Education Administrators  
**FROM:** Austin T. Tuning, Director of Special Education  
**SUBJECT:** Special Education Administrator Effectiveness Survey

The Division of Special Education of the Virginia Department of Education is considering a number of proposals in regard to the training and certification of special education administrators. Before decisions can be made in these areas, data must be gathered on incumbent special education administrators like yourself. Please complete the enclosed survey, "Special Education Administrator Effectiveness," and return to me by October 8, 1990.

A unique array of skills is required to be an effective leader of local special education programs. Through this research, you will have the opportunity to evaluate your own knowledge and skill in key areas of responsibility. In order that you may learn how you are perceived by your colleagues, selected principals from your school division are being asked to share their perceptions of your knowledge and skill.

You may be assured that individual responses will remain completely confidential. Each questionnaire has an identification number so that (1) we may check your name off of the mailing list when your questionnaire is returned and (2) so that we may match your completed questionnaire with those of your school division colleagues. Your name will never be placed on the questionnaire.

The results of this research will assist in the development of preservice and inservice training programs and certification requirements for special education administrators. An effectiveness profile, displaying mean self-evaluation scores and overall mean scores, will be provided to you.

The project director, Mr. Ed Schnittger of Virginia Tech, would be most happy to answer any questions you might have. Please write (230 UCOB, Virginia Tech, Blacksburg 24061-0302) or call (703-231-5925).

As always, we appreciate your assistance.

cc: Dr. Patricia Abrams  
Dr. William L. Helton  
Division Superintendent



## COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 6-0

RICHMOND 23216-2080

September 24, 1990

**TO:** Selected Principals  
**FROM:** Austin T. Tuning, Director of Special Education  
**SUBJECT:** Special Education Administrator Effectiveness Survey

Principals are local special education administrators' closest colleagues in the day-to-day administration of local special education programs. In order that special education administrators may learn how they are perceived by their colleagues, you and other principals from your school division are being asked to share your perceptions of the knowledge and skill of your local special education administrator. At the same time, your special education administrator is being asked to complete a self-evaluation of his or her knowledge and skill. Please complete the enclosed survey, "Special Education Administrator Effectiveness," and return to me by October 8, 1990.

The Division of Special Education of the Virginia Department of Education is considering a number of proposals in regard to the training and certification of special education administrators. Before decisions can be made in these areas, data must be gathered on incumbent special education administrators.

You may be assured that all individual responses will remain completely confidential. Each questionnaire has an identification number so that (1) we may check your name off of the mailing list when your questionnaire is returned and (2) so that we may match your completed questionnaire with those of your school division colleagues. Your name will never be placed on the questionnaire.

The results of this research will assist in the development of preservice and inservice training programs and certification requirements for special education administrators. The project director, Mr. Ed Schnittger of Virginia Tech, would be most happy to answer any questions you might have. Please write (230 UC0B, Virginia Tech, Blacksburg 24061-0302) or call (703-231-5925).

As always, we appreciate your assistance.

cc: Dr. Patricia Abrams  
Dr. William L. Helton  
Division Superintendent

October 24, 1990

Dear Administrator:

Last month, a survey, "Special Education Administrator Effectiveness," was mailed to you by the State Director of Special Education. Your input is critical to the development of preservice and inservice training programs and certification requirements for special education administrators in the Commonwealth of Virginia.

If you have completed and returned the survey, please accept our sincere thanks. If not, please do so now. The return address is: Dr. Austin T. Tuning, P.O. Box 6-Q, Richmond, VA 23216-2060. If by some chance you did not receive the survey, or if it has been misplaced, please call me now at 703-231-5925 and I will get another one in the mail to you right away.

Sincerely,

*Ed Schmitzer*  
Project Director

# VIRGINIA TECH

Division of Administrative  
and Educational Services

University City Office Building  
Blacksburg, Virginia 24061-0302

January, 1990

Dear Special Education Administrator:

This fall you participated in a research study of special education administrator effectiveness in Virginia. Please accept my sincere thanks for the time and effort you devoted. The data have been analyzed and a final report will be made available to all interested parties at the annual state conference of special education administrators later this spring.

The data gathered from your school division is being made available to you alone, to assist you in your professional development. Only group data will be reported elsewhere.

Enclosed you will find a "Special Education Administrator Effectiveness Profile" detailing the data gathered from your school division. The ratings for variables 1.0 through 8.0 each represent a mean score of ten separate questionnaire items (which are described briefly under each variable title). The "X" on each scale denotes the statewide mean. Your school division's means are noted in red.

I hope that you find this information useful. Please feel free to contact me if you have any questions or concerns (230 UCOB, Virginia Tech, Blacksburg, VA 24061-0302; 703-231-5925).

Sincerely,

Ed Schnittger  
Project Director

**SPECIAL EDUCATION ADMINISTRATOR EFFECTIVENESS PROFILE**

**Variable**

**Ratings**  
(X=statewide mean)

**1.0 Leadership Foundations:**  
**Special Education**  
**KNOWLEDGE OF:** the influence of general education on special education; special education assessment, curriculum, and instruction; special education finance; federal, state, and local laws, regulations, and policies; the special education and related service needs in your school division; and the power structure in your school division.

				4.88		
				X		
	1	2	3	4	5	6
	SELF-EVALUATION					
				4.91		
				X		
	1	2	3	4	5	6
	COLLEAGUE EVALUATIONS					

**2.0 Leadership Foundations:**  
**General Education**  
**KNOWLEDGE OF:** general education assessment, curriculum, and instruction; public school law; public school finance; theories of educational administration, instructional supervision, and learning; vocational education; and substance abuse education.

				4.92		
				X		
	1	2	3	4	5	6
	SELF-EVALUATION					
				4.89		
				X		
	1	2	3	4	5	6
	COLLEAGUE EVALUATIONS					

**3.0 Leadership in the Special Education Process**  
**SKILL IN COORDINATING:** "child find"; assessment of handicapping conditions; special education service provision; individualized educational planning; special education service termination; transition of students into and out of special education programs; integration of students into school programs and activities; meeting established timelines; documentation; and parental involvement.

				4.97		
				X		
	1	2	3	4	5	6
	SELF-EVALUATION					
				4.86		
				X		
	1	2	3	4	5	6
	COLLEAGUE EVALUATIONS					

<u>Variable</u>	<u>Ratings</u> (X=statewide mean)
<p>4.0 Instructional Leadership            SKILL IN: applying theories of instructional supervision; evaluating student materials and instructional strategies; identifying alternative student materials and instructional strategies; giving recognition to personnel; sharing responsibility for instructional leadership with principals; and working with principals.</p>	$\begin{array}{r} 4.80 \\ \hline X \\ \hline 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \\ \text{SELF-EVALUATION} \end{array}$ $\begin{array}{r} 4.88 \\ \hline X \\ \hline 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \\ \text{COLLEAGUE EVALUATIONS} \end{array}$
<p>5.0 Organizational Leadership            SKILL IN: developing school division policies, procedures, and priorities; communicating policies and procedures throughout the school division; informing school division personnel about programs, new developments, legal requirements, and lines of authority and responsibility; interpreting policy; making decisions in areas where there is a lack of policy; negotiating the approval of projects that benefit special education; and obtaining additional funds to support innovative programming.</p>	$\begin{array}{r} 4.78 \\ \hline X \\ \hline 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \\ \text{SELF-EVALUATION} \end{array}$ $\begin{array}{r} 4.92 \\ \hline X \\ \hline 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \\ \text{COLLEAGUE EVALUATIONS} \end{array}$
<p>6.0 Human Resource Management            SKILL IN: managing conflict; resolving conflict; responding to suggestions and criticisms; securing needed personnel; coordinating personnel development activities; coordinating personnel evaluation; developing job descriptions; coordinating the orientation and assignment of new personnel; and in helping personnel to develop a sense of worth and pride in their work.</p>	$\begin{array}{r} 4.81 \\ \hline X \\ \hline 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \\ \text{SELF-EVALUATION} \end{array}$ $\begin{array}{r} 4.86 \\ \hline X \\ \hline 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \\ \text{COLLEAGUE EVALUATIONS} \end{array}$

**Variable**

**Ratings**  
( $\bar{X}$ =statewide mean)

7.0 Organizational Management  
SKILL IN: securing needed facilities, materials, and supplies; developing budgets; allocating local, state, and federal funds; developing annual and long-term plans; coordinating the implementation of annual and long-term plans; developing new programs; evaluating programs; applying policies and procedures uniformly throughout the school division; and maintaining a high level of personal contact with principals.

4.86  
 $\bar{X}$   
1 2 3 4 5 6  
SELF-EVALUATION

4.91  
 $\bar{X}$   
1 2 3 4 5 6  
COLLEAGUE EVALUATIONS

8.0 School-Community Leadership  
SKILL IN: sharing decision-making with parents, students, teachers, and principals; communicating policies and procedures throughout the community; informing the community about special education programs, new developments, and legal requirements; working with the local advisory committee for special education; and coordinating out-of-division contacts.

4.71  
 $\bar{X}$   
1 2 3 4 5 6  
SELF-EVALUATION

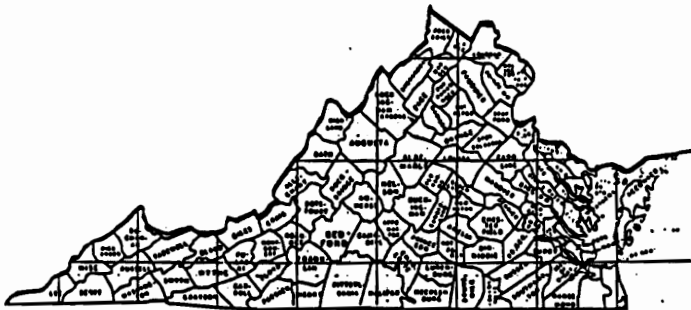
4.75  
 $\bar{X}$   
1 2 3 4 5 6  
COLLEAGUE EVALUATIONS

MEAN EFFECTIVENESS  
AVERAGE rating on all 80  
questionnaire items.

4.88  
 $\bar{X}$   
1 2 3 4 5 6  
SELF-EVALUATION

4.88  
 $\bar{X}$   
1 2 3 4 5 6  
COLLEAGUE EVALUATIONS

APPENDIX C



**SPECIAL EDUCATION ADMINISTRATOR**

**EFFECTIVENESS**

**(COLLEAGUE EVALUATION)**

**SPECIAL EDUCATION ADMINISTRATOR EFFECTIVENESS  
(COLLEAGUE EVALUATION)**

It is our understanding that \_\_\_\_\_ has been assigned administrative responsibility for special education programs in your school division. This instrument has been designed to allow building principals to evaluate his/her knowledge and skill in certain key areas related to special education administration.

**GENERAL INSTRUCTIONS:**

- Please circle a choice for each item.
- Please circle only one choice per item.
- Please circle NA if an item does not apply to your special education administrator.
- Please circle DK if you do not know (i.e., if you cannot evaluate your special education administrator on an item).

**INSTRUCTIONS: 1.0 and 2.0**

- Please evaluate your special education administrator's DEMONSTRATED KNOWLEDGE of each item.
- Circle a choice from 1 (LOW) to 6 (HIGH).

LOW (-----) HIGH  
1 2 3 4 5 6

**1.0 Leadership Foundations: Special Education**

Demonstrated knowledge of...

- |   |   |   |   |   |   |   |    |    |
|---|---|---|---|---|---|---|----|----|
| (01) the influence of general education assessment, curriculum, and instruction on special education.....                       | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (02) special education assessment practices   | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (03) special education curriculum.....  | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (04) special education instruction.....   | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (05) special education case law.....  | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (06) special education finance.....   | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (07) federal laws, regulations, policies procedures, and priorities related to the education of students with disabilities..... | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (08) state laws, regulations, policies, procedures, and priorities related to the education of students with disabilities.....  | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (09) the special education and related services needs of your school division   | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |

Please continue on the next page...

LOW (-----) HIGH  
 1 2 3 4 5 6

Demonstrated knowledge of...

- (10) the power structure in your school division..... 1 2 3 4 5 6 NA DK

2.0 Leadership Foundations: General Education

Demonstrated knowledge of...

- (11) general education assessment..... 1 2 3 4 5 6 NA DK  
 (12) general education curriculum..... 1 2 3 4 5 6 NA DK  
 (13) general education instruction..... 1 2 3 4 5 6 NA DK  
 (14) public school law..... 1 2 3 4 5 6 NA DK  
 (15) public school finance..... 1 2 3 4 5 6 NA DK  
 (16) theories of educational administration 1 2 3 4 5 6 NA DK  
 (17) theories of instructional supervision 1 2 3 4 5 6 NA DK  
 (18) theories of learning..... 1 2 3 4 5 6 NA DK  
 (19) vocational education..... 1 2 3 4 5 6 NA DK  
 (20) substance abuse education..... 1 2 3 4 5 6 NA DK

INSTRUCTIONS: 3.0 through 8.0

Please evaluate your special education administrator's DEMONSTRATED SKILL on each item.

Circle a choice from 1 (LOW) to 6 (HIGH).

3.0 Leadership in the special education process

Demonstrated skill...

- (21) in coordinating the "child find" process..... 1 2 3 4 5 6 NA DK  
 (22) in coordinating the assessment of handicapping conditions..... 1 2 3 4 5 6 NA DK  
 (23) in coordinating special education service provision..... 1 2 3 4 5 6 NA DK  
 (24) in coordinating individualized educational planning..... 1 2 3 4 5 6 NA DK  
 (25) in coordinating special education service termination..... 1 2 3 4 5 6 NA DK

Please continue on the next page...

LOW (————) HIGH  
 1 2 3 4 5 6

Demonstrated skill...

- (26) in coordinating the transition of  
 of students with disabilities into and  
 out from special education programs.... 1 2 3 4 5 6 NA DK
- (27) in coordinating the integration  
 of students with disabilities into all  
 school programs and activities..... 1 2 3 4 5 6 NA DK
- (28) in meeting established timelines  
 during the special education process... 1 2 3 4 5 6 NA DK
- (29) in coordinating documentation  
 and reporting procedures during the  
 special education process..... 1 2 3 4 5 6 NA DK
- (30) in coordinating parental  
 involvement in the special education  
 process..... 1 2 3 4 5 6 NA DK

4.0 Instructional Leadership

Demonstrated skill...

- (31) in applying theories of  
 instructional supervision in working  
 with instructional personnel..... 1 2 3 4 5 6 NA DK
- (32) in evaluating the materials  
 used for students with disabilities.... 1 2 3 4 5 6 NA DK
- (33) in evaluating the instructional  
 strategies used for students with  
 disabilities..... 1 2 3 4 5 6 NA DK
- (34) in identifying alternative  
 materials for use for students with  
 disabilities..... 1 2 3 4 5 6 NA DK
- (35) in identifying alternative  
 instructional strategies for use for  
 students with disabilities..... 1 2 3 4 5 6 NA DK
- (36) in giving recognition to those  
 instructional personnel who excel in  
 the instruction of students with  
 disabilities..... 1 2 3 4 5 6 NA DK
- (37) in sharing responsibility for the  
 instructional leadership of special  
 education programs with principals..... 1 2 3 4 5 6 NA DK

Please continue on the next page...

LOW (————) HIGH  
1 2 3 4 5 6

Demonstrated skill...

- (38) in working with principals to schedule sufficient time for personnel to communicate and consult with each other..... 1 2 3 4 5 6 NA DK
- (39) in working with principals to schedule sufficient time for personnel to complete their responsibilities without detracting from direct instruction..... 1 2 3 4 5 6 NA DK
- (40) in working with principals to schedule sufficient time for personnel to conduct ongoing modifications of curricula..... 1 2 3 4 5 6 NA DK

5.0 Organizational Leadership

Demonstrated skill...

- (41) in developing school division policies, procedures, and priorities that are consistent with local, state, and federal laws, regulations, policies, procedures, and priorities... 1 2 3 4 5 6 NA DK
- (42) in communicating special education policies and procedures throughout the school division..... 1 2 3 4 5 6 NA DK
- (43) in informing school division personnel about special education programs..... 1 2 3 4 5 6 NA DK
- (44) in obtaining additional funds to support innovative programming..... 1 2 3 4 5 6 NA DK
- (45) in informing school division personnel about new developments..... 1 2 3 4 5 6 NA DK
- (46) in informing school division personnel about legal requirements..... 1 2 3 4 5 6 NA DK
- (47) in informing school division personnel of administrative lines of authority and responsibility affecting special education..... 1 2 3 4 5 6 NA DK
- (48) in interpreting policy..... 1 2 3 4 5 6 NA DK

Please continue on the next page...

ce6

LOW (-----) HIGH  
1 2 3 4 5 6

Demonstrated skill...

- (49) in making decisions in areas where there is a lack of policy..... 1 2 3 4 5 6 NA DK
- (50) in negotiating the approval of projects that benefit special education 1 2 3 4 5 6 NA DK

6.0 Human Resource Management

Demonstrated skill...

- (51) in managing conflict..... 1 2 3 4 5 6 NA DK
- (52) in resolving conflict..... 1 2 3 4 5 6 NA DK
- (53) in responding to suggestions and criticisms..... 1 2 3 4 5 6 NA DK
- (54) in securing needed personnel..... 1 2 3 4 5 6 NA DK
- (55) in coordinating personnel development activities..... 1 2 3 4 5 6 NA DK
- (56) in coordinating personnel evaluation..... 1 2 3 4 5 6 NA DK
- (57) in developing specific and relevant job descriptions..... 1 2 3 4 5 6 NA DK
- (58) in coordinating the orientation of new personnel..... 1 2 3 4 5 6 NA DK
- (59) in coordinating the assignment of new personnel..... 1 2 3 4 5 6 NA DK
- (60) in helping personnel to develop a sense of worth and pride in their work..... 1 2 3 4 5 6 NA DK

7.0 Organizational Management

Demonstrated skill...

- (61) in securing needed facilities..... 1 2 3 4 5 6 NA DK
- (62) in securing needed materials and supplies..... 1 2 3 4 5 6 NA DK
- (63) in developing budgets..... 1 2 3 4 5 6 NA DK
- (64) in allocating local, state, and federal funds for special education.... 1 2 3 4 5 6 NA DK

Please continue on the next page...

LOW (-----) HIGH  
1 2 3 4 5 6

**Demonstrated skill...**

- |  |   |   |   |   |   |   |    |    |
|--|---|---|---|---|---|---|----|----|
| (65) in developing annual and long-term plans for program improvement.....                         | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (66) in coordinating the implementation of annual and long-term plans for program improvement..... | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (67) in developing new programs.....   | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (68) in evaluating programs.....   | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (69) in applying policies and procedures uniformly throughout the school division.....             | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (70) in maintaining a high level of personal contact with principals.....                          | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |

**8.0 School-Community Leadership**

**Demonstrated skill...**

- |  |   |   |   |   |   |   |    |    |
|--|---|---|---|---|---|---|----|----|
| (71) in sharing decision-making with parents in developing special education policies, procedures, and plans, and in solving problems.....             | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (72) in sharing decision-making with students in developing special education policies, procedures, and plans, and in solving problems.....            | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (73) in sharing decision-making with teachers in developing special education policies, procedures, and plans, and in solving problems.....            | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (74) in sharing decision-making with building principals in developing special education policies, procedures, and plans, and in solving problems..... | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (75) in communicating special education policies and procedures throughout the community.....  | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (76) in informing the community about special education programs.....  | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |
| (77) in informing the community about new developments.....  | 1 | 2 | 3 | 4 | 5 | 6 | NA | DK |

Please continue on the next page...

LOW (-----) HIGH  
1 2 3 4 5 6

**Demonstrated skill...**

- (78) in informing the community about legal requirements..... 1 2 3 4 5 6 NA DK
- (79) in working with the local advisory committee for special education..... 1 2 3 4 5 6 NA DK
- (80) in coordinating out-of-division contacts..... 1 2 3 4 5 6 NA DK

**9.0 Supervisor of Special Education Endorsement**

The Department of Education of the Commonwealth of Virginia is considering strengthening the requirements for endorsement as Supervisor of Special Education, the only state endorsement category for local special education leadership personnel. The following section has been designed to allow you to evaluate the appropriateness of including certain content and experiences in such requirements.

**INSTRUCTIONS: 9.0**

Please evaluate the IMPORTANCE of items 81 through 101 to the effectiveness of ALL special education administrators. Circle a choice from 1 (LOW) to 6 (HIGH). Circle NA if the item does not apply to special education administrators.

LOW (-----) HIGH  
1 2 3 4 5 6

- (81) Knowledge of a broad range of learning experiences..... 1 2 3 4 5 6 NA
- (82) An understanding of the interrelationships involved in learning..... 1 2 3 4 5 6 NA
- (83) Administrative knowledge and skills, to include the special education process..... 1 2 3 4 5 6 NA
- (84) Supervisory knowledge and skills, to include the special education process 1 2 3 4 5 6 NA
- (85) Knowledge and skills relevant to sound evaluation of classroom instruction.... 1 2 3 4 5 6 NA
- (86) Knowledge and skills related to group dynamics..... 1 2 3 4 5 6 NA
- (87) Knowledge and skills related to curricular improvements..... 1 2 3 4 5 6 NA

Please continue on the next page...

	LOW (-----) HIGH						
	1	2	3	4	5	6	
(88) Understanding of the rights, responsibilities, and ethics inherent in professional service.....	1	2	3	4	5	6	NA
(89) Knowledge and skills in school-community relations.....	1	2	3	4	5	6	NA
(90) Knowledge and skills in interagency collaboration.....	1	2	3	4	5	6	NA
(91) Ability to understand the relationships among the various disciplines.....	1	2	3	4	5	6	NA
(92) Knowledge of school law, to include knowledge of special education law.....	1	2	3	4	5	6	NA
(93) The application of law to practice.....	1	2	3	4	5	6	NA
(94) Competence in research and development, with specific application to school programs and administration.....	1	2	3	4	5	6	NA
(95) Supervised off-campus experience.....	1	2	3	4	5	6	NA
(96) Understanding of the crucial and dynamic role of the school in our culture.....	1	2	3	4	5	6	NA
(97) Knowledge and skills needed to focus the resources of the school on recognized social concerns.....	1	2	3	4	5	6	NA
(98) Knowledge and competency in planning programs for individuals with handicapping conditions.....	1	2	3	4	5	6	NA
(99) Knowledge and competency in developing programs for individuals with handicapping conditions.....	1	2	3	4	5	6	NA
(100) Knowledge and competency in evaluating programs for individuals with handicapping conditions.....	1	2	3	4	5	6	NA
(101) Knowledge of vocational education.....	1	2	3	4	5	6	NA
(102) What content or experiences not mentioned in items 81-101 should be added to the Supervisor of Special Education endorsement requirements?							

Please continue on the next page...

10.0 Demographic and General Information

(103) How many years of experience have you had

- as a principal?..... \_\_\_\_\_
- as an assistant principal?..... \_\_\_\_\_
- in other educational administration/supervision?.... \_\_\_\_\_
- as a teacher/faculty member?..... \_\_\_\_\_
  
- working with your special education administrator? \_\_\_\_\_

(104) What experience/coursework have you had in special education?

---

---

---

(105) What special education and related services programs are located in your building?

---

---

---

(106) What expectations do you have of your special education administrator? (Please indicate if each is met or unmet.)

---

---

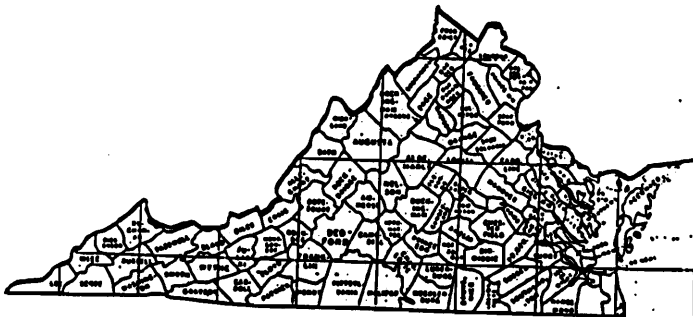
---

(107) To what extent has the "site-based management" concept been implemented in your school division? (Mark one.)

- (1) not at all
- (2) in planning phase
- (3) in pilot study phase
- (4) beginning full implementation
- (5) mature implementation

(108) If "site-based management" has been implemented in your school division, which functions have been decentralized to the building level? (Mark all that apply.)

- (1) budgeting
  - (2) purchasing
  - (3) personnel selection
  - (4) curriculum/program adoption
  - (5) special education eligibility decisions
  - (6) other (please specify) \_\_\_\_\_
-



**SPECIAL EDUCATION ADMINISTRATOR**

**EFFECTIVENESS**

**(SELF-EVALUATION)**

**SPECIAL EDUCATION ADMINISTRATOR EFFECTIVENESS  
(SELF-EVALUATION)**

It is our understanding that you hold administrative responsibility for special education programs in your school division. This instrument has been designed to allow you to evaluate your own knowledge and skill in certain key areas related to special education administration.

**GENERAL INSTRUCTIONS:**

- Please circle a choice for each item.
- Please circle only one choice per item.
- Please circle NA if an item does not apply to you or your position.

**INSTRUCTIONS: 1.0 and 2.0**

- Please evaluate your KNOWLEDGE of each item.
- Circle a choice from 1 (Low) to 6 (High).

LOW (————) HIGH  
1 2 3 4 5 6

**1.0 Leadership Foundations: Special Education**

Knowledge of...

(01) the influence of general education assessment, curriculum, and instruction on special education.....	1	2	3	4	5	6	NA
(02) special education assessment practices	1	2	3	4	5	6	NA
(03) special education curriculum.....	1	2	3	4	5	6	NA
(04) special education instruction.....	1	2	3	4	5	6	NA
(05) special education case law.....	1	2	3	4	5	6	NA
(06) special education finance.....	1	2	3	4	5	6	NA
(07) federal laws, regulations, policies, procedures, and priorities related to the education of students with disabilities.....	1	2	3	4	5	6	NA
(08) state laws, regulations, policies, procedures, and priorities related to the education of students with disabilities.....	1	2	3	4	5	6	NA
(09) the special education and related services needs of your school division	1	2	3	4	5	6	NA
(10) the power structure in your school division.....	1	2	3	4	5	6	NA

Please continue on the next page...

LOW (————) HIGH  
1 2 3 4 5 6

**2.0 Leadership Foundations: General Education**

Knowledge of...

- (11) general education assessment..... 1 2 3 4 5 6 NA
- (12) general education curriculum..... 1 2 3 4 5 6 NA
- (13) general education instruction..... 1 2 3 4 5 6 NA
- (14) public school law..... 1 2 3 4 5 6 NA
- (15) public school finance..... 1 2 3 4 5 6 NA
- (16) theories of educational administration 1 2 3 4 5 6 NA
- (17) theories of instructional supervision 1 2 3 4 5 6 NA
- (18) theories of learning..... 1 2 3 4 5 6 NA
- (19) vocational education..... 1 2 3 4 5 6 NA
- (20) substance abuse education..... 1 2 3 4 5 6 NA

**INSTRUCTIONS: 3.0 through 8.0**

Please evaluate your SKILL on each item.  
Circle a choice from 1 (Low) to 6 (High).

**3.0 Leadership in the Special Education Process**

Skill...

- (21) in coordinating the "child  
find" process..... 1 2 3 4 5 6 NA
- (22) in coordinating the assessment  
of handicapping conditions..... 1 2 3 4 5 6 NA
- (23) in coordinating special education  
service provision..... 1 2 3 4 5 6 NA
- (24) in coordinating individualized  
educational planning..... 1 2 3 4 5 6 NA
- (25) in coordinating special education  
service termination..... 1 2 3 4 5 6 NA
- (26) in coordinating the transition of  
students with disabilities into and  
out from special education programs.... 1 2 3 4 5 6 NA

Please continue on the next page...

LOW (————) HIGH  
1 2 3 4 5 6

Skill...

- (27) in coordinating the integration of students with disabilities into all school programs and activities..... 1 2 3 4 5 6 NA
- (28) in meeting established timelines during the special education process... 1 2 3 4 5 6 NA
- (29) in coordinating documentation and reporting procedures during the special education process..... 1 2 3 4 5 6 NA
- (30) in coordinating parental involvement in the special education process..... 1 2 3 4 5 6 NA

4.0 Instructional Leadership

Skill...

- (31) in applying theories of instructional supervision in working with instructional personnel..... 1 2 3 4 5 6 NA
- (32) in evaluating the materials used for students with disabilities.... 1 2 3 4 5 6 NA
- (33) in evaluating the instructional strategies used for students with disabilities..... 1 2 3 4 5 6 NA
- (34) in identifying alternative materials for use for students with disabilities..... 1 2 3 4 5 6 NA
- (35) in identifying alternative instructional strategies for use for students with disabilities..... 1 2 3 4 5 6 NA
- (36) in giving recognition to those instructional personnel who excel in the instruction of students with disabilities..... 1 2 3 4 5 6 NA
- (37) in sharing responsibility for the instructional leadership of special education programs with principals..... 1 2 3 4 5 6 NA
- (38) in working with principals to schedule sufficient time for personnel to communicate and consult with each other..... 1 2 3 4 5 6 NA

Please continue on the next page...

LOW (————) HIGH  
1 2 3 4 5 6

Skill...

- (39) in working with principals to schedule sufficient time for personnel to complete their responsibilities without detracting from direct instruction..... 1 2 3 4 5 6 NA
- (40) in working with principals to schedule sufficient time for personnel to conduct ongoing modifications of curricula..... 1 2 3 4 5 6 NA

5.0 Organizational Leadership

Skill...

- (41) in developing school division policies, procedures, and priorities that are consistent with local, state, and federal laws, regulations, policies, procedures, and priorities... 1 2 3 4 5 6 NA
- (42) in communicating special education policies and procedures throughout the school division..... 1 2 3 4 5 6 NA
- (43) in informing school division personnel about special education programs..... 1 2 3 4 5 6 NA
- (44) in obtaining additional funds to support innovative programming..... 1 2 3 4 5 6 NA
- (45) in informing school division personnel about new developments..... 1 2 3 4 5 6 NA
- (46) in informing school division personnel about legal requirements..... 1 2 3 4 5 6 NA
- (47) in informing school division personnel of administrative lines of authority and responsibility affecting special education..... 1 2 3 4 5 6 NA
- (48) in interpreting policy..... 1 2 3 4 5 6 NA
- (49) in making decisions in areas where there is a lack of policy..... 1 2 3 4 5 6 NA
- (50) in negotiating the approval of projects that benefit special education 1 2 3 4 5 6 NA

Please continue on the next page...

LOW (————) HIGH  
 1 2 3 4 5 6

**6.0 Human Resource Management**

**Skill...**

- (51) in managing conflict..... 1 2 3 4 5 6 NA
- (52) in resolving conflict..... 1 2 3 4 5 6 NA
- (53) in responding to suggestions and criticisms..... 1 2 3 4 5 6 NA
- (54) in securing needed personnel..... 1 2 3 4 5 6 NA
- (55) in coordinating personnel development activities..... 1 2 3 4 5 6 NA
- (56) in coordinating personnel evaluation..... 1 2 3 4 5 6 NA
- (57) in developing specific and relevant job descriptions..... 1 2 3 4 5 6 NA
- (58) in coordinating the orientation of new personnel..... 1 2 3 4 5 6 NA
- (59) in coordinating the assignment of new personnel..... 1 2 3 4 5 6 NA
- (60) in helping personnel to develop a sense of worth and pride in their work..... 1 2 3 4 5 6 NA

**7.0 Organizational Management**

**Skill...**

- (61) in securing needed facilities..... 1 2 3 4 5 6 NA
- (62) in securing needed materials and supplies..... 1 2 3 4 5 6 NA
- (63) in developing budgets..... 1 2 3 4 5 6 NA
- (64) in allocating local, state, and federal funds for special education.... 1 2 3 4 5 6 NA
- (65) in developing annual and long-term plans for program improvement..... 1 2 3 4 5 6 NA
- (66) in coordinating the implementation of annual and long-term plans for program improvement..... 1 2 3 4 5 6 NA

Please continue on the next page...

LOW (-----) HIGH  
 1 2 3 4 5 6

Skill...

- (67) in developing new programs..... 1 2 3 4 5 6 NA
- (68) in evaluating programs..... 1 2 3 4 5 6 NA
- (69) in applying policies and  
 procedures uniformly throughout the  
 school division..... 1 2 3 4 5 6 NA
- (70) in maintaining a high level of  
 personal contact with principals..... 1 2 3 4 5 6 NA

B.0 School-Community Leadership

Skill...

- (71) in sharing decision-making  
 with parents in developing special  
 education policies, procedures, and plans,  
 and in solving problems..... 1 2 3 4 5 6 NA
- (72) in sharing decision-making  
 with students in developing special  
 education policies, procedures, and plans,  
 and in solving problems..... 1 2 3 4 5 6 NA
- (73) in sharing decision-making  
 with teachers in developing special  
 education policies, procedures, and  
 plans, and in solving problems..... 1 2 3 4 5 6 NA
- (74) in sharing decision-making  
 with building principals in developing  
 special education policies, procedures,  
 and plans, and in solving problems..... 1 2 3 4 5 6 NA
- (75) in communicating special education  
 policies and procedures throughout the  
 community..... 1 2 3 4 5 6 NA
- (76) in informing the community about  
 special education programs..... 1 2 3 4 5 6 NA
- (77) in informing the community about  
 new developments..... 1 2 3 4 5 6 NA
- (78) in informing the community about  
 legal requirements..... 1 2 3 4 5 6 NA
- (79) in working with the local  
 advisory committee for special  
 education..... 1 2 3 4 5 6 NA

Please continue on the next page...

LOW (-----) HIGH  
1 2 3 4 5 6

Skill...

(80) in coordinating out-of-division contacts..... 1 2 3 4 5 6 NA

9.0 Supervisor of Special Education Endorsement

The Department of Education of the Commonwealth of Virginia is considering strengthening the requirements for endorsement as Supervisor of Special Education, the only state endorsement category for local special education leadership personnel. The following section has been designed to allow you to evaluate the appropriateness of including certain content and experiences in such requirements.

INSTRUCTIONS: 9.0

Please evaluate the IMPORTANCE of items 81 through 101 to the effectiveness of ALL special education administrators. Circle a choice from 1 (LOW) to 6 (HIGH). Circle NA if the item does not apply to special education administrators.

LOW (-----) HIGH  
1 2 3 4 5 6

- (81) Knowledge of a broad range of learning experiences..... 1 2 3 4 5 6 NA
- (82) An understanding of the interrelationships involved in learning..... 1 2 3 4 5 6 NA
- (83) Administrative knowledge and skills, to include the special education process..... 1 2 3 4 5 6 NA
- (84) Supervisory knowledge and skills, to include the special education process 1 2 3 4 5 6 NA
- (85) Knowledge and skills relevant to sound evaluation of classroom instruction.... 1 2 3 4 5 6 NA
- (86) Knowledge and skills related to group dynamics..... 1 2 3 4 5 6 NA
- (87) Knowledge and skills related to curricular improvements..... 1 2 3 4 5 6 NA
- (88) Understanding of the rights, responsibilities, and ethics inherent in professional service..... 1 2 3 4 5 6 NA

Please continue on the next page...

	LOW (-----) HIGH						
	1	2	3	4	5	6	
(89) Knowledge and skills in school-community relations.....	1	2	3	4	5	6	NA
(90) Knowledge and skills in interagency collaboration.....	1	2	3	4	5	6	NA
(91) Ability to understand the relationships among the various disciplines.....	1	2	3	4	5	6	NA
(92) Knowledge of school law, to include knowledge of special education law.....	1	2	3	4	5	6	NA
(93) The application of law to practice.....	1	2	3	4	5	6	NA
(94) Competence in research and development, with specific application to school programs and administration.....	1	2	3	4	5	6	NA
(95) Supervised off-campus experience.....	1	2	3	4	5	6	NA
(96) Understanding of the crucial and dynamic role of the school in our culture.....	1	2	3	4	5	6	NA
(97) Knowledge and skills needed to focus the resources of the school on recognized social concerns.....	1	2	3	4	5	6	NA
(98) Knowledge and competency in planning programs for individuals with handicapping conditions.....	1	2	3	4	5	6	NA
(99) Knowledge and competency in developing programs for individuals with handicapping conditions.....	1	2	3	4	5	6	NA
(100) Knowledge and competency in evaluating programs for individuals with handicapping conditions.....	1	2	3	4	5	6	NA
(101) Knowledge of vocational education.....	1	2	3	4	5	6	NA
(102) What content or experiences not mentioned in items 81-101 should be added to the Supervisor of Special Education endorsement requirements?							

---



---



---

Please continue on the next page...

10.0 Demographic and General Information

- (103) Gender: (1) female  
(2) male
- (104) Age: (1) less than 30 years of age  
(2) 30 to 39 years of age  
(3) 40 to 49 years of age  
(4) 50 to 59 years of age  
(5) 60 or more years of age
- (105) Ethnicity: (1) native American  
(2) black, or African-American  
(3) Hispanic, or Hispanic-American  
(4) Asian or Pacific islander  
(5) white  
(6) other: (please specify) \_\_\_\_\_
- (106) Bachelor's degree:  
Major field: \_\_\_\_\_  
Minor field(s): \_\_\_\_\_  
Year awarded: \_\_\_\_\_  
Institution: \_\_\_\_\_
- (107) Master's degree:  
Major field: \_\_\_\_\_  
If none, Minor field(s): \_\_\_\_\_  
check here \_\_\_\_ Year awarded: \_\_\_\_\_  
Institution: \_\_\_\_\_
- (108) Specialist/certificate:  
Major field: \_\_\_\_\_  
If none, Minor field: \_\_\_\_\_  
check here \_\_\_\_ Year awarded: \_\_\_\_\_  
Institution: \_\_\_\_\_
- (109) Doctoral degree:  
Major field: \_\_\_\_\_  
If none, Minor field: \_\_\_\_\_  
check here \_\_\_\_ Year awarded: \_\_\_\_\_  
Institution: \_\_\_\_\_
- (110) Salary: Between \$ \_\_ \_\_, 000 and \$ \_\_ \_\_, 000

Please continue on the next page...

sell

(111) Have you had the following courses/learning experiences?

Administration of Special Education	(1) Yes	(2) No
Supervision of Special Education	(1) Yes	(2) No
Evaluation of Special Education Programs	(1) Yes	(2) No
Simulation Exercises Admin/Supv Special Ed	(1) Yes	(2) No
Internship in Admin/Supv of Special Ed	(1) Yes	(2) No
Special Education Law	(1) Yes	(2) No
Special Education Finance	(1) Yes	(2) No
Issues in Special Education	(2) Yes	(2) No

(112) Which types of endorsements do you have on your Virginia teaching certificate? (Mark all that apply.)

- (1) supervisor of special education
- (2) supervisor (any other area)
- (3) principal (any level)
- (3) special education teacher (any area)
- (4) related service provider (any area)
- (5) general education teacher (any area)
- (6) vocational education teacher (any area)

(113) How many years experience have you had

- in your present position as special education administrator? \_\_\_\_\_
- in other special education administrative/supervisory work? \_\_\_\_\_
- as a general education administrator or supervisor?..... \_\_\_\_\_
- as a special education teacher?..... \_\_\_\_\_
- as a related service provider?..... \_\_\_\_\_
- as a general education teacher?..... \_\_\_\_\_
- as a vocational education teacher?..... \_\_\_\_\_

(114) How much of your work time is devoted to special education? \_\_\_\_%

(115) To what extent has the "site-based management" concept been implemented in your school division? (Mark one.)

- (1) not at all
- (2) in planning phase
- (3) in pilot study phase
- (4) beginning full implementation
- (5) mature implementation

(116) If "site-based management" has been implemented in your school division, which functions have been decentralized to the building level? (Mark all that apply.)

- (1) budgeting
  - (2) purchasing
  - (3) personnel selection
  - (4) curriculum/program adoption
  - (5) special education eligibility decisions
  - (6) other (please specify) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Appendix D**  
**Data Summary Tables**

TABLE 1

Mean Self Evaluations and Colleague Evaluations for Section 1.0

Item	Abbreviated Stem	<u>n</u>	Self	<u>n</u>	Colleague	<u>t</u>
(01)	Influence of gen ed <u>M</u> <u>SD</u>	104	5.02 0.75	343	5.01 0.94	0.12
(02)	Spec ed assessment <u>M</u> <u>SD</u>	104	5.41 0.76	352	5.27 0.90	1.65
(03)	Spec ed curriculum <u>M</u> <u>SD</u>	104	4.84 0.93	346	5.05 1.02	1.87
(04)	Spec ed instruction <u>M</u> <u>SD</u>	104	4.99 0.87	344	4.97 1.04	0.25
(05)	Spec ed case law <u>M</u> <u>SD</u>	104	4.89 0.96	335	5.26 0.92	3.47**
(06)	Spec ed finance <u>M</u> <u>SD</u>	104	4.72 1.12	310	5.21 0.87	4.09**
(07)	Fed laws and regs <u>M</u> <u>SD</u>	104	5.28 0.84	354	5.40 0.85	1.26
(08)	State laws and regs <u>M</u> <u>SD</u>	103	5.36 0.70	353	5.43 0.82	0.91
(09)	Local spec ed needs <u>M</u> <u>SD</u>	104	5.64 0.57	356	5.25 0.96	5.16**
(10)	Local power structure <u>M</u> <u>SD</u>	104	5.63 0.66	338	5.21 0.97	4.96**

NOTE: Means represent perceptions of special education administrators' knowledge of Leadership Foundations for Special Education. A six-point scale from 1=Low to 6=High was used. Non-responses, "not applicables", and "do not knows" were dropped. T values indicate if differences were found between special education administrators' perceptions and principals' perceptions.

\*\* p < .01

**TABLE 2**

**Mean Self Evaluations and Colleague Evaluations for Section 2.0**

Item	Abbreviated Stem	n	Self	n	Colleague	t
(11)	Gen ed assessment <u>M</u> <u>SD</u>	104	4.86 0.83	341	4.93 0.98	0.79
(12)	Gen ed curriculum <u>M</u> <u>SD</u>	104	4.68 0.85	334	4.78 1.06	0.91
(13)	Gen ed instruction <u>M</u> <u>SD</u>	103	4.82 0.83	337	4.76 1.04	0.56
(14)	School law <u>M</u> <u>SD</u>	102	4.68 0.89	327	5.21 0.89	5.32**
(15)	School finance <u>M</u> <u>SD</u>	104	4.32 1.06	293	5.00 0.91	5.84**
(16)	Theories of admin <u>M</u> <u>SD</u>	103	4.68 1.08	303	4.84 1.10	1.30
(17)	Theories of supv <u>M</u> <u>SD</u>	104	4.76 1.00	315	4.85 1.12	0.76
(18)	Theories of learning <u>M</u> <u>SD</u>	104	5.14 0.80	320	4.99 0.90	1.51
(19)	Voc education <u>M</u> <u>SD</u>	104	4.14 0.97	255	4.59 1.13	3.75**
(20)	Sub abuse education <u>M</u> <u>SD</u>	104	4.22 1.01	255	4.92 0.95	6.20**

**NOTE:** Means represent perceptions of special education administrators' knowledge of Leadership Foundations for Special Education. A six-point scale from 1=Low to 6=High is used. Non-responses, "not applicables", and "do not knows" were dropped. T values indicate if differences were found between special education administrators' perceptions and principals' perceptions.

\*\* p < .01

**TABLE 3**

**Mean Self Evaluations and Colleague Evaluations for Section 3.0**

Item	Abbreviated Stem	n	Self	n	Colleague	t
(21)	Coord "child find"	104		309		
	<u>M</u>		5.14		5.19	0.50
	<u>SD</u>		0.79		0.93	
(22)	Coord assessment	104		349		
	<u>M</u>		5.45		5.24	2.49*
	<u>SD</u>		0.71		0.95	
(23)	Coord provision	104		348		
	<u>M</u>		5.40		5.19	2.37*
	<u>SD</u>		0.67		1.00	
(24)	Coord IEP dev	104		343		
	<u>M</u>		5.14		5.08	0.66
	<u>SD</u>		0.74		1.13	
(25)	Coord termination	104		330		
	<u>M</u>		5.14		5.12	0.17
	<u>SD</u>		0.80		1.06	
(26)	Coord transition	104		345		
	<u>M</u>		4.88		4.92	0.41
	<u>SD</u>		0.93		1.08	
(27)	Coord integration	104		350		
	<u>M</u>		4.92		4.93	0.03
	<u>SD</u>		0.79		1.12	
(28)	Meet timelines	104		350		
	<u>M</u>		5.03		5.07	0.37
	<u>SD</u>		1.05		1.13	
(29)	Coord documentation	104		349		
	<u>M</u>		5.20		5.24	0.40
	<u>SD</u>		0.77		0.95	
(30)	Coord parent involve	102		349		
	<u>M</u>		5.15		5.14	0.14
	<u>SD</u>		0.75		1.02	

**NOTE:** Means represent perceptions of special education administrators' knowledge of Leadership Foundations for General Education. A six-point scale from 1=Low to 6=High was used. Non-responses, "not applicables", and "do not knows" were dropped. T values indicate if differences were found between special education administrators' perceptions and principals' perceptions.

\*  $p < .05$

TABLE 4

Mean Self Evaluations and Colleague Evaluations for Section 4.0

Item	Abbreviated Stem	<u>n</u>	Self	<u>n</u>	Colleague	<u>t</u>
(31)	Supv instruction	102		321		
	<u>M</u>		4.51		4.65	1.30
	<u>SD</u>		0.88		1.18	
(32)	Eval materials	102		290		
	<u>M</u>		4.55		4.66	0.99
	<u>SD</u>		0.89		1.15	
(33)	Eval strategies	102		324		
	<u>M</u>		4.73		4.70	0.26
	<u>SD</u>		0.87		1.19	
(34)	Ident alt materials	101		304		
	<u>M</u>		4.60		4.67	0.59
	<u>SD</u>		0.90		1.23	
(35)	Ident alt strategies	102		327		
	<u>M</u>		4.72		4.73	<0.01
	<u>SD</u>		0.86		1.17	
(36)	Recog excellence	101		319		
	<u>M</u>		4.85		4.50	3.00**
	<u>SD</u>		0.91		1.32	
(37)	Share with principal	102		347		
	<u>M</u>		4.91		4.86	0.51
	<u>SD</u>		0.89		1.25	
(38)	Sched consult time	102		347		
	<u>M</u>		4.57		4.51	0.54
	<u>SD</u>		0.85		1.27	
(39)	Sched non-inst time	101		344		
	<u>M</u>		4.53		4.52	<0.01
	<u>SD</u>		0.80		1.29	
(40)	Sched curric work	102		339		
	<u>M</u>		4.34		4.45	0.93
	<u>SD</u>		0.86		1.29	

NOTE: Means represent perceptions of special education administrators' skill in Instructional Leadership. A six-point scale from 1=Low to 6=High is used. Non-responses, "not applicables", and "do not knows" were dropped. T values indicate if differences were found between special education administrators' perceptions and principals' perceptions.

\*\*p < .01

TABLE 5

Mean Self Evaluations and Colleague Evaluations for Section 5.0

Item	Abbreviated Stem	<u>n</u>	Self	<u>n</u>	Colleague	<u>t</u>
(41)	Develop policies <u>M</u> <u>SD</u>	104	5.22 0.87	343	5.30 0.92	0.75
(42)	Commun policies <u>M</u> <u>SD</u>	104	5.19 0.83	350	5.10 1.04	0.91
(43)	Inform: programs <u>M</u> <u>SD</u>	104	5.19 0.79	352	5.07 1.01	1.26
(44)	Obtain new funds <u>M</u> <u>SD</u>	101	4.20 1.25	249	4.63 1.27	2.90**
(45)	Inform: developments <u>M</u> <u>SD</u>	104	4.90 0.89	340	4.88 1.15	0.20
(46)	Inform: requirements <u>M</u> <u>SD</u>	103	5.24 0.73	345	5.19 0.98	0.58
(47)	Inform: responsibil <u>M</u> <u>SD</u>	102	5.03 0.84	348	5.00 1.05	0.32
(48)	Interpret policies <u>M</u> <u>SD</u>	103	5.00 0.89	349	5.12 1.04	1.14
(49)	Decide w/o policy <u>M</u> <u>SD</u>	104	5.06 0.85	314	4.70 1.24	3.29**
(50)	Nego for projects <u>M</u> <u>SD</u>	101	4.87 0.95	279	4.91 1.06	0.31

NOTE: Means represent perceptions of special education administrators' skill in Organizational Leadership. A six-point scale from 1=Low to 6=High was used. Non-responses, "not applicables", and "do not knows" were dropped. T values indicate if differences were found between special education administrators' perceptions and principals' perceptions.

\*\* p < .01

TABLE 6

Mean Self Evaluations and Colleague Evaluations for Section 6.0

Item	Abbreviated Stem	n	Self	n	Colleague	t
(51)	Manage conflict	103		329		
	<u>M</u>		4.91		4.65	2.53*
	<u>SD</u>		0.76		1.28	
(52)	Resolve conflict	103		332		
	<u>M</u>		4.99		4.66	3.20**
	<u>SD</u>		0.76		1.28	
(53)	Respond to criticism	104		350		
	<u>M</u>		5.04		4.68	3.58**
	<u>SD</u>		0.75		1.27	
(54)	Secure new personnel	101		341		
	<u>M</u>		4.93		4.97	0.33
	<u>SD</u>		0.89		1.00	
(55)	Coord staff dev	101		328		
	<u>M</u>		4.76		4.86	0.90
	<u>SD</u>		0.86		1.11	
(56)	Coord staff eval	87		282		
	<u>M</u>		4.52		4.60	0.72
	<u>SD</u>		0.85		1.28	
(57)	Dev job descriptions	92		284		
	<u>M</u>		4.71		4.80	0.71
	<u>SD</u>		1.01		1.15	
(58)	Coord orientation	97		295		
	<u>M</u>		4.86		4.72	1.31
	<u>SD</u>		0.76		1.27	
(59)	Coord assignments	99		317		
	<u>M</u>		5.00		4.86	1.41
	<u>SD</u>		0.73		1.10	
(60)	Dev staff pride	104		326		
	<u>M</u>		4.88		4.63	2.21*
	<u>SD</u>		0.86		1.32	

NOTE: Means represent perceptions of special education administrators' skill in Human Resource Management. A six-point scale from 1=Low to 6=High was used. Non-responses, "not applicables", and "do not knows" were dropped. T values indicate if differences were found between special education administrators' perceptions and principals' perceptions.

\* p < .05      \*\* p < .01

TABLE 7

Mean Self Evaluations and Colleague Evaluations for Section 7.0

Item	Abbreviated Stem	n	Self	n	Colleague	t
(61)	Secure facilities	99		293		
	<u>M</u>		4.64		4.68	0.36
	<u>SD</u>		0.86		1.17	
(62)	Secure materials	100		332		
	<u>M</u>		4.95		4.83	1.17
	<u>SD</u>		0.87		1.13	
(63)	Dev budgets	99		267		
	<u>M</u>		4.82		5.00	1.52
	<u>SD</u>		1.06		1.00	
(64)	Allocate funds	93		268		
	<u>M</u>		4.87		5.10	1.90
	<u>SD</u>		1.01		0.92	
(65)	Dev annual plans	102		301		
	<u>M</u>		4.77		4.93	1.37
	<u>SD</u>		0.98		1.02	
(66)	Coord plan implement	102		303		
	<u>M</u>		4.70		4.88	1.56
	<u>SD</u>		1.02		1.05	
(67)	Dev new programs	102		294		
	<u>M</u>		4.76		4.69	0.52
	<u>SD</u>		0.96		1.19	
(68)	Eval programs	102		307		
	<u>M</u>		4.43		4.72	2.45*
	<u>SD</u>		0.96		1.18	
(69)	Apply policies	103		329		
	<u>M</u>		5.20		5.08	1.38
	<u>SD</u>		0.72		1.02	
(70)	Contact w/ principal	102		352		
	<u>M</u>		5.06		4.60	4.09**
	<u>SD</u>		0.85		1.39	

NOTE: Means represent perceptions of special education administrators' skill in Organizational Management. A six-point scale from 1=Low to 6=High is used. Non-responses, "not applicables", and "do not knows" were dropped. T values indicate if differences were found between special education administrators' perceptions and principals' perceptions.

\* p < .05      \*\* p < .01

TABLE 8

Mean Self Evaluations and Colleague Evaluations for Section 8.0

Item	Abbreviated Stem	<u>n</u>	Self	<u>n</u>	Colleague	<u>t</u>
(71)	Decis w/ parents	102	4.64	308	4.88	1.99*
	<u>M</u>		1.02		1.14	
	<u>SD</u>					
(72)	Decis w/ students	94	4.00	249	4.38	2.57*
	<u>M</u>		1.15		1.38	
	<u>SD</u>					
(73)	Decis w/ teachers	101	4.94	333	4.62	3.02**
	<u>M</u>		0.82		1.25	
	<u>SD</u>					
(74)	Decis w/ principals	101	5.00	349	4.63	3.43**
	<u>M</u>		0.83		1.29	
	<u>SD</u>					
(75)	Comm pol to community	102	4.73	326	4.83	0.99
	<u>M</u>		0.86		1.08	
	<u>SD</u>					
(76)	Inf community: progs	102	4.81	325	4.88	0.69
	<u>M</u>		0.82		1.06	
	<u>SD</u>					
(77)	Inf community: devels	102	4.45	306	4.73	2.48*
	<u>M</u>		0.95		1.10	
	<u>SD</u>					
(78)	Inf community: requir	101	4.54	295	4.81	2.25*
	<u>M</u>		1.06		1.04	
	<u>SD</u>					
(79)	Work w/ advisory bd	102	5.16	293	5.27	1.11
	<u>M</u>		0.93		0.87	
	<u>SD</u>					
(80)	Coord outside contact	98	4.90	196	5.19	2.76**
	<u>M</u>		0.91		0.84	
	<u>SD</u>					

NOTE: Means represent perceptions of special education administrators' knowledge of School-Community Leadership. A six-point scale from 1=Low to 6=High was used. Non-responses, "not applicables", and "do not knows" were dropped. T values indicate if differences were found between special education administrators' perceptions and principals' perceptions.

\*  $p < .05$       \*\*  $p < .01$

**TABLE 9**  
**Mean Self Evaluations and Colleague Evaluations by Section**

Section	n	Self	n	Colleague
Leadership Foundations for Special Education	104		357	
<u>M</u>		4.88		4.91
<u>SD</u>		.60		.88
Leadership Foundations for General Education	104		357	
<u>M</u>		4.92		4.89
<u>SD</u>		.57		.90
Leadership in the Special Education Process	104		358	
<u>M</u>		4.97		4.86
<u>SD</u>		.55		.91
Instructional Leadership	104		358	
<u>M</u>		4.80		4.88
<u>SD</u>		.61		.90
Organizational leadership	104		358	
<u>M</u>		4.78		4.92
<u>SD</u>		.63		.88
Human Resource Management	104		358	
<u>M</u>		4.81		4.86
<u>SD</u>		.67		.90
Organizational Management	104		358	
<u>M</u>		4.86		4.91
<u>SD</u>		.65		.89
School-Community Leadership	103		357	
<u>M</u>		4.71		4.75
<u>SD</u>		.73		1.01
Mean Effectiveness (All Items)	104		358	
<u>M</u>		4.87		4.88
<u>SD</u>		.56		.87

NOTE: Values represent all responses to the items in each section. A six-point scale, from 1= low to 6= high, was used. Non-responses, "not applicables" and "do not know" were dropped.

**TABLE 10**

**Unweighted Means ANOVA: Colleague Evaluations for Section 1.0**

Endorsement	Training		Row
	<u>n</u> High	<u>n</u> Low	<u>n</u> Total
Supervisor and Principal	37	5	42
<u>M</u>	4.63	5.55	4.74
Standard Error	0.14	0.39	0.13
Supervisor Only	23	22	45
<u>M</u>	5.22	5.54	5.18
Standard Error	0.18	0.18	0.13
Principal Only	20	43	63
<u>M</u>	4.70	4.71	4.71
Standard Error	0.19	0.13	0.11
Neither	44	85	129
<u>M</u>	4.60	5.14	4.96
Standard Error	0.13	<0.01	<0.01
Column Total	124	155	279
<u>M</u>	4.74	5.03	4.90
Standard Error	<0.01	<0.01	

**NOTE:** Values represent principals' perceptions of special education administrators' knowledge of Leadership Foundations for Special Education (by endorsement and training). A six-point scale, from 1=low to 6=high, was used. Non-responses, "not applicables", and "do not knows" were dropped.

Source	<u>df</u>	<u>F</u>
Endorsement	3	2.37
Training	1	6.15*
Interaction	3	2.76*
Error	271	
Total	278	

\*  $p < .05$ .

TABLE 11

Unweighted Means ANOVA: Colleague Evaluations for Section 2.0

Endorsement	Training		Row
	n	High	n
Supervisor and Principal	37	5	42
<u>M</u>		4.62	5.55
Standard Error		0.14	0.39
Supervisor Only	23	22	45
<u>M</u>		5.15	5.18
Standard Error		0.18	0.19
Principal Only	20	43	63
<u>M</u>		4.65	4.61
Standard Error		0.19	0.13
Neither	44	85	129
<u>M</u>		4.69	5.12
Standard Error		0.13	<0.01
Column Total	124	155	279
<u>M</u>		4.75	5.00
Standard Error		0.08	<0.01

**NOTE:** Values represent principals' perceptions of special education administrators' knowledge of Leadership Foundations for General Education (by endorsement and training). A six-point scale, from 1=low to 6=high, was used. Non-responses, "not applicables", and "do not knows" were dropped.

Source	df	F
Endorsement	3	2.82*
Training	1	5.67*
Interaction	3	2.49
Error	271	
Total	278	

\* p < .05.

TABLE 12

Unweighted Means ANOVA: Colleague Evaluations for Section 3.0

Endorsement	Training		Row
	<u>n</u> High	<u>n</u> Low	<u>n</u> Total
Supervisor and Principal	37	5	42
<u>M</u>	4.58	5.50	4.69
Standard Error	0.14	0.39	0.14
Supervisor Only	23	22	45
<u>M</u>	5.12	5.19	5.15
Standard Error	0.18	0.19	0.13
Principal Only	21	43	64
<u>M</u>	4.56	4.65	4.62
Standard Error	0.19	0.13	0.11
Neither	44	85	129
<u>M</u>	4.68	5.09	4.95
Standard Error	0.13	<0.01	<0.08
Column Total	125	155	280
<u>M</u>	4.71	4.99	4.87
Standard Error	<0.01	<0.07	

**NOTE:** Values represent principals' perceptions of special education administrators' skill in Leadership in the Special Education Process (by endorsement and training). A six-point scale, from 1=low to 6=high, was used. Non-responses, "not applicables", and "do not knows" were dropped.

Source	<u>df</u>	<u>F</u>
Endorsement	3	2.82*
Training	1	6.89**
Interaction	3	1.97
Error	272	
Total	279	

\*  $p < .05$ .

\*\*  $p < .01$

**TABLE 13**

**Unweighted Means ANOVA: Colleague Evaluations for Section 4.0**

Endorsement	Training		Row n Total
	n High	n Low	
Supervisor and Principal	37	5	42
<u>M</u>	4.61	5.48	4.72
Standard Error	0.15	0.40	0.14
Supervisor Only	23	22	45
<u>M</u>	5.17	5.19	5.18
Standard Error	0.19	0.19	0.13
Principal Only	21	43	64
<u>M</u>	4.46	4.68	4.61
Standard Error	0.19	0.14	0.11
Neither	44	85	129
<u>M</u>	4.56	5.10	4.91
Standard Error	0.13	<0.01	<0.01
Column Total	125	155	280
<u>M</u>	4.67	5.01	4.86
Standard Error	<0.01	<0.01	

**NOTE:** Values represent principals' perceptions of special education administrators' skill in Instructional Leadership (by endorsement and training). A six-point scale, from 1=low to 6=high, was used. Non-responses, "not applicables", and "do not knows" were dropped.

Source	<u>df</u>	<u>F</u>
Endorsement	3	3.42*
Training	1	8.10**
Interaction	3	1.65
Error	272	
Total	279	

\*  $p < .05$ .

\*\*  $p < .01$

**TABLE 14**

**Unweighted Means ANOVA: Self Evaluations for Section 5.0**

Endorsement	Training		Row
	n	High	n Low
Supervisor and Principal	14		15
<u>M</u>		4.88	6.00
Standard Error		0.16	0.62
Supervisor Only	9		6
<u>M</u>		4.92	4.60
Standard Error		0.21	0.25
Principal Only	8		16
<u>M</u>		5.02	4.79
Standard Error		0.22	0.15
Neither	14		33
<u>M</u>		4.92	4.55
Standard Error		0.16	<0.11
Column Total	45		56
<u>M</u>		4.92	4.65
Standard Error		<0.01	<0.01

**NOTE:** Values represent special education administrators' perceptions of their own skill in Organizational Leadership (by endorsement and training). A six-point scale, from 1=low to 6=high, was used. Non-responses, "not applicables", and "do not knows" were dropped.

Source	<u>df</u>	<u>F</u>
Endorsement	3	2.77*
Training	1	0.08
Interaction	3	3.31*
Error	93	
Total	100	

\* p < .05.

TABLE 15

Unweighted Means ANOVA: Colleague Evaluations for Section 5.0

Endorsement	Training		Row
	n	High	n
Supervisor and Principal	37	5	42
<u>M</u>		4.72	5.52
Standard Error		0.14	0.39
Supervisor Only	23	22	45
<u>M</u>		5.10	5.20
Standard Error		0.18	0.19
Principal Only	21	43	64
<u>M</u>		4.45	4.75
Standard Error		0.19	0.13
Neither	44	85	129
<u>M</u>		4.80	5.10
Standard Error		0.13	<0.01
Column Total	125	155	280
<u>M</u>		4.77	5.03
Standard Error		<0.01	<0.01

**NOTE:** Values represent principals' perceptions of special education administrators' skill in Organizational Leadership (by endorsement and training). A six-point scale, from 1=low to 6=high, was used. Non-responses, "not applicables", and "do not knows" were dropped.

Source	df	F
Endorsement	3	3.15*
Training	1	7.06**
Interaction	3	1.10
Error	272	
Total	279	

\* p < .05.

\*\* p < .01

**TABLE 16**

**Unweighted Means ANOVA: Self Evaluations for Section 6.0**

Endorsement	Training		Row n Total
	n High	n Low	
Supervisor and Principal	14	1	15
<u>M</u>	4.85	5.88	4.92
Standard Error	0.18	0.66	0.17
Supervisor Only	9	6	15
<u>M</u>	4.98	4.46	4.77
Standard Error	0.22	0.27	0.17
Principal Only	8	16	24
<u>M</u>	5.01	4.96	4.98
Standard Error	0.23	0.17	0.14
Neither	14	33	47
<u>M</u>	4.94	4.57	4.68
Standard Error	0.18	<0.12	<0.01
Column Total	45	56	101
<u>M</u>	4.93	4.70	4.80
Standard Error	<0.01	<0.01	

**NOTE:** Values represent principals' perceptions of special education administrators' skill in Human Resource Management (by endorsement and training). A six-point scale, from 1=low to 6=high, was used. Non-responses, "not applicables", and "do not knows" were dropped.

Source	<u>df</u>	<u>F</u>
Endorsement	3	1.96
Training	1	0.01
Interaction	3	2.72*
Error	93	
Total	100	

\*  $p < .05$ .

TABLE 17

Unweighted Means ANOVA: Colleague Evaluations for Section 6.0

Endorsement	Training		Row n Total
	n High	n Low	
Supervisor and Principal	37	5	42
<u>M</u>	4.62	5.45	4.72
Standard Error	0.15	0.40	0.14
Supervisor Only	23	22	45
<u>M</u>	5.02	5.10	5.06
Standard Error	0.19	0.19	0.13
Principal Only	21	43	64
<u>M</u>	4.47	4.68	4.61
Standard Error	0.20	0.14	0.11
Neither	44	85	129
<u>M</u>	4.72	5.07	4.95
Standard Error	0.14	<0.01	<0.01
Column Total	125	155	280
<u>M</u>	4.70	4.98	4.86
Standard Error	<0.01	<0.01	

**NOTE:** Values represent principals' perceptions of special education administrators' skill in Human Resource Management (by endorsement and training). A six-point scale, from 1=low to 6=high, was used. Non-responses, "not applicables", and "do not knows" were dropped.

Source	<u>df</u>	<u>F</u>
Endorsement	3	2.36
Training	1	6.40*
Interaction	3	1.24
Error	272	
Total	279	

\* p < .05.

**TABLE 18**

**Unweighted Means ANOVA: Colleague Evaluations for Section 7.0**

Endorsement	Training		Row n Total
	n High	n Low	
Supervisor and Principal	37	5	42
<u>M</u>	4.61	5.45	4.71
Standard Error	0.14	0.39	0.13
Supervisor Only	23	22	45
<u>M</u>	5.19	5.12	5.16
Standard Error	0.18	0.19	0.13
Principal Only	21	43	64
<u>M</u>	4.47	4.76	4.66
Standard Error	0.19	0.13	0.11
Neither	44	85	129
<u>M</u>	4.79	5.09	4.99
Standard Error	0.13	<0.01	<0.01
Column Total	125	155	280
<u>M</u>	4.76	5.02	4.90
Standard Error	<0.08	<0.01	

**NOTE:** Values represent principals' perceptions of special education administrators' skill in Organizational Management (by endorsement and training). A six-point scale, from 1=low to 6=high, was used. Non-responses, "not applicables", and "do not knows" were dropped.

Source	<u>df</u>	<u>F</u>
Endorsement	3	2.70*
Training	1	5.85*
Interaction	3	1.76
Error	272	
Total	279	

\* p < .05.

**TABLE 19**

**Unweighted Means ANOVA: Self Evaluations for Section 8.0**

Endorsement	Training		Row n Total
	n High	n Low	
Supervisor and Principal	14	1	15
<u>M</u>	4.61	5.90	4.69
Standard Error	0.19	0.72	0.19
Supervisor Only	9	6	15
<u>M</u>	4.96	4.55	4.80
Standard Error	0.24	0.30	0.19
Principal Only	8	16	24
<u>M</u>	5.09	4.76	4.87
Standard Error	0.26	0.18	0.15
Neither	14	32	46
<u>M</u>	4.76	4.51	4.58
Standard Error	0.19	<0.13	<0.11
Column Total	45	55	100
<u>M</u>	4.81	4.61	4.70
Standard Error	<0.11	<0.01	

**NOTE:** Values represent principals' perceptions of special education administrators' skill in School Community Leadership (by endorsement and training). A six-point scale, from 1=low to 6=high, was used. Non-responses, "not applicables", and "do not knows" were dropped.

Source	<u>df</u>	<u>F</u>
Endorsement	3	1.34
Training	1	0.10
Interaction	3	3.09*
Error	92	
Total	99	

\*  $p < .05$ .

**TABLE 20**

**Unweighted Means ANOVA: Colleague Evaluations for Section 8.0**

Endorsement	Training		Row n Total
	n High	n Low	
Supervisor and Principal	37	5	42
<u>M</u>	4.61	5.09	4.66
Standard Error	0.16	0.44	0.15
Supervisor Only	23	22	45
<u>M</u>	4.91	5.04	4.97
Standard Error	0.12	0.21	0.15
Principal Only	21	43	64
<u>M</u>	4.37	4.58	4.51
Standard Error	0.22	0.15	0.12
Neither	44	85	129
<u>M</u>	4.40	5.06	4.83
Standard Error	0.15	<0.11	<0.01
Column Total	125	155	280
<u>M</u>	4.55	4.92	4.76
Standard Error	<0.09	<0.01	

**NOTE:** Values represent principals' perceptions of special education administrators' skill in School Community Leadership (by endorsement and training). A six-point scale, from 1=low to 6=high, was used. Non-responses, "not applicables", and "do not knows" were dropped.

Source	<u>df</u>	<u>F</u>
Endorsement	3	1.75
Training	1	5.34*
Interaction	3	0.58
Error	272	
Total	279	

\*  $p < .05$ .

TABLE 21

Unweighted Means ANOVA: Colleague Evaluations for All Items

Endorsement	Training		Row n Total
	n High	n Low	
Supervisor and Principal	37	5	42
<u>M</u>	4.63	5.43	4.73
Standard Error	0.14	0.38	0.13
Supervisor Only	23	22	45
<u>M</u>	5.12	5.17	5.14
Standard Error	0.18	0.18	0.13
Principal Only	21	43	64
<u>M</u>	4.49	4.70	4.63
Standard Error	0.18	0.13	0.11
Neither	44	85	129
<u>M</u>	4.68	5.11	4.97
Standard Error	0.13	<0.01	<0.01
Column Total	125	155	280
<u>M</u>	4.72	5.02	4.88
Standard Error	<0.01	<0.01	

**NOTE:** Values represent principals' perceptions of special education administrators' skill in Mean Effectiveness (All Items) (by endorsement and training). A six-point scale, from 1=low to 6=high, was used. Non-responses, "not applicables", and "do not knows" were dropped.

Source	df	F
Endorsement	3	3.01*
Training	1	7.38**
Interaction	3	1.41
Error	272	
Total	279	

\* p < .05.

\*\* p < .01

TABLE 22

Unweighted Means ANOVA: Non-significant differences

Section	Source	df	F
1.0 Leadership Foundations for Special Education (Self Evaluations)	Endorsement	3	0.83
	Training	1	0.30
	Interaction	3	1.64
	Error	93	
	Total	100	
2.0 Leadership Foundations for General Education (Self Evaluations)	Endorsement	3	1.86
	Training	1	0.29
	Interaction	3	2.47
	Error	93	
	Total	100	
3.0 Leadership in the Special Education Process (Self Evaluations)	Endorsement	3	1.19
	Training	1	0.10
	Interaction	3	1.88
	Error	93	
	Total	100	
4.0 Instructional Leadership (Self Evaluations)	Endorsement	3	1.26
	Training	1	0.06
	Interaction	3	1.87
	Error	93	
	Total	100	
7.0 Organizational Management (Self Evaluations)	Endorsement	3	1.76
	Training	1	0.22
	Interaction	3	1.90
	Error	93	
	Total	100	
All Items-Mean Effectiveness (Self Evaluations)	Endorsement	3	1.72
	Training	1	0.19
	Interaction	3	2.59
	Error	93	
	Total	100	

TABLE 23

Correlations of Self Evaluations with  
Colleague Evaluations, by LEA

LEA (Coded)	Section								All Items
	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	
1015	0.25	0.24	0.58	-0.30	0.38	0.33	0.09	0.14	0.39
1035	-0.15	0.12	0.60	-0.15	0.68	0.05	-0.33	0.34	0.26
1050	-0.08	<0.01	0.23	0.82	0.04	0.68	0.11	0.26	0.52
1065	0.16	0.38	0.05	0.65	0.66	-0.23	0.23	0.16	0.21
1075	a	a	a	a	a	a	a	a	a
1085	0.25	0.39	0.39	0.04	0.70	0.16	-0.06	0.72	0.16
1105	0.62	-0.80	0.67	-0.63	0.43	0.09	0.33	0.38	0.31
1115	0.36	a	a	a	a	a	a	a	0.11
1125	0.08	0.48	0.34	-0.26	0.85	-0.36	0.11	0.42	0.31
1145	0.25	0.75	0.20	-0.37	a	-0.28	0.25	0.23	<-0.01
1150	-0.68	0.33	a	-0.63	-0.24	-0.50	0.34	-0.40	0.23
1165	0.36	0.67	-0.15	0.53	0.55	0.03	0.72	0.63	0.35
1185	a	0.75	0.15	-0.62	0.04	0.81	0.21	0.44	0.36
1195	-0.16	0.17	-0.07	0.40	0.34	-0.21	-0.29	0.12	0.22
1205	-0.19	0.44	-0.05	0.26	-0.10	0.30	0.13	0.88	0.19
1215	a	0.61	0.55	0.53	0.52	-0.11	-0.25	0.21	0.13
1225	0.32	0.18	0.04	-0.22	0.75	0.37	-0.54	0.06	0.39
1235	0.71	-0.05	0.70	-0.49	0.77	0.22	0.46	0.08	0.12

TABLE 23 (Continued)

LEA (Coded)	Section								All Items
	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	
1250	0.46	0.38	0.24	0.45	0.03	0.05	0.54	0.59	0.28
1265	0.36	-0.33	0.53	0.09	0.05	-0.69	-0.19	0.10	0.26
1275	0.10	0.32	a	a	0.77	a	0.48	0.49	0.08
1285	0.13	0.49	-0.42	0.84	0.79	-0.13	0.73	0.16	0.12
1305	0.93	0.59	0.67	0.48	0.38	0.53	-0.11	-0.07	0.49
1315	0.75	-0.39	0.27	0.64	0.38	0.20	0.43	0.20	0.36
1350	0.13	-0.03	a	0.59	-0.01	0.46	0.04	0.47	0.41
1395	0.48	a	0.02	0.78	a	a	a	a	0.03
1425	0.30	0.13	a	-0.24	0.12	0.16	0.33	0.53	0.24
1435	-0.02	-0.24	a	a	a	a	a	a	-0.13
1445	<-0.01	-0.17	0.85	-0.11	0.16	0.50	0.34	0.35	0.18
1500	0.41	0.44	0.60	a	0.48	-0.70	0.54	0.51	0.37
1550	0.06	0.51	0.59	a	0.37	-0.44	0.04	0.75	0.40
1650	0.12	0.01	0.64	0.10	0.60	a	-0.06	0.11	0.33
1750	a	a	a	a	a	0.96	0.05	0.39	-0.06
1850	0.31	0.20	-0.14	a	a	0.05	0.31	-0.04	0.36
2050	0.31	-0.25	0.59	0.37	0.09	-0.19	0.39	0.51	0.52
2250	0.85	0.35	0.73	0.55	0.55	-0.25	0.08	0.21	0.47
2450	0.19	0.01	0.44	0.56	0.27	a	0.30	0.11	0.13
2500	0.25	0.09	0.81	-0.64	0.63	-0.79	0.10	-0.43	-0.14
2650	0.25	0.56	0.05	-0.68	0.71	0.15	0.42	0.64	0.08

TABLE 23 (Continued)

LEA (Coded)	Section								All Items
	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	
2750	0.37	-0.02	0.43	-0.28	0.91	0.66	0.43	-0.08	0.17
3150	0.45	-0.20	0.57	-0.09	0.54	-0.13	0.07	0.36	0.40
3250	0.67	0.21	0.25	0.93	0.59	0.02	a	0.44	0.25
3350	0.60	0.41	0.24	0.32	0.36	-0.02	0.30	0.38	0.27
3450	0.75	0.36	a	0.18	0.68	0.25	-0.49	0.24	0.09
3550	0.20	-0.35	0.77	0.36	0.68	-0.54	0.31	0.17	0.18
3650	0.27	0.40	0.72	0.41	a	0.09	0.46	0.07	0.47
3750	-0.71	-0.03	0.15	a	a	0.68	0.22	0.22	0.10
3850	0.18	0.31	0.40	0.11	0.82	0.03	0.42	a	0.44
3950	-0.16	-0.15	0.17	-0.79	0.17	0.48	-0.03	0.01	0.10
4050	0.07	-0.45	0.41	0.61	0.42	a	a	0.06	0.10
4150	0.22	-0.43	0.13	0.06	0.58	-0.35	0.12	0.59	0.09
4250	0.42	-0.16	0.41	0.50	-0.05	0.75	0.31	0.61	0.44
4450	-0.11	0.79	-0.05	-0.41	a	-0.04	-0.16	0.20	0.10
4500	0.04	-0.12	-0.21	0.59	0.85	0.54	0.17	0.42	0.14
4650	-0.53	0.40	0.03	0.30	0.57	0.21	0.26	0.08	<0.01
4850	0.70	-0.16	0.76	0.59	0.37	-0.13	0.14	0.13	0.34
5050	-0.14	0.26	-0.16	-0.15	-0.13	0.72	-0.48	0.14	0.13
5150	0.19	0.26	0.78	-0.31	0.31	-0.62	0.21	0.56	-0.06
5350	0.87	0.74	0.59	0.39	0.84	0.29	0.60	0.51	0.54
5450	a	-0.17	0.92	-0.31	0.41	-0.52	0.54	0.66	0.36

TABLE 23 (Continued)

LEA (Coded)	Section								All Items
	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	
5550	0.24	-0.05	-0.18	-0.46	0.17	0.22	-0.50	0.69	0.18
5650	0.58	-0.08	-0.30	0.33	0.84	-0.28	0.45	-0.02	0.34
5750	0.27	0.49	0.37	a	a	a	-0.48	0.72	0.43
5850	0.61	-0.22	a	a	0.80	0.09	a	a	0.29
6250	0.34	0.45	-0.40	0.25	-0.18	-0.30	0.44	-0.04	0.27
6350	-0.08	0.19	-0.21	0.20	0.29	0.65	0.17	0.22	0.37
6500	0.20	-0.12	0.48	-0.54	0.66	-0.43	-0.29	0.26	0.29
6550	a	-0.06	-0.42	0.01	a	<-0.01	-0.03	0.82	0.22
6950	-0.18	-0.06	0.15	0.43	-0.77	0.53	0.25	-0.35	0.10
7150	-0.33	0.09	0.44	-0.31	0.27	a	a	0.79	0.54
7250	-0.01	0.40	-0.17	-0.29	0.24	0.68	-0.29	0.30	0.04
7350	0.22	0.03	-0.03	-0.63	0.62	0.37	-0.16	a	-0.11
7450	0.30	a	a	0.30	a	a	0.29	0.22	0.05
7550	0.71	-0.23	0.03	0.18	0.48	0.41	0.36	0.57	0.19
7750	-0.09	0.08	0.70	-0.38	0.01	0.62	-0.13	0.30	0.10
8050	0.37	0.48	0.68	0.58	0.50	<-0.01	a	-0.30	0.40
8150	0.05	0.22	-0.68	<0.01	0.09	0.12	0.04	0.75	0.42
8550	0.94	0.24	0.55	-0.31	0.70	0.39	0.90	0.61	0.52
8650	-0.23	-0.62	a	-0.02	a	0.21	-0.39	-0.18	0.08
8850	0.65	a	0.42	0.27	0.57	-0.79	-0.11	0.12	0.02
9150	-0.17	0.63	0.13	0.65	0.27	0.29	-0.17	0.75	0.61

**TABLE 23 (Continued)**

LEA (Coded)	Section								All Items
	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	
9500	0.83	0.61	0.29	-0.57	0.25	-0.46	a	0.31	0.41
9650	-0.46	-0.07	0.44	0.54	-0.34	0.67	0.19	0.20	0.09
9750	-0.10	0.66	0.61	0.69	0.83	0.39	-0.11	-0.11	0.29
9850	a	0.44	a	-0.43	0.52	-0.05	-0.12	-0.41	-0.10
9950	-0.47	-0.20	0.46	0.55	-0.02	0.63	-0.01	0.24	0.12

**NOTE:** Values are coefficients of correlation between the special education administrator's responses and the mean of the principals' responses for each LEA.

- Section 1.0 = Leadership Foundations for Special Education
- Section 2.0 = Leadership Foundations for General Education
- Section 3.0 = Leadership in the Special Education Process
- Section 4.0 = Instructional Leadership
- Section 5.0 = Organizational Leadership
- Section 6.0 = Human Resource Management
- Section 7.0 = Organizational Management
- Section 8.0 = School-Community Leadership
- All Items = Overall Correlation

Each section contained 10 items. The survey instruments included a total of 80 items. Non-responses, "not applicables", and "do not knows" were dropped.

<sup>a</sup> Correlation not computed due to lack of variance in special education administrator's or mean principals' responses.

TABLE 24

Distribution of Correlations<sup>a</sup>, by Section

Section	Size of Correlation Coefficient <sup>b</sup>										
	Very High Positive ≥ .90	High Pos. .70-.89	Mod. Pos. .50-.69	Low Pos. .30-.49	Little Neg. if any 0-1.29	Low Neg. -1.30-.49	Mod Neg. -.50-.69	High Neg. -.70-.89	Very High Neg. ≤ -90	Not Calc. <sup>c</sup>	
1.0 n	2	8	6	16	41	3	2	1	0	7	
% of LEA s	2.33%	9.30%	6.98%	18.61%	47.67%	3.49%	2.33%	1.16%	0.00%	8.14%	
2.0 n	0	4	8	20	41	5	1	1	0	6	
% of LEA s	0.00%	4.65%	9.30%	23.26%	47.67%	5.81%	1.16%	1.16%	0.00%	6.98%	
3.0 n	1	9	15	13	30	4	1	0	0	13	
% of LEA s	1.16%	10.47%	17.44%	15.12%	34.88%	4.65%	1.16%	0.00%	0.00%	15.12%	
4.0 n	1	3	16	12	23	11	8	1	0	11	
% of LEA s	1.16%	3.49%	18.61%	13.95%	26.74%	12.79%	9.30%	1.16%	0.00%	12.79%	
5.0 n	1	14	18	13	24	1	0	1	0	14	
% of LEA s	1.16%	16.28%	20.93%	15.12%	27.91%	1.16%	0.00%	1.16%	0.00%	16.28%	
6.0 n	1	3	12	9	36	6	5	3	0	11	
% of LEA s	1.16%	3.49%	13.95%	10.47%	41.86%	6.98%	5.81%	3.49%	0.00%	12.79%	
7.0 n	1	2	4	20	42	5	2	0	0	10	
% of LEA s	1.16%	2.33%	4.65%	23.26%	48.84%	5.81%	2.33%	0.00%	0.00%	11.62%	
8.0 n	0	8	14	14	38	5	0	0	0	7	
% of LEA s	0.00%	9.30%	16.28%	16.28%	44.19%	5.81%	0.00%	0.00%	0.00%	8.14%	
All Items n	0	0	6	26	53	0	0	0	0	1	
% of LEA s	0.00%	0.00%	6.98%	30.23%	61.63%	0.00%	0.00%	0.00%	0.00%	1.16%	

NOTE:

Section 1.0 = Leadership Foundations for Special Education  
 Section 2.0 = Leadership Foundations for General Education  
 Section 3.0 = Leadership in the Special Education Process  
 Section 4.0 = Instructional Leadership  
 Section 5.0 = Organizational Leadership  
 Section 6.0 = Human Resource Management  
 Section 7.0 = Organizational Management  
 Section 8.0 = School-Community Leadership  
 All Items = Overall Correlation

<sup>a</sup> n (LEA s meeting analysis criteria) = 86

<sup>b</sup> According to Hinkle, et al. (1979, p.85), "Rule of Thumb for Interpreting the Size of a Correlation Coefficient."

<sup>c</sup> Correlation Coefficient not computed due to lack of variance in special education administrators' or mean principal's responses.

Curriculum Vitae  
Edward J. Schnittger  
1913 Old Mill Drive  
Salem, Virginia 24153  
Home: (703) 389-5344  
Work: (703) 332-8826

Education:

Master of Science, Special Education  
Syracuse University, Syracuse, NY (1978)

Arts Baccalaureate, Social Relations  
Colgate University, Hamilton, NY (1974)

Professional Experience:

Assistant Education Director  
Dejarnette Center, Staunton, VA (1991-Present)

Project Assistant, Special Education  
Virginia Tech, Blacksburg, VA (1988-1991, 1982-1983)  
Syracuse University, Syracuse, NY (1977-1978)

Teacher, Special Education  
Roanoke City Schools, Roanoke, VA (1985-1988)  
Radford City Schools, Radford, VA (1980-1982)  
Montgomery County Schools, Christiansburg, VA (1978-1980)

Social Service Youth Worker  
Syracuse City Schools, Syracuse, NY (1974-1977)

---

Edward J. Schnittger