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ABSTRACT

This document consists of the first two issues of a new newsletter of the National Clearinghouse for Profession in Special Education (NCPSE). The following articles are featured: "Diversity in the Special Education Teaching Force" (Judy L. Wald), which discusses reasons for the lack of teachers in special and general education from diverse backgrounds; "We Have Answers...", which describes NCPSE's databases; "Financial Aid for Culturally Diverse Students," which includes a list of organizations which assists students from diverse backgrounds in locating financial aid resources; "Notes to Recruiters," includes information on how NCPSE can help recruiters to recruit students into careers in special education; "OSEP Funded Projects Recommend Strategies for Retention of Special Education Professionals" (Judy L. Wald), which discusses the findings of three projects on school-based practices that lead to the retention of special education professionals, including strategies related to state and local levels, strategies related to job design, and strategies for administrators and principals; "Educational Interpreters--A Brief Look at the Issues" (Daniel Burch), which discusses the lack of licensure standards for educational interpreters; "My Experiences as an NCPSE Recruiter" (Teresa Knipstein); and "NCPSE Activities Focus upon Educators with Disabilities," which identifies NCPSE projects that are designed to provide resources to persons with disabilities who are interested in careers in special education. (CR)

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## Diversity in the Special Education Teaching Force

by Judy L. Wald, NCPSE Research Associate

Our society is becoming increasingly multicultural and multiethnic. However, these trends are not reflected in the proportion of special education and general education teachers from diverse backgrounds. The National Center for Education Statistics report, "Schools and Staffing in the United States: 1990-91," indicated that 13.5% of teachers in the U.S. are people of color, whereas 31.4% of all students represented diverse populations.

### Why the Discrepancy?

In supply-and-demand research in education, writers often use the term *educational pipeline*. The "pipeline" refers to the conduit that leads a person to make the career decision to seek preservice education and employment within the realm of an educational discipline, such as special education. Along this path are variables that positively or negatively affect one's ultimate movement into the educational field.

**Alternative Career Paths:** Some individuals representing minority populations do not consider teaching as a career because of the lure of alternate, often more lucrative careers.

**Diminished Supply:** Some potential candidates may never even enter the pipeline because of socioeconomic variables such as poverty. College participation by minority youth continues to be below the average for nonminority students. Standardized tests, including admissions and certification exams, have continued to have a disparate effect on students from diverse populations.

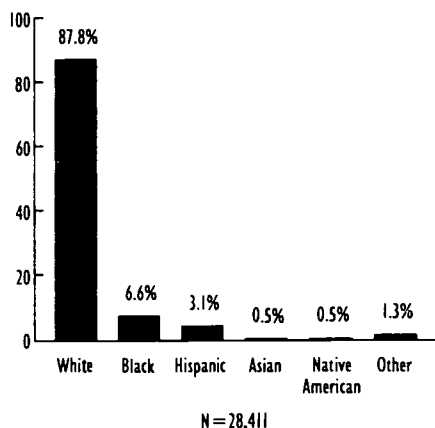
**Low Preservice Graduation Rates:** Several factors influence a minority student's decision to stay in a preservice program at a college or university. Students may experience a sense of alienation and episodes of racism in the higher education setting.

### A Look at Special Education Data

Figure 1 illustrates the overwhelming preponderance of whites in undergraduate special education teacher preparation programs. Without an increase in the number of students in these programs, the special education teaching force will continue to be composed primarily of educators who are white.

Figure 2 compares the ethnic and racial composition of special education teachers and students in public

Figure 1. Undergraduate Enrollment in Special Education Departments by Race/Ethnicity, 1991



Source: American Association of Colleges for Teacher Education. (1994). *Teacher Education Pipeline III: Schools, Colleges, and Department of Education Enrollments by Race, Ethnicity, and Gender*. Washington, DC: Author.

schools. These data clearly show the discrepancy between the ethnic backgrounds of the students and their teachers. This figure provides further evidence that the issues associated with the supply and demand of teaching professionals representing diverse populations warrant consideration in administrative and policy decisions within educational settings.

### Attrition/Retention Issues

This lack of supply of diverse special teachers is further complicated by the possibility that more special education teachers from diverse backgrounds may leave teaching than will teachers from nondiverse backgrounds. Data collected in 1992 indicated that 41% of the minority teachers polled—but only 25% of nonminority teachers—indicated that they were likely to leave the teaching profession. This attrition problem is particularly acute in urban, inner-city areas, where the majority of students representing diverse populations reside.

See Diversity...page 6

### Mission Statement

The mission of the National Clearinghouse for Professions in Special Education is to collect, analyze, and disseminate information that will guide efforts to increase the adequacy of the available supply of qualified, diverse special education and related services professionals.

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NCPSE thanks our Project Officer, Martha Bokee, at the Office of Special Education Programs, U.S. Department of Education, for her time in reading and reviewing this document.

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This information is in the public domain unless otherwise indicated. Readers are encouraged to copy and share it, but please credit the National Clearinghouse for Professions in Special Education (NCPSE). Your comments and suggestions for the NCPSE newsletter are welcomed. Please share your ideas and feedback with our staff by writing to the Editor.

**W**elcome to the first edition of the National Clearinghouse for Professions in Special Education Newsletter! We are excited about having this forum to communicate with others who are also concerned about recruiting, training, employing, and retaining qualified personnel to serve children with disabilities.

In this issue, we have focused on information concerning professionals from culturally and linguistically diverse backgrounds. In future issues, we expect to include information on current supply/demand data; career information; recruitment and retention strategies; professional standards; information on upcoming conferences and meetings of interest; more financial aid information; information on training programs; and any other resources we feel would be helpful to our readers.

We welcome your comments and suggestions for further issues!

Sara Conlon  
Director, NCPSE

.....  
**Meet the NCPSE Staff:**

*Sara Conlon* is the Director of NCPSE. Sara delegates work assignments; recruits, retains and evaluates project staff; develops and manages the Clearinghouse's annual budget; and provides overall direction in the development and management of the Clearinghouse's activities and services. Sara represents the Clearinghouse externally, including the participation in conferences and meetings.

*Judy Wald* is the NCPSE Research Associate. Judy's activities include analysis of data and literature associated with the supply and demand of diverse professionals as well as professionals with disabilities. Judy's work includes recruitment, retention, and career development activities for underrepresented potential special education and related services professionals.

*Margie Crutchfield* is the NCPSE Information Specialist. Margie responds to requests for information; collects current data on supply and demand, recruitment, employment, and retention of special education and related services professionals; develops and produces new products, and works on outreach activities.

*Al Paschall* is the NCPSE Database Manager. Al is responsible for database administration at NCPSE including database design, development, and maintenance. He performs cataloging, indexing and abstracting for NCPSE database, as well as manual and on-line searches for relevant information. Al also develops and maintains the NCPSE web pages.

*Daryl Lynn Weiss* is the Administrative Specialist for the NCPSE. She maintains the Clearinghouse budget, prepares reports, and performs other administrative functions relevant to the day-to-day operations of a clearinghouse. She is also responsible for collecting information and developing financial aid products.

The Clearinghouse is in the process of filling the position for Senior User Services Clerk. This person fills Clearinghouse information requests, keys requester information into various databases, and screens incoming calls. The clerk also assembles information packets, files library and collection materials, and performs other clerical duties as required. ▲



## We Have Answers...

**N**CPSE has developed and currently maintains several databases related to special education and related services professions. NCPSE staff use these databases to create products and conduct custom searches for individual requesters. A brief description of these databases follows.

### **Institutions of Higher Education (PIHE)**

This database lists all of the colleges and universities in the United States that have preparation programs in special education and several of the related services. Following are some of the kinds of questions that we answer using the PIHE database.

- ▲ List colleges and universities in the state of Georgia that have Physical Therapy Assistant programs. Include complete contact information including an e-mail address if possible.
- ▲ What special education programs in my state are accredited by CEC-NCATE?
- ▲ What schools are accredited by ASHA for master's level speech-language pathology in Texas?
- ▲ How many undergraduate level special education programs are available at Historically Black Colleges and Universities (HBCUs) in my state and where are they?

In addition to the complete contact information, the database lists the level of the program, the type of program, the number of full and part time faculty and accreditation information as well as the institution status. The PIHE database is currently being updated to include nontraditional programs, alternative certification programs and paraprofessional training programs for special education and the related services.

### **Financial Aid Database (PCFA)**

The PCFA database is a directory of financial aid programs from private, state and federal sources for persons wishing to pursue higher education in special education, occupational therapy, physical therapy, speech-language pathology, audiology, and other related service preparation programs. The PCFA file contains institution names and complete contact information for each of the programs. In addition, each record contains amounts of awards, number of awards, type of awards, deadlines for application, and any special requirements for application such as residency. The file can be searched by interest area, geographic area or free text searched by any term or combination of terms.

### **Professions Clearinghouse Literature File (PROF)**

The PROF database contains abstracts of print and nonprint items relating to the topic areas included in the NCPSE mission. Following are some of the questions we answer from the PROF database.

- ▲ What are some examples of recruitment programs in colleges and universities for culturally and ethnically diverse individuals?
- ▲ How many speech-language pathologists practice in the public schools?
- ▲ What are the characteristics of the people teaching Special Education Teacher Preparation Programs?
- ▲ What are some effective ways to retain occupational therapists in public education?

The Professions Clearinghouse Literature File includes bibliographic references and abstracts to printed information including journal articles, conference papers, conference presentations, conference and symposia proceedings, journals, newsletters, monographic series and monographs.

Nonprint media coverage includes CD-ROM products, audio products, videos, computer data files, computer program files, multimedia presentations and research projects. Content coverage is from 1980 to present and is updated monthly. Records include titles, authors, corporate sponsors, bibliographic details, abstracts or summaries, date of publication, and much more.

The content includes material related to the following topic areas:

- ▲ Demographic data
- ▲ Supply and demand information
- ▲ Recruitment and retention issues
- ▲ Diversity in special education and related services
- ▲ Institutions of higher education degree and certification programs
- ▲ Program accreditation
- ▲ Licensure and certification
- ▲ Alternative and nontraditional preparation programs
- ▲ Professional practice standards
- ▲ Career information

### **Division of Personnel Preparation, Office of Special Education Programs, Grant Awards Program (DPP)**

NCPSE has a complete and current database on the DPP Grant Awards. This includes data on cumulative amounts, stipend amounts, program names and contact information, target populations, special populations, and program descriptions.

For more information about these databases, or to request a custom search, please contact NCPSE staff at 1-800-641-7824. ▲



## Financial Aid Products Available from NCPSE

“Financial Aid Resource Guide” (No. 17.96)

This product provides general information on finding financial assistance for students preparing for careers in special education and related services.

“Selected Financial Aid Resources for Special Education” (No. 102.95)

This brief is a list of specific sources of financial assistance for students preparing for careers in special education.

“Selected Financial Aid Resources for Related Services” (No. 103.95)

This brief is a list of specific sources of financial assistance for students preparing for careers in related services such as physical therapy, occupational therapy, speech-language pathology and others.

“Selected Financial Aid Resources for Individuals from Culturally/Ethnically Diverse Backgrounds” (No. 104.95) This brief is a list of specific sources of financial assistance for students from culturally and ethnically diverse backgrounds who are preparing for careers in special education and related services professions.

“Selected Financial Aid References for Students with Disabilities” (No. 107.96)

This is a list of organizations and publications which offer financial assistance for individuals with disabilities who wish to pursue careers in education and/or related services professions.

## Financial Aid for Culturally Diverse Students

**B**elow are a few examples of organizations which assist students from diverse backgrounds in locating financial aid resources. For more information, call the Clearinghouse at 1-800-641-7824.

**Financial Need Culturally Disadvantaged Scholarship**, National Scholars Foundation, PO Box 2534, Lafayette, LA 70502-2534. For undergraduate or graduate students with a GPA of 2.3 or higher. Awards from \$250–\$3,000.

**Phi Delta Kappa Scholarship Grant for Prospective Educators**, Phi Delta Kappa International, Attn: Director of Chapter Programs, PO Box 789, Bloomington, IN 47402-0789, (812) 339-1156. For minority high school seniors to pursue a *teaching career*. Must submit a 750-word essay. January deadline. Award \$1,000–\$2,000.

**American Indian Teacher Training Program**, American Indian Teacher Training Program, 2424 Springer Drive, Suite 200, Norman, OK 73069, (405) 364-0656. For Native American or Native

Alaskan graduate students or teachers. May deadline. Award—full tuition and stipend.

**Indian Resource Development (IRD)**, Box 30001, Department 3IRD, Las Cruces, NM 88003, (505) 646-1347. IRD publishes “*Sources of Financial Aid Available to American Indian Students*.” The cost for this comprehensive guide to federal, state, and tribal financial aid sources for Native Americans is \$4.00.

**Hacer Scholarship Program**, McDonald’s Corporation, Attn: Manager, Education and Hispanic Communication, One McDonald’s Place, Oak Brook, IL 60521, (708) 575-5619 (or contact a high school guidance counselor or McDonald’s Manager). For Hispanic American high school seniors. Award \$1,000.

**Hispanic Association of Colleges and Universities (HACU) Student Support Services**, HACU, 4204 Gardendale Street, #216, San Antonio, TX 78229, (210) 692-3805. HACU offers both financial and educational programs. Contact HACU for program details. ▲



### Come Visit NCPSE on the Web!

The National Clearinghouse for Professions in Special Education is pleased to announce the availability of many of its products on the World Wide Web. Point your browser to: <http://www.cec.sped.org/ncpse.htm> to find information on college and university programs for special education teacher preparation, employment information, supply and demand information, and careers in special education and the related services.

Also included are valuable links to other sites such as the Department of Education, The Council for Exceptional Children, American

Speech-Language-Hearing Association, American Physical Therapy Association, National Association of School Psychologists, American Counselors Association and many more.

We are constantly adding new documents and updating existing pages to provide up-to-date and accurate information on the professions related to special education. As always, we welcome your feedback. There are several e-mail links to the Clearinghouse staff on our pages. We hope to continue to provide the information that users need in a timely manner.





The following are new resources we have discovered that we think would be helpful to you too. Please let us know if you have any suggestions for future editions.

**Breaking the Class Ceiling: Paraeducator Pathways to Teaching**, is an excellent report published by Recruiting New Teachers, Inc., that reports on their national study of programs that help paraeducators pursue careers as licensed classroom teachers. The report included a directory of paraeducator-to-teacher programs and contacts, profiles of nine exemplary programs, and information on major funders. A single copy costs \$31.95 plus \$3.00 for shipping. For more information contact Recruiting New Teachers at 1-617-489-6000.

**Schools and Staffing Survey (SASS): 1993-94 Electronic Codebook and Public Use Data** is now available on CD-ROM. This CD-ROM contains the results of the third SASS data collection and includes four components: Teacher Demand and Shortage Questionnaire, School Principal Questionnaire, School Questionnaire, and Teacher Questionnaire. Copies are available from New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954.

**\$\$\$**  
"A Celebration of Teaching" is a grassroots teacher recruitment initiative which offers \$1000 grants to teachers who wish to develop programs that encourage students to consider teaching as a career. For more information call their office at 201-540-8442.

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**Notes to Recruiters**

In each issue of the NCPSE Newsletter, we will include a column with helpful information for our recruiters. We would especially like to hear about your experiences as a recruiter. If you have had an interesting encounter with a career information seeker, a memorable phone call or classroom visitor, etc., please tell us so we can share it with others.

**How can we help you?**

- ▲ Do you need more information on financial aid, colleges and universities that have preparation programs, or basic career information? NCPSE will be glad to provide you with our most current information. Just call our 800 number.
- ▲ Would you like some ideas on easy recruitment activities so you can more proactively recruit students into careers in special education? If you have not already received it, we will be glad to send you a copy

*of 34 Activities to Promote Careers in Special Education and Related Services.*

- ▲ What other information or services would be helpful to you?

**How can you help us?**

- ▲ Continue to respond to requests from career information seekers!
- ▲ If you are attending any local, regional, state, or national conferences, take along some of the NCPSE brochures to put on a dissemination table. We will be glad to send you brochures, Rolodex cards, posters, and any other appropriate products that you can disseminate. You can help us tell the world about NCPSE products and services.
- ▲ Let us know about your career recruitment adventures!

**Wanted:  
Special Education Recruiters**

Do you enjoy talking to people about what it's like to be a special educator? If so, the National Clearinghouse for Professions in Special Education needs you! The Clearinghouse maintains a pool of volunteer special education recruiters to assist potential special educators as they explore the career and determine whether it is right for them.

"Why did you decide to become a special educator?" "What is your job like?" "What makes special education special?" These are some of the questions our special education recruiters are asked. Most recruiters receive a few phone calls a year from potential special educators. Some have even invited their information seekers to a CEC chapter meeting or to their classrooms in order to provide a more detailed picture of what the profession is all about.

The National Clearinghouse for Professions in Special Education has found that career decisions are often made based on personal contact with members of the profession. Thus it encourages individuals to talk to practicing professionals and find out more about the career. In order to make this a possibility for more information seekers, the Clearinghouse needs your help. Currently there are over 120 recruiters nationwide, from 32 states, the District of Columbia, and Puerto Rico. If you would like to volunteer or find out more about this program, contact the National Clearinghouse for Professions in Special Education, 1920 Association Drive, Reston, VA 20191-1589, 1-800-641-7824 (Toll-free), 703/264-9480 (TTY), 703/620-2521 (Fax), or [ncpse@cec.sped.org](mailto:ncpse@cec.sped.org) (E-mail).





**National Clearinghouse for Professions in Special Education**

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**NCPSE Publishes Analysis of Special Education Teacher Diversity**

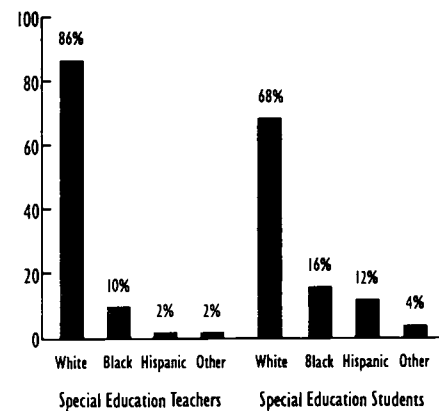
This article was taken from a recently published analysis of the factors involved in the supply of and demand for diverse special education teachers written by Judy L. Wald, NCPSE Research Associate. For a free copy (and full reference information) call our toll free number (800-641-7824) and request a copy of **Culturally and Linguistically Diverse Professionals in Special Education: A Demographic Analysis** (Product No. 55.96).

*Diversity...continued from page 1*

**Value of Diversity**

The value of cultural diversity within our nation's education professionals impacts upon many facets of the educational environment. A diverse teaching force may reduce the occurrence of mislabeling that can lead to the overrepresentation of minority students in special education placements. Further, an increase in the number of culturally diverse teaching professionals can facilitate cross-cultural understanding in the classroom, provide collaboration with European-American colleagues, and facilitate a positive school climate that is consistent with the needs of students of color. Cultural diversity and the deliberate efforts to facilitate interest in special education teaching professions by culturally and linguistically diverse professionals adds value to the classroom environment. More

**Figure 2.** Ethnicity of Special Education Teachers and Students



Source: Cook, L. & Boe, E. (1995). Who is teaching students with disabilities? *TEACHING Exceptional Children*, 28(1), 70-72.

important is the value to the educators and students who are stakeholders in the educational setting. ▲



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## OSEP Funded Projects Recommend Strategies for Retention of Special Education Professionals

by Judy L. Wald, NCPSE Research Associate

A great deal of excellent research has identified the relevant issues that impact a special education professional's decision to either stay or leave the special education classroom. However, little research data are available that identify practical, school-based practices that are realistic considering the resources available to local education agencies.

In 1991, the Office of Special Education Programs, Department of Education awarded cooperative agreements to three organizations:

- ▲ The Eugene Research Institute—Three large urban school districts located in the western US.
- ▲ The Research Triangle Institute—Memphis City Schools, Memphis, Tennessee.
- ▲ San Diego State University—San Diego Unified School District and San Jose Unified School District.

Each organization was funded to conduct a 3-year research and development project. The purposes of these projects were similar:

- ▲ To determine district attrition rates for special education teachers.
- ▲ To describe the factors that facilitate attrition.
- ▲ To develop a strategic plan at the district level to increase the retention of special education teachers.

In 1995, the findings of the three projects were presented at a National Dissemination Forum on Special Education Teacher Satisfaction, Retention, and Attrition. The follow-

ing is a compilation of strategies recommended by the three projects.

### Strategies Related to State and Local Levels

- ▲ Form a stakeholder's group—at the state and district levels—and develop a district vision statement dealing with special education teacher attrition and retention.
- ▲ Implement strategic plans at the state and district levels that address attrition issues unique to the particular geographic areas.
- ▲ Use electronic media to communicate at the national, state, and district levels.
- ▲ Solicit input from classroom educators regarding appropriate research projects.
- ▲ Clearly identify factors that affect attrition.
- ▲ Increase communication between administration offices and classroom educators.
- ▲ Provide collaborative and meaningful professional development opportunities for educators.
- ▲ Provide opportunities for shared decision making.

### Strategies Related to Job Design

Special education teachers who leave the special education classroom consistently report similar dissatisfactions and problems with their jobs.

**Role Overload:** Special education teachers can be overwhelmed not only by the number of students they deal

with, but also with the varying complexity of the students and their disabilities.

- ▲ Increase planning time available to teachers.
- ▲ Use paraprofessionals in the classroom.
- ▲ Reduce the paperwork and bureaucratic requirements for teachers.

**Lack of Autonomy:** Special education teachers need to be included in making the decisions that affect their students and their classroom.

- ▲ Facilitate teacher involvement in decision making particularly as it relates to curriculum decision and classroom instructional materials.
- ▲ Involve educators in district-wide educational policy decisions.
- ▲ Provide ongoing information regarding current special education topical issues such as noncategorical placements, inclusion, diversity, and second language learners.

See Retention...page 5

### Mission Statement

The mission of the National Clearinghouse for Professions in Special Education is to collect, analyze, and disseminate information that will guide efforts to increase the adequacy of the available supply of qualified, diverse special education and related services professionals.



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**N**CPSE is pleased to announce the arrival of a new staff member. Suzanne Kirkendall is our new Senior User Services Clerk. She is usually the first person you talk to if you phone our office. Suzanne fills information requests, keys requester information into various databases, and screens incoming calls. She also assembles information packets, files library and collection materials, and performs other clerical duties as required. We're so glad she's here!

Throughout this newsletter you are instructed, "For further information contact NCPSE." There are several ways to do that. The first is to contact us by phone. Our toll-free phone number is 1-800-641-7824. We are in the office every day from 8:00 am to 5:00 pm (eastern standard time). If the staff are not available to answer the phone, you can leave a message on our voice mail. Just be sure to leave your name, phone number, address, and reason for your call, so we can get back to you as soon as possible. Please speak slowly, and feel free to spell your name or other words that may be difficult to decipher over the telephone.

You can also contact us by e-mail. Our address is ncpse@cec.sped.org. You should receive an e-mail response within one day (two days if you send it on a week-end). And of course, you can write us a letter. Our postal mailing address is 1920 Association Drive, Reston, VA 20191-1589.

Many of our products are available at our web site, <http://www.cec.sped.org/ncpse.htm>. We recently added over 15 documents to the site, so check it out!

One way or another, we hope that you will contact us if you need information or any of our products. As a Clearinghouse, one of our primary functions is to disseminate appropriate information. Let us hear from you!

Sara Conlon  
Director, NCPSE

.....  
**New Career Flyers Available from NCPSE**

I love my job. . . . I feel good when I am able to motivate a kid to stay in middle school and look forward to graduating from high school." So says James Herzog, a special education teacher featured in the Secondary Special Education Teacher career flyer developed by NCPSE.

NCPSE recently published six more career flyers in a series that explore various career options for people interested in working with children with disabilities. The other new titles are: Special Education Technology Specialist, Physical Therapist, Occupational Therapist, Speech-Language Pathologist, and Adapted Physical Education Teacher. Each colorful four-page flyer describes the nature of the work involved, the setting in which the professional works, education requirements, personal qualities, job outlook, and advancement opportunities. The publications

are written primarily for middle school and high school audiences but are appropriate for all career information seekers.

A highlight of each flyer is a "Practitioner Profile." This portrait introduces the reader to a practicing professional and gives an in-depth picture of their daily life and what they see as the challenges and satisfactions of their career.

Other flyers previously developed by NCPSE are Early Childhood Educator and Special Education Resource Teacher/Elementary Level. The career flyer series also includes "Careers in Special Education and Related Services," a six-page flyer that provides a general overview of many of the careers in special education and the related services.

To receive a free copy of any of these publications, contact NCPSE. ▲

# Educational Interpreters--A Brief Look at the Issues

by Daniel Burch, President, Registry of Interpreters for the Deaf

NCPSE has received an increased number of calls from school districts seeking qualified educational interpreters, from people interested in interpreting as a career, and from state education agency personnel seeking information on state licensure for educational interpreters. We asked Daniel Burch, the current President of the Registry of Interpreters for the Deaf, to write a brief overview of some of the issues involved in the need for and state licensure of educational interpreters.

If you have concerns, questions, or information about this topic, please let us know!

The state names change, the state directors of special education/programs for the deaf change, and the local school board special education directors change, but the lack of qualified interpreters for children in K-12 programs remains the same.

From the establishment of the first school for the deaf in 1817, through the passage of Public Law 94-142 in 1975, to the reauthorization of IDEA today, there have never been enough interpreters to serve children who are deaf and who have been placed in general education classrooms. No matter the state, there is at least one school district that has hired an interpreter over the phone, based on no other demonstrated qualification than assurances from the person that he or she can sign.

## A Full Member of the Team

Public Law 94-142, and its iteration into IDEA, identify the educational interpreter as a resource/ancillary/support service. As such, the interpreter should be func-

tioning as a full member of the Individualized Education Program (IEP) team, along with the speech-language pathologist, psychologist, or any other support personnel. Goals and objectives should also be written, by the interpreters, related to the service they are providing. Valuable information can also be gained through input from the educational interpreter, as perhaps the one individual with the most intimate knowledge of how the child is actually doing in the classroom.

## State Licensure

Only a few states have established licensure standards for educational interpreters. New Mexico led the way in the latter part of the 1980s by establishing the requirement in the Albuquerque public schools that interpreters must have a bachelor's degree and Registry of Interpreters for the Deaf certification to be hired to interpret in the classroom. Florida established their educational interpreter assessment in the 1990s. Wisconsin and Kansas have moved to implement licensure of educational interpreters. South Dakota and Minnesota have moved to require that all practicing interpreters be licensed to work within the state, even going so far as imposing legal sanctions for individuals practicing without a license. Texas is in the process of developing a sign communication performance test for teachers of students who are deaf as one component of the licensure process. This will most likely also be applied to interpreters. Several other states are in the process of establishing educational interpreter licensing standards.

To date, however, the professionals do not feel that any state level testing meets psychometric industry standards of validity, reliability, fairness, or legal defensibility. There has been no systematic review of the essential function of educational interpreters, by instructional level (preschool/ele-

mentary, middle/junior high school, high school), that has been validated by practitioners. No blueprint for the development of testing of educational interpreters is known to have been directly translated into appropriate testing protocol to capture or predict the ability of the interpreter to function within an educational environment as a full-fledged member of an IEP team.

The educational interpreter is a valuable part of the educational process of many children who are deaf. The adult Deaf Community has long held the dream of a sufficient quantity of qualified interpreters to meet their needs. There should be no less demand for that quantity and quality by the parents and educators of children who are deaf. The education, interpreting, and Deaf Communities must form an alliance to address the shortage. Only by such collaborative work can we expect to see a positive change in the dearth of available qualified personnel. ▲

## NCPSE Updates University Database

NCPSE is completing an update of its database that contains all the colleges and universities in the U.S. offering personnel preparation programs in special education and the related services. The database contains complete contact information for the program, number of full and part-time faculty, type of accreditation, institutional status, as well as a program listing by academic degree level. NCPSE is also including information on the distance learning and nontraditional options offered by the colleges and universities.

If you'd like further information, contact NCPSE. ▲



## Financial Aid Products Available from NCPSE

### "Financial Aid Resource Guide" (No. 17.97)

This product provides general information on finding financial assistance for students preparing for careers in special education and related services.

### "Selected Financial Aid Resources for Special Education" (No. 102.97)

This brief is a list of specific sources of financial assistance for students preparing for careers in special education.

### "Selected Financial Aid Resources for Related Services" (No. 103.97)

This brief is a list of specific sources of financial assistance for students preparing for careers in related services such as physical therapy, occupational therapy, speech-language pathology and others.

### "Selected Financial Aid Resources for Individuals from Culturally/Ethnic Diverse Backgrounds" (No. 104.96)

This brief is a list of specific sources of financial assistance for students from culturally and ethnically diverse backgrounds who are preparing for careers in special education and related services professions.

### "Selected Financial Aid References for Students with Disabilities" (No. 107.97)

This is a list of organizations and publications which offer financial assistance for individuals with disabilities who wish to pursue careers in education and/or related services professions.

## A Good Thing...

The following are resources and information that we think would be helpful to you. Please let us know if you have any suggestions for future editions.

The first **Adapted Physical Education National Standards Certification** (APENS) test will be administered at several sites around the country for the first time on May 10, 1997. This certification is important for individuals wishing to identify themselves as adapted physical educators, especially in states with no state certification. In the 13 states that have endorsements, it further validates those professionals' unique expertise. For complete up-to-date information on APENS, access the web page: <http://teach.virginia.edu/go/apens/> or call the APENS Project Office at (804) 924-6194.

The **18th Annual Report to Congress** is currently being loaded on the web. The URL for the report is <http://www.ed.gov/pubs/OSEP96AnlRpt/>.

Kudos to the **National Information Center for Children and Youth with Disabilities!** Their products, "A Student's Guide to the IEP" and "Technical Assistance Guide to Helping Students Develop Their IEPs" (both contain audio program and booklet), won EDI awards from the National Easter Seal Society in the Radio/Spot News, Feature or Talk Program category. EDI awards are presented annually to honor members of the media, advertising, and entertainment industries whose work furthers the Easter Seal mission of Equality, Dignity, and Independence for people with disabilities. For more information about these and other products contact NICHCY at 1-800-695-0295.

Good News! The **percentage of current college freshmen planning to become teachers** is the highest it has been in over 20 years. 10.7% report they will probably teach in an elementary or secondary school; 0.7% plan to go into special education. A copy of the report is available for \$22 from the Higher Education Research Institute, 200 Moore Hall, Box 951521, Los Angeles, CA 90095-1521.

## My Doctoral Program Was Funded!!!

By Judy L. Wald, NCPSE Research Associate

I received my Ph.D. in special education at the University of Florida and didn't have to pay tuition and received an annual stipend!!! Sound too good to be true? Well, you too can tap into a little known resource for collegiate funding.

The U.S. Department of Education, Office of Special Education Programs (OSEP), awards grants to colleges and universities to train personnel in special education and related services careers. The institutions can use this funding to support students enrolled in their programs through tuition assistance and stipends. Much of the

funding is at the graduate level, although some institutions have received funding for continuing education and professional development projects. The monetary award, number of students funded, eligibility, and student work responsibilities vary according to the institution.

NCPSE can provide you with listings of OSEP funded projects either by academic level, topic area, or geographic area. Call us to learn more about this funding resource.



# My Experiences as an NCPSE Recruiter

by Teresa Knipstein, Special Services Teacher, Indiana

When I was asked to write about my experiences with the Clearinghouse project, I had a smile on my face and a clear "yes" came out of my mouth. I truly have loved my involvement with NCPSE over the last 10 years. I am very honored to share some of my experiences.

It was 1987 and I was a junior in college. I was invited to attend an extra "meeting" at the CEC Annual Convention that year. My purpose at this meeting was to listen and assist a "clearinghouse project for special education." They wanted to gain some insight into why people chose to study special education. I loved it!! The fellow committee members and the Clearinghouse leadership made that meeting fun and energized me to get involved.

My involvement in the Clearinghouse has changed over the years. When I was in college, I reviewed lots of materials and ideas. After I graduated, I joined the "Special Education Recruiter" program. As part of this program, I opened my own classroom and school to people considering a career in special education, so they can observe "real life" situations. I

have been available to listen to men and women who are struggling with a career change or just needing encouragement in reaching their own special education goals.

Several years ago my local high school started a Cadet teaching program and the elementary school began a peer support program with an emphasis on career awareness in special education. I became involved with these projects, and was able to use the materials and resources of the Clearinghouse. In recent months, the Indiana CEC Federation has established a position on their board for a Clearinghouse coordinator. This person assists in providing information to people seeking information about special education for future employment in our state.

In all my experiences, I have been fortunate to associate with outstanding current and future professionals in special education. As I look back, the involvement with NCPSE helped reaffirm my purpose for studying special education and then staying in teaching as a career. NCPSE has touched me personally and professionally a great deal. ▲

.....  
**Retention...***continued from page 1*

**Role Conflict:** Role confusion emanates from poor information flow, changing responsibilities of teachers, and the stress associated with the prioritization of work activities.

- ▲ Communicate with educators through the supervisory process regarding performance and role expectations.
- ▲ Implement activities that facilitate the sharing of information between general and special educators.

## Strategies for Administrators and Principals

- ▲ Learn as much as possible about the role and demands of special educa-

tion teachers.

- ▲ Recognize the significance of the teacher's work challenges and accomplishments and reward them.
- ▲ Provide assistance with specific problems such as inclusion and discipline.
- ▲ Involve teachers in district philosophy, policy, and decision making.
- ▲ Increase communication among the central office, principal, and teacher regarding values, priorities, district policies, and rationale.

For information on the papers presented at the National Dissemination Forum on Special Education Teacher Satisfaction, Retention, and Attrition, contact NCPSE. ▲

## Wanted: Special Education Recruiters

Do you enjoy talking to people about what it's like to be a special educator? If so, the National Clearinghouse for Professions in Special Education needs you! The Clearinghouse maintains a pool of volunteer special education recruiters to assist potential special educators as they explore the career and determine whether it is right for them.

"Why did you decide to become a special educator?" "What is your job like?" "What makes special education special?" These are some of the questions our special education recruiters are asked. Most recruiters receive a few phone calls a year from potential special educators. Some have even invited their information seekers to a CEC chapter meeting or to their classrooms in order to provide a more detailed picture of what the profession is all about.

The National Clearinghouse for Professions in Special Education has found that career decisions are often made based on personal contact with members of the profession. Thus it encourages individuals to talk to practicing professionals and find out more about the career. In order to make this a possibility for more information seekers, the Clearinghouse needs your help. Currently there are over 120 recruiters nationwide, from 32 states, the District of Columbia, and Puerto Rico. If you would like to volunteer or find out more about this program, contact the National Clearinghouse for Professions in Special Education, 1920 Association Drive, Reston, VA 20191-1589, 1-800-641-7824 (Toll-free), 703/264-9480 (TTY), 703/620-2521 (Fax), or [ncpse@cec.sped.org](mailto:ncpse@cec.sped.org) (E-mail).







## National Clearinghouse for Professions in Special Education

1920 Association Drive  
Reston, VA 20191-1589

Non-Profit Organization  
U.S. POSTAGE PAID

Herndon, Va.  
Permit No. 1575

### NCPSE to Publish Teacher Retention Activity Guide

NCPSE staff are actively collecting information on effective retention strategies that are being utilized in local schools.

Working with CEC's Subcommittee on Recruitment and Retention, NCPSE will publish an activity guide that details creative, yet practical, retention strategies.

We would love to know about programs, activities, and projects that are in place in your schools that help retain special education teachers. We would be happy to consider your ideas for this publication.

Please contact Judy Wald at NCPSE for further information.

## NCPSE Activities Focus Upon Educators with Disabilities

**C** is a special education teacher who uses a wheelchair and has found little support from her school administration or colleagues. T., a student with a learning disability, is enrolled in a special education personnel preparation program and is finding it difficult to work with his professors. A college professor, S., desires information to help a student who is blind successfully complete her practicum.

These people are real and illustrate some of the barriers to the recruitment and retention of qualified special education professionals with disabilities. Educators with disabilities enrich the cultural awareness of students and colleagues alike. They have a unique opportunity to serve as role models for their students and can guide and support student learning because of their own personal experiences with disabilities.

NCPSE has begun the following projects to provide resources to persons with disabilities who are interested in careers in special education.

- ▲ Product #107.97 provides financial aid information and resources for students with disabilities.
- ▲ NCPSE plans to produce a personnel resource directory of educators with disabilities to encourage networking between interested persons.
- ▲ NCPSE is sponsoring an information exchange session and a resource table at the 1997 CEC Annual Convention in Salt Lake City.
- ▲ Publications for administrators and educators are planned to enhance these professionals' awareness of employment issues.

If you would like to be involved in any of these projects or would like additional information, please contact Judy Wald at NCPSE. ▲





**U.S. DEPARTMENT OF EDUCATION**  
*Office of Educational Research and Improvement (OERI)*  
*Educational Resources Information Center (ERIC)*



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