

Special Education Personnel in State Departments of Education

*A Report Based on Findings From the Study, "Qualification and
Preparation of Teachers of Exceptional Children"*

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Qualification and Preparation of Teachers of Exceptional Children

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FOREWORD

ALTHOUGH organized programs of special education have been conducted for at least 150 years in the United States, the movement to provide for large numbers of exceptional children in local communities is essentially a development of this century. With the widening of this effort to serve children in their home communities as well as in institutions came problems, the solution of which depended to a great extent on a broadened program. State departments of education began to concern themselves with legislation for exceptional children, finances for such services, and the training of personnel in special education. Gradually the need for a basis of selection of specialized people who were qualified to give statewide leadership in this field and to help in solving the growing problems was recognized.

The pioneer effort to develop a supervisory program in the State department of education began in 1901, when one State employed an "inspector." State after State followed suit in rapid succession; by 1940, 16 States had personnel responsible for some aspect of a State program for handicapped children, and by 1953 all but 3 States reported one or more persons carrying some responsibility at the State level for the education of exceptional children. Even these figures do not tell the whole story, for in some States the number of staff members has been multiplied several times. Even with this increase in statewide responsibility there still may be among the 5 million exceptional children at least 3 or 4 million who receive no special service from the schools.

Because of the importance of this problem, which concerns not only State leaders, but also all other special education personnel, the nationwide study "Qualification and Preparation of Teachers of Exceptional Children" was undertaken. This publication reports that part of the information collected in the broader study which concerned State directors and specialists. It is hoped that it will prove helpful in the development and improvement of standards for State leaders in the education of exceptional children.

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SO MANY PERSONS have contributed to the study reported here that it is a truly cooperative project. Although not everyone who aided is acknowledged individually here, appreciation is extended to each one, for without such cooperation this report would not have been possible. For major contributions special gratitude is due:

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- ◆ The many State special education leaders who so carefully completed inquiry forms.
- ◆ The members of the Competency Committee who prepared the statement of the distinctive skills and abilities needed by State leaders in special education.
- ◆ The special educators who assisted in developing and pretesting items contained in the inquiry forms, among whom were: Felix S. Barker, Mary A. Blair, W. R. Burris, Joseph J. Endres, Joseph Fenton, Phoebe Goff, Ray Graham, Mamie Jo Jones, Charlotte Leach, John J. Lee, Francis E. Lord, Darrel Mase, Ernest Newland.
- ◆ Naomi Nehrer, Patricia Robbins, and Ann Stevenson of the study staff, who assisted in collating and preparing data for publication.
- ◆ Herbert S. Conrad, Director, Research and Statistical Services Branch, who has played an important part in the planning and execution of this project, and Mrs. Mabel C. Rice and other members of his staff who assisted in preparing some of the statistical data.



Courtesy, Modesto Public Schools, Calif

Physical as well as academic training is needed by severely retarded children.

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EXPLORING THE QUALIFICATIONS OF STATE DIRECTORS AND SPECIALISTS

IN A PHASE of education as relatively new as the education of exceptional children, concepts and practices are constantly expanding and changing. These changes have been accompanied by an increasing recognition of the value of the work done by special education personnel in State departments of education; relatively little attention, however, has been given to the establishment of professional standards for such staff members.

Most persons would readily grant that *preparation and experience, specialized knowledge and skills, and personality traits and attitudes* all contribute to successful leadership, even without making an objective study to confirm such a generalization. The unanswered question is "What distinctive competencies and skills, what educational background, what specific personality traits and attitudes are of most importance in the development of a fully effective State director or specialist?" To answer the question, these necessary elements must be identified and described in order that they may be presented in such a form as to constitute a goal for State special education leaders, and a professional standard which would be a useful tool in the selection of such personnel.

In order to get new light on these questions, information was collected as part of the broad study, "Qualification and Preparation of Teachers of Exceptional Children."¹ This publication reports those findings which have bearing on the professional competence of directors and specialists in State departments of education who are responsible for the education of exceptional children. Specifically, it includes some information on the State directors and specialists contributing to the study, a statement of a committee of experts on the competencies needed by State personnel, opinions on the background of experience and preparation thought to contribute to success in this field, personality characteristics which teachers would like their directors and specialists to have and the services they expect from them, and a summary with implications for future planning. It is hoped that the findings will serve as a guideline to the development of standards for State leaders.

¹ See appendix A for the plan and procedures of the broad study.



Courtesy, Los Angeles City Schools, Calif.
Speech training for the deaf child must begin early.

COLLECTION OF INFORMATION

Information in this publication was collected through two techniques. The first was through the work of a committee of ten experts, who prepared a report identifying and describing the competencies which they believed were needed by directors and specialists responsible at the State level for the education of various types of exceptional children. In order that it might give a balanced point of view, the committee was composed of persons working in local school systems as well as in State departments of education.

The second means of collecting information was through the series of inquiry forms which were sent to four groups of special educators.¹ They were: 102 special educators in State departments of education; 153 special educators in local school systems; 279 instructors in colleges and universities preparing teachers of handicapped and gifted children; and 1,079 successful teachers in 10 areas of exceptionality, such as the blind, mentally retarded, and gifted.

¹ For more information about these four groups of participants, see appendix B.

PARTICIPATING DIRECTORS AND SPECIALISTS

Since a large part of the information reported in this publication was supplied by directors and specialists in State departments of education, something should be said about the background of these people. In delimiting the study, the National Advisory Committee set the following criteria for participation: Each participant must give full time to special education; he must be an educator, not a psychologist, therapist, or specialist concerned with related fields; he must have statewide responsibility for the education of exceptional children.

One hundred percent of the persons working in State departments in 1953 and meeting the criteria participated in the study. In all, there were 102 State special education leaders; 40 directors, and 62 specialists. There was, however, considerable variation in the titles reported.¹ These directors and specialists were working in 36 States and the District of Columbia. The 12 States not represented either had vacant positions, no special education staff, or staff members who gave only a minor part of their time to special education.

Some additional information on the participating directors and specialists may serve as a basis on which to interpret their opinions. The number of areas in special education in which these directors and specialists were working is reported in table 1.

Examination of this table shows that, in general, the directors or overall supervisors tended to have responsibility for many groups of handicapped or gifted children, while the specialists usually had responsibility for the education of from one to three groups of exceptional children. Table 2 shows the areas of special education for which these staff members had responsibility.

Nearly all of the directors participating in the study had responsibility for the education of crippled, hard of hearing, speech handicapped, and mentally retarded children. The largest number of participating specialists (about one-third) also reported that they were working in these areas. The area for which the fewest directors and specialists reported responsibility was the gifted.

This kind of status information might well be studied again in the near future, since special education is still in a formative stage, and the areas of responsibility may shift considerably within the next few years. At such a time, it might be well to study the matter in relation to such factors as size and spread of population and wealth of the various States. It might also be feasible in the future to collect status data from which conclusions could be drawn about current State services to handicapped and gifted children; within the scope of the present study, however, this was not possible.

¹The State leaders, both directors and specialists, reported that they were designated by such titles as: Director, assistant superintendent of instruction, consultant, supervisor, assistant director, coordinator, specialist. The definition of "director" and "specialist" as used in this study may be found in appendix B.

Table 1.—Number of Areas of Exceptionality for Which State Directors and Specialists Reported Responsibility

Number of areas	Directors	Specialists
Total participating ¹	40	61
Ten	9	1
Nine	7	0
Eight	11	3
Seven	5	4
Six	2	0
Five	2	0
Four	0	6
Three	3	7
Two	1	21
One	0	19

¹ One specialist did not give this information.

Table 2.—Number of Directors and Specialists Reporting Responsibility for Each Area of Exceptionality

Area of exceptionality	Total	Directors	Specialists
Total participating	102	40	62
Blind	37	23	14
Partially seeing	53	35	18
Crippled	57	37	20
Special health	47	33	14
Deaf	41	25	16
Hard-of-hearing	62	38	24
Speech handicapped	60	38	22
Gifted	25	19	6
Mentally retarded	57	36	21
Socially maladjusted	38	25	13

COMPETENCIES NEEDED BY DIRECTORS AND SPECIALISTS

A TEN-MEMBER committee representing widely scattered areas of the United States was made responsible for preparing a statement on the knowledge and the abilities which they regarded as essential to the successful performance of duties by State special education leaders. It was the function of this committee to define the competencies needed by directors and specialists which are different from, or in addition to, those required by other educators. The complete report of the committee, prefaced by the names of the members,¹ appears below.

THE COMMITTEE REPORT

Walter E. Snyder, *Chairman*
Gertrude Barber
Felix S. Barker
Richard S. Dabney
Joseph J. Endres

Ray Graham
William S. Herbig
H. E. Robinson
Frances Stoelting
A. LeRoy Taylor

In order that the competencies needed by persons working at a specific task may be listed, the nature of the work to be performed must first be examined. The duties of State personnel working in the field of special education seem to fall into two broad areas: (1) Administrative, and (2) supervisory or consultative. Under the former will be found such responsibilities as the preparation of budgets, the evaluation and formulation of legislation, the distribution of State funds, supervision of educational programs in day and residential schools, selection of personnel, formulation of policies and standards, and approval of local programs of special education. The consultative or supervisory functions include the coordinating of activities of various agencies concerned with the problem; the establishment of new programs; the evaluation of local programs of special education; the upgrading of local programs; the inservice and preservice education of teachers; the preparation of reports and publications; incorporation of the special education program into the total school program; and integration of the services with the policies and programs of other agencies and institutions, both public and private, dealing with handicapped children.

In practice these responsibilities are not mutually exclusive, for it frequently

¹ Titles of committee members are shown on page iv.

happens that both administrators and consultants carry on activities in both fields. Indeed, in some of the State programs, one person often serves both as an administrator of a State program and as a consultant in all areas. A person in such a position carries an extremely difficult assignment and, despite the excellence of his preparation and the richness of his experiential background, cannot hope to perform altogether effectively such a variety and number of duties.

Personal Characteristics Needed by Directors and Specialists

Despite the diversity of duties falling to the lot of the two types of State leaders, the personal characteristics needed would appear to be fairly common to both. It is assumed that all educators should possess tact, patience, and an understanding of children as well as self-understanding, creativeness, resourcefulness, and optimism. In addition to these basic competencies, however, those who work with exceptional children must be motivated by a high interest in children who deviate from the so-called "average" and must be both physically healthy and emotionally well-adjusted. The State worker, especially, must be physically strong to withstand the rigors of a type of work which requires constant and extensive travel, frequent night engagements, the strain of heavy responsibilities, and frequent appearances before community and educational groups.

Because of the nature of his responsibilities, the State director or specialist should possess characteristics which make him both socially and professionally acceptable as a leader in order that he may be effective in promoting the program with lay individuals and groups as well as with professional educators. His work brings him into contact with persons from all economic and social levels in a wide variety of situations; unusual qualities of personality and of "adjustability" are required to meet these situations effectively.

While the State leader should have sufficient vision and imagination to qualify as an idealist—to dream grand dreams and to set his ultimate goals far beyond present accomplishments—he should still be sufficiently realistic to keep his program in operation in terms of actualities. In this kind of person, realism will balance idealism in such a way that action will reflect sound judgment far beyond that required in less responsible positions.

One of the characteristics of any person engaged in professional work is growth in knowledge, skill, and understanding. To an even greater degree than usual, however, the State director or specialist should reflect this quality. If he is to assume the role of statewide leadership which this position requires, he should be thoroughly informed of new developments in all fields of special education and related areas, or if he is a consultant in one area, in the area for which he is responsible. Breadth as well as depth of knowledge is required, and the worker who is unwilling to grow soon loses his effectiveness in the field.

Because he must work closely and cooperatively with many disciplines which

impinge sharply upon the educational program for the exceptional child, he needs to be sufficiently well informed in these areas to feel at ease with their representatives and to merit the confidence of specialists in these fields. Unusual tact and mature judgment again are required, for the pretention or assumption of knowledge by a layman is always suspect in the eyes of the specialists in any field. To be confident of a working knowledge in a field without appearing to assume specialized knowledge and skills which are rightly reserved to the initiated is an exercise in diplomacy which requires rare qualities of personality.

Functions Performed by State Personnel

The major emphasis in the first section of this statement will be placed on the competencies needed by State personnel who are responsible for the administration of the State program. Many of these competencies, however, will be equally needed by specialists. It must be remembered, too, that in some States one person will be serving in both an administrative and a supervisory capacity; this person will need the competencies of both positions, insofar as it is possible for him to acquire them.

As a result of his training and experience in education at both the elementary and the secondary level, the State leader should have thorough knowledge and understanding of the "normal" child, which should lead to a better understanding of the "exceptional" child. Furthermore, training and experience as an administrator in the field of general education should enable him to understand the problems of administration which he encounters in the field of special education and to adjust his program to the local program with the least inconvenience or disruption. In order to be respected by the teacher of exceptional children, the State director or specialist should have had experience in the actual teaching of such children in one or more areas and because of the scope of his work he should have a working knowledge of all areas of special education.

PREPARING THE BUDGET

One of the chief duties of the administrator of a State program of special education is the preparation of the State budget for the education of exceptional children. While the specific duties may vary from State to State, the overall responsibility requires a complete familiarity with budgetary procedures in general and, in particular, the laws governing budgets in the State in which he works. The administrator must know the laws under which his budget will operate. In addition, he must know the laws governing the entire program of special education in order that he may prepare his budget in conformity with those laws as well.

Since budgets are drawn up in terms of estimated needs, the administrator should know the State program of special education so thoroughly that he can



Courtesy, Chicago Public Schools.

Nature study enriches reading experiences of retarded boys.

forecast financial requirements with a high degree of accuracy. He should be familiar with the costs of the various phases of the State program in order to evaluate the requests or "estimates of claim" which he receives and to fit them together in a total budgetary program for the State. He needs an intimate knowledge of the additional and varied costs of educating exceptional children and considerable familiarity with the general school laws of the State. For instance, some States reimburse school districts on the basis of excess costs. The cost varies widely according to the handicap suffered by the individual child, and the State director must be familiar with the variations. He must also be aware of the method by which basic costs are determined in the State and the variations in costs which occur from district to district.

Estimating needs is only part of the job in preparing a budget. The administrator should also be familiar with the sources of revenue and should balance his projected expenditures with his estimated income. While this may be controlled by statutory limitations in many cases, it is often determined by need as presented by the administrator. In the latter case the administrator should be able to prepare a sound budget; he may also find himself faced with the necessity of defending it, a responsibility which requires him to have the personal characteristics set forth in an earlier part of this report.

EVALUATING LEGISLATION

Although many States have well-drawn laws governing the program of education for exceptional children, most of them are being amended from time to time to keep them abreast of new developments and needs. Also being drafted and presented for legislative consideration are new laws, some of which are good and some of which are of questionable value.

One of the greatest tasks of the administrator of a State program is to help in the passage of sound legislation and to discourage or forestall the passage of unsound legislation. Here again tact, judgment, leadership ability, and sometimes courage are needed in abundance. Specifically, however, the administrator should have a sound knowledge of the needs of all types of exceptional children in order to plan an effective legislative program which he believes will adequately meet those needs. Among other things this would imply a comprehensive knowledge of legal provisions for special education in other States and familiarity with the operation of programs under those laws. In this way, he can better judge the merits of his proposals and can evaluate his efforts at improving legislative provisions. Complete and up-to-date knowledge of developments in each field of special education will help him to recognize legal changes necessary to permit a State to set up a functional program. He should be able to recognize the danger of too great specificity in law and the advantages of flexibility under regulation.

Occasionally, legislation is introduced which, if passed, might result in tremendous financial or educational waste. The State administrator should be alert to detect such legislation, well enough informed to pick out its flaws, and competent to guide the sponsors into more constructive efforts. To be able to promote sound legislation and to advise against unsound provisions requires a knowledge of legislative procedures in practice and competence as a statesman. The administrator should be able to appear before legislative committees and to present effectively the case for or against specific legislation and to muster the necessary support to carry the point.

DISTRIBUTING STATE FUNDS

When workable laws are in operation and proper budgetary provisions have been made, a person from the State department of education should be given the responsibility of distributing State funds to local programs. In order to facilitate this procedure, the person responsible (usually the director) should be able to devise forms which will accomplish their aim with a minimum of inconvenience to the local district.

To avoid the charge of "red tape" the State worker should recognize the irritations which excessive reporting causes and should be able to keep his forms suffi-

ciently clear and brief to minimize the charge, yet sufficiently detailed to keep within the law and the policies under which his department operates. To do these things he should have knowledge of the legal procedures involved, skill in streamlining and simplifying his procedures.

After the forms have been filled out and returned to the central office, the director should be prepared to evaluate them in detail and to pass upon their validity. Here, too, a knowledge of the law and of the regulations governing the program and of the detailed operation of local programs throughout the State is essential. When the director receives requests he cannot fill without deviating from State laws and regulations, he should be able to turn them down without antagonizing the petitioner and without appearing to be critical or dictatorial. Personal qualities, coupled with sound knowledge of State and local programs, are essential to successful performance of these duties.

FOSTERING AND IMPROVING LOCAL PROGRAMS

Most States in which special education programs function have recognized through their laws the advantages of local control and responsibility. A major duty of State personnel, however, is the fostering of local programs and the improvement of those programs. In order to carry out this duty, these workers should have arrived at a sound philosophy of special education in terms of which they can evaluate programs in operation. Such a philosophy will have been developed out of a program of training in general as well as in special education and through practical experience as a worker in the field.

In all States some local areas continue to go unserved, either because of lack of local leadership or lack of funds. To help such districts, the State workers should be competent to arouse their interest, to create a desire for local services, and to help them evaluate their needs. Assisting the community with such an evaluation requires knowledge and skill in organization, competencies in the various fields of specialty, and leadership in group dynamics. The preparation of forms for the evaluation of community needs requires a knowledge of research techniques and the ability to collect and to interpret data.

Local programs, because of various factors, frequently become overbalanced in one direction or another. The director should be able to see such disparities in operation and help the local workers reinstate a proper balance between the various segments of their program. The need for other improvements will often become apparent; these will also require skill on the part of the State leaders in bringing them into more effective working order. It is important to accomplish these changes effectively but without dictation or force. State laws and regulations must be interpreted, cooperation must be secured, and professional relationships must be established. While considerable knowledge is required, the success of the undertaking will also depend upon understanding, judgment, discrimination, and the ability to cultivate good interpersonal relationships.

ESTABLISHING STANDARDS

Standards for the evaluation of local educational programs for exceptional children must be established and must be kept under continuous study and review. Especially in States where funds for education of exceptional children are reimbursed from the State treasury to the local school district are specific methods of determining eligibility for State support necessary. The State director has a leadership responsibility in the development of such standards. He should have a thorough knowledge of the techniques of specialized instruction, the criteria for the diagnosis and placement of handicapped and gifted pupils, the desirable size of classroom, the physical facilities, and the special instructional devices needed for the education of children within each type of handicapping condition. He should be able to synthesize this knowledge into a set of principles which will guide the development of standards for local programs.

Since all standards include statements on the qualifications of teachers of exceptional children, the State administrator should have a working knowledge of teacher education facilities, of the course requirements of programs for teachers of each type of exceptional child, and of teacher certification procedures in the various States.



Courtesy, Toledo Public Schools, Ohio.

Children with partial vision learn to care for their eyes.

RECRUITING TEACHERS AND COOPERATING IN TEACHER EDUCATION

Since the supply of properly prepared teachers in the field of special education is especially limited, the State director should participate actively both in recruitment efforts and in the preservice education of teachers. To be able to participate he needs competence in the preparation of special education teachers and a knowledge of the essential preparation required of them. By knowing the goals, techniques, materials, and equipment needed in each special area, and particularly by being informed on recent developments and improvements, he can add to the effectiveness of the programs now in operation. He should have the ability to work with private and State-supported teacher education institutions in order to help them to improve their programs and should be able to evaluate fairly, accurately, and without bias the potentialities of institutions seeking to enter the field.

By close experience with institutions of higher education, the State director should be able to understand the problems of these institutions. He should have the ability to set clear and reasonable goals in teacher education and help the institutions to reach their goals despite all handicaps. The administrator should be free from prejudices and deliberate in his judgments, setting high professional standards above all else.

ENCOURAGING INSERVICE GROWTH OF TEACHERS

The inservice training of teachers in the field of special education is of major importance, both because of rapid technological changes and because of much inadequate training at the preservice level. Much of the work of the State personnel centers in the upgrading of teachers in service through extension and campus classes, teacher workshops in local school systems, and faculty meetings throughout the State. The State leader should be an effective "teacher of teachers" in order to bring to these meetings the inspiration and enthusiasm which will appeal to the group. He should be familiar with the latest materials and techniques of instruction and with the most up-to-date literature in each field. He should have access to and be familiar with modern research in the field of education and in medicine, physical therapy, and other disciplines bearing upon the education of handicapped children.

The administrator of a State program of special education should be adept at organizing workshops and other types of inservice meetings for special education personnel; and he should possess the skill, the enthusiasm, and the imagination necessary to make these meetings successful. He must have the ability to select, organize, and make available the teaching materials, mechanical and other, which will add to the growth of teachers on the job. Furthermore, he should be skilled in adult education in order to work with parent groups and in organizing workshops and other resources for parent education. Only to the extent that parents



Courtesy, Los Angeles City Schools.

Making pottery is a creative and satisfying experience for these retarded children.

become partners with the schools will the work of the special teachers reach its maximum goal.

Besides knowing the local facilities for preparing special education personnel, the State leader should be well informed on out-of-State resources for teacher education in order that he may give sound advice to those seeking specialized preparation and may guide them to the best programs for their particular needs.

SUPERVISING EDUCATION IN RESIDENTIAL SCHOOLS

Increasingly, States are recognizing that the program of education for exceptional children is a total one and that it should be directed by educational personnel. As a result, the responsibility for the operation of residential facilities for the blind and the deaf is, in many States, being shifted from institutional to State department of education agencies. With this transition have come certain new responsibilities for the director of special education. In order to carry his responsibilities, the State director of special education should know the educational needs of handicapped children and the services available in day and residential schools sufficiently well to set up effective evaluative procedures for selective placement of children.

In order to be accepted in a leadership role as the coordinator and, perhaps, administrator of *all educational services* for the handicapped children of a State, the State director should have intimate knowledge of educational programs in both day and residential schools for exceptional children. Since the operation of residential schools involves housing, feeding, and caring for children 24 hours a

day, the State director should understand the problems involved and their relationships to the educational program.

There is increasing evidence that educational programs of the residential schools are becoming more closely geared to public school programs in an effort to better serve the needs of the handicapped child. The State administrator should understand the need for freer interchange of pupils between these two educational units and work as a liaison person to facilitate the free transfer of pupils to best meet their needs. To do so, he should be able to convince the public school administrator and teacher of the feasibility of educating selected children with handicapping conditions in the day school classes and at the same time cooperate with residential school personnel in providing for those who require 24-hour care. If he himself is convinced of the soundness of the program he espouses, he should have the courage to put it into operation and the leadership qualities necessary to make it work.

From his training and experience, the State worker should be familiar with the many problems encountered by those boys and girls, a large part of whose childhood and youth is spent in a residential school environment—the comparative isolation from the world, the often limited social contacts, the sometimes routinized program, and the long periods of separation from family and close friends. Understanding these, the State worker should know what needs to be done to better the circumstances and how to work with residential personnel in order to lessen the unfortunate conditions which sometimes exist in residential schools.

Many excellent examples could be cited throughout the country in which every effort is being made to make the residential school a real home for the child. Such schools perform a highly useful function which today can be performed by no other agency.

MAINTAINING INTERAGENCY RELATIONSHIPS

In every State and in every community many individuals and agencies, both public and private, are interested in and working for the exceptional children of the area. Among them are social, educational, medical, and health agencies whose overlapping responsibilities and interests sometimes unknowingly work to the disadvantage of the child rather than to his advantage. Some leadership must be available if these various interests are to avoid serious overlappings, omissions, or inefficiency. Frequently the State director of special education is in the most strategic position to serve as the coordinating link between these various services. Accurate knowledge and leadership ability, together with tact, patience, wisdom, and judgment are again essential. Even more, perhaps, the State worker should be capable of objectivity and be free from prejudices. He should understand human nature and the motivations which lead to action in certain directions rather than in others. He should be especially well-informed on the goals and objectives of the various agencies at work and their methods of operation so that he can best serve the handicapped children of his State.



Courtesy, Palm Beach County Schools, Fla.
Home teachers serve children unable to attend school.

PREPARING PUBLICATIONS

As leader of the educational program for exceptional children in his State, the director should coordinate, edit, and prepare for distribution a wide variety of publications in various areas of special education. While the writing may often be delegated to others, the final responsibility is his, and he should be equipped to deal with it. He should be able to recognize the need for certain types of materials and select those which he and his staff have the ability to prepare. He should be able to organize and plan the content of such publications, to edit the material, to advise and encourage the writer, and at times even participate in the writing. This work requires proficiency in organization, composition, syntax, and other skills necessary in producing a finished product which is interestingly written, technically accurate, and grammatically correct.

SELECTING AND DIRECTING PERSONNEL

In many programs of special education, there is at the State level a corps of assistants, each of whom is a specialist in a certain area of exceptionality. In order to select these assistants, the State director should be a good judge of men and women and should be able to develop adequate criteria upon which to base his selections. The ability to draw up such criteria requires a sound knowledge of each area of specialization and of the competencies needed by workers in each field. He should know the kinds of services which the worker will be expected to perform and the qualities needed in order to perform those services effectively.

Furthermore, he should be able to select staff members who will work together as a team in order that they may make each area complement the other in developing a well-rounded program. If his State does not have a civil service system, he should have the courage to resist political pressures in making his appointments and be willing to resist any effort to let appointments be made other than on merit.

When his corps of assistants is assembled, the director should possess the personal qualities of leadership which will enable him to weld the group into an effective, dynamic organization. He should be able to delegate authority and to hold the group to high standards of performance, allowing freedom for ingenuity and individuality, yet keeping the entire group devoted to the accomplishment of clearly and sharply defined goals.

SPONSORING AND DIRECTING RESEARCH

The administrator should be an expert consumer of research and, at times, an active participant in research projects. He should keep abreast of current research findings as they relate to the education of exceptional children and should have sufficient understanding of research methodology to evaluate the validity and significance of such studies.

The State leader has a role to play in the establishment of continuing active research programs which are likely to give local communities and the State accurate knowledge of the needs, of the validity of established or proposed procedures, and of the success of various programs. He should open avenues of communication which will lead to joint research undertakings; he should encourage the interest of university personnel and research foundations in the problems most pressing of solution and most fruitful of investigation.

Competencies Needed by State Specialists

In the foregoing pages, the major emphasis was placed upon the competencies needed by State leaders who are responsible for the administration of the State program although much that was said could be applied with equal relevance to

those in supervisory positions. There are certain competencies, however, which apply with special significance to persons who are designated as "specialists," "supervisors," or "consultants."

For example, a State director may foster and improve local programs of special education by gaining community support for better educational facilities for children with unusual needs, or by the maintenance of statewide standards for special schools, classes, and services. The specialist will also foster and improve local programs but in a different way. He may, for example, encourage the special teacher, help her with special problems, and make her aware of her relationship to an ongoing national program. The same is true in regard to recruitment, teacher education, and inservice training. If the director of special education has a staff, the specialists often carry the major part of these services. If the director works alone, these are his responsibilities.

By training and experience, the specialist at the State level, regardless of the area for which he is responsible, should be at least as competent as any worker in a local program in his State. This means that if he is a speech correction specialist, he should be able to perform as creditable a piece of work with children in a speech correction situation as any speech correctionist working with children in the schools. Indeed, in order to merit complete confidence, his competency *should* be superior to that of any of his colleagues. To achieve this position the individual must have adequate training and wide experience in his field.

SUPERVISORY SERVICES

Since State consultants work with teacher or local specialists rather than directly with children, they should understand so-called "supervisory techniques." They should merit confidence through their personal competence and professional training rather than through the prestige of the position they hold. One of the very real contributions which the consultant can make to the local teacher or specialist is to help in the diagnosis of individual cases which may be causing concern. To do this requires skill and knowledge in the specialized area of exceptionality, an understanding of children, and the ability to quickly establish rapport with the individual child.

After the evaluation, the specialist may be called upon to assist in arriving at a course of action. This requires good judgment and knowledge, insight into the problem, and a willingness to allow the local person to arrive at his own solution. Telling is not teaching; neither is it consulting. Only by making it possible for the local worker to make his own decisions or to participate in arriving at a decision will the desired goal be achieved. This requires true leadership, human understanding, and devotion to duty.

The specialist should be fully equipped with knowledge and understanding of the latest developments in his area of responsibility and capable of keeping his State director informed about these at all times. Furthermore, he should be able

to share his knowledge and understanding with *local* special educators through personal contacts, correspondence, and the preparation of duplicated and printed materials.

When local communities are preparing to inaugurate new programs of special education in his area of exceptionality, the specialist should be available to help them analyze their needs, develop a program, and get the program started. In order to help them he should have the ability to organize a community survey, to plan a course of action, and to analyze all elements in a situation. The State specialist should then know the best course of action to be followed and possess the qualities of leadership to get the community started on that program. Knowledge of human nature, skill in group dynamics, and objectivity will be required in such situations.

The specialist at the State level is in an unusually strategic position to help teachers and others to "accept" the handicapped child. A properly qualified State consultant should have a superior understanding of such children and should therefore be able to lead others to respect the human personality of each child.

Mention has been made of the ability of State specialists to evaluate the educational problem of a handicapped child in the particular area of exceptionality. Frequently the local community is eager for an evaluation, hoping that the results may help solve its problem. If the responsibility of the specialist is to recommend what is best for the *child*, he should have the ability to make the educational evaluation and the knowledge and judgment needed to arrive at a sound solution of the problem on that basis. Should the proposed solution require school or environmental adjustments, it is necessary that the specialist be skilled in human relationships if his recommendations are to be accepted by the local authorities.

All of the latter competencies involve a deep understanding of human growth and development and of human behavior coupled with a working knowledge of human relationships. The successful specialist should be a superior person, highly competent in working with people, possessed of a superior knowledge in his area of specialty, and devoted to the cause of handicapped children.

(End of Committee report.)

PROFESSIONAL EXPERIENCES AND PREPARATION

ACCORDING TO the committee report, State directors and specialists responsible for the education of exceptional children need a wide range of knowledge and ability—so wide, in fact, that the questions arise, "How can individuals in these positions possibly learn all that is necessary in order to be truly effective?" and "What specific professional preparation and experiences will contribute most to the successful performance of the many and varied duties of a State leader in the education of exceptional children?"

Fourteen hundred special educators—State and local directors and supervisors of special education, teachers of exceptional children, and instructors in colleges and universities preparing special educators—gave opinions on the *professional experiences, academic majors, minors, and degrees*, which they thought constituted the best combination of preparation for State leaders in special education. They did this by selection (within the inquiry form) from a list of items which, together with a summary of their opinions, appears in table 3, page 20.¹

The combined opinions of these four groups could be assumed to have particular significance, since each group evaluated the matter from a different vantage point. The State directors and specialists themselves had the advantage of giving daily leadership to the statewide program and were in a position to know what had been most helpful to them. Staff members in colleges and universities were concerned with curricular offerings which contribute to the effectiveness of State special education leaders. Local supervisors and teachers looked at the preparation and experience of their leaders in the light of the practical help which they hoped to receive in developing programs at the local level and in solving the everyday problems of exceptional children.

From these opinions it would seem that the most successful State leader is basically an educator with a strong background of experience and preparation in special education. From their opinions, some differences may be drawn between the director and the specialist; these can perhaps be best understood by briefly summarizing the opinions, first concerning the director and second concerning the specialist. (Refer again to table 3, page 20.)

For the *director*, special educators as a total group believed that a person with a background of experience and professional preparation in education, rather than in psychology, medicine, social work, or other allied fields, was more likely to be successful. The experiences receiving the greatest percentage of choices were

¹ See Appendix D for question as it appears on the inquiry forms.

supervisory duties in special education at the State or local level (60%) and actual experience in the teaching of at least one type of exceptional child (58%). The State personnel placed greater emphasis on experience in administrative duties in general education and somewhat less emphasis upon the teaching of exceptional children than did the special educators as a whole.

Table 3.—Experience and Professional Preparation Needed by Directors and Specialists, According to the Opinions of 1,400 Special Educators¹

Item ²	Percent ³ of participants, by type, choosing preparation needed by directors					Percent ³ of participants, by type, choosing preparation needed by supervisors				
	Total	State	College	Local	Teacher	Total	State	College	Local	Teacher
1. Professional experience:										
Teaching of at least one type exceptional child	58	47	67	58	57	74	81	87	75	70
Classroom teaching of normal children	46	49	38	39	45	52	68	48	60	49
Teaching special education in a teacher-education institution	27	27	30	21	27	24	22	22	19	25
Supervisory duties in special education at State or local level	60	62	71	69	55	42	50	42	47	39
Administrative duties in general education at State or local level	44	60	39	49	43	13	26	11	15	11
2. Academic major:										
One area of special education	6	5	5	4	7	45	76	46	40	43
Two or three areas of special education	14	X ⁴	22	11	13	21	X ⁴	29	32	19
Orientation to all areas of special education	57	67	60	57	55	24	16	20	19	27
General educational administration and supervision	21	26	12	25	22	5	3	2	4	7
Clinical psychology ⁵	1	1	1	2	1	2	1	2	2	2
Elementary teaching methods	1	1		1	1	2	3	1	2	2
Secondary teaching methods					1	1	1		1	1

Table 3.—Experience and Professional Preparation Needed by Directors and Specialists.—Continued

Item ¹	Percent ² of participants, by type, choosing preparation needed by directors					Percent ² of participants, by type, choosing preparation needed by supervisors				
	Total	State	College	Local	Teacher	Total	State	College	Local	Teacher
3. Academic minor:										
One area of special education.....	13	24	15	11	11	19	28	22	21	16
Two or three areas of special education.....	21	X ⁴	24	28	22	20	X ⁴	21	21	23
Orientation to all areas of special education.....	31	43	25	35	30	33	56	34	30	31
General educational administration and supervision.....	49	55	54	57	45	33	39	32	40	32
Clinical psychology ⁵	29	41	31	27	27	30	35	36	29	28
Elementary teaching methods.....	25	31	23	27	24	30	37	32	35	28
Secondary teaching methods.....	16	17	13	17	16	17	15	16	21	17
4. Academic degree:										
Bachelor's.....	3	2	1	3	3	4	6	1	2	5
Master's.....	33	61	24	35	32	73	90	69	81	70
Doctor's.....	64	37	75	62	65	23	4	30	17	25

¹ Altogether 101 State, 261 college, 150 local educators, and 868 teachers of exceptional children answered this question.

² Participants were given opportunity to list other experiences and/or majors and minors which they felt were valuable. So few items were listed, however, that no new category was needed.

³ Percentages in groups 1 and 3 are based on the number of each type of special education personnel answering this item as a whole unit. Since more than one choice was allowed, percentages in any column may add to more than 100; for example, each individual experience could have been checked by 100 percent of all groups of special educators. Percentages in groups 2 and 4 are based on the total number answering the particular section. Only one choice was allowed in these groups, and total percentages do add to 100.

⁴ This choice was not included in the questionnaire sent to State personnel. This fact probably accounts for the higher percentage of personnel choosing "one area" and/or "orientation to all areas."

⁵ Inquiry forms filled in by State personnel said "Psychology," not "Clinical psychology."

The college major which the majority of special educators regarded as most valuable to directors was quite clearly indicated; 57 percent chose orientation to all areas of special education. Very few chose clinical psychology, elementary and secondary teaching methods, or a major in one area of special education. In the selection of minors, however, there was a greater diversity of opinion. The greatest percentage of choices for a minor to supplement a major in orientation to all areas of special education went to general educational administration and supervision. A much higher percentage would choose clinical psychology and elementary and secondary teaching methods for a minor than for a major. It should be remembered, however, that the choice of a minor is dependent upon the choice of a major.

For the *specialist*, the total group of educators emphasized the importance of a thorough background in the teaching of at least one type of exceptional child (74%).² They also thought that experience in regular classroom teaching with normal children (52%) and in supervisory duties at the State or local level (42%) would be valuable.

The academic major receiving the most emphasis was one area of special education (45%). The opinions indicated that a minor in either orientation to all areas of special education (33%), general educational administration and supervision (33%), clinical psychology (30%), or elementary teaching methods (30%) would be valuable to a specialist.

Although it is recognized that a college degree per se may have little intrinsic significance, the background which it represents is significant. The majority of the special educators thought that the director should have a doctor's degree (64%), while the specialist should have a master's degree (73%). The opinion of the State special educators themselves, however, diverged from that of the total group. They regarded a master's degree as adequate for director and specialist.

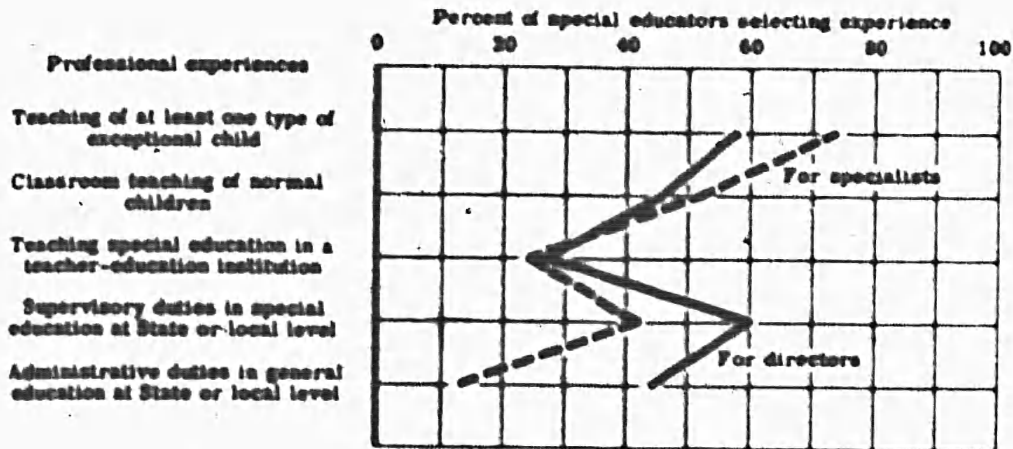
While the basic elements in professional background are the same for directors and specialists, there is a difference in emphasis, which is shown graphically in graphs 1, 2, 3, and 4, on pages 23 and 24.

Experience in supervision in special education at the State or local level was considered important for both directors and specialists, but the greater percentage chose it for directors. Similarly, experience in teaching of exceptional children was also important for both; here, however, the greater percentage chose it for specialists. (See graph 1.)

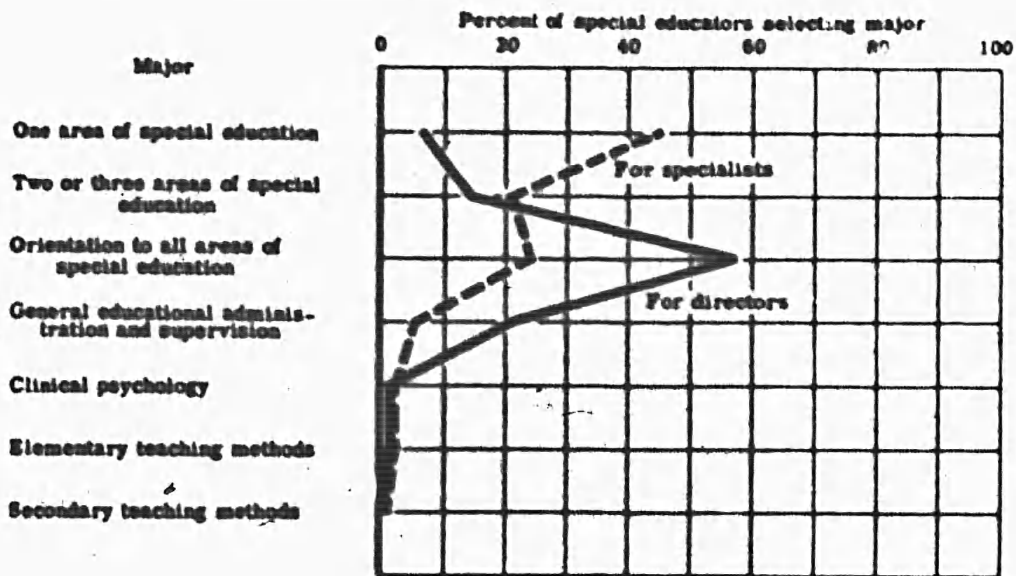
As to academic preparation, a major in orientation to *all* areas of special education was thought to contribute most to the success of a director, while a major in *one* area of special education was important for the specialist. For both positions, the choice of a minor was split and depended on the choice of a major. (See graphs 2 and 3.)

² All directors and specialists, as well as college instructors, would place even more emphasis upon the specialized teaching of at least one type of exceptional child than teachers themselves would, although almost three-fourths of the teachers made this choice. In other words, the consensus on the importance of this experience is quite high.

Graph. 1.—Professional Experiences Desirable for Special Education Personnel, According to the Opinions of 1,400 Special Educators

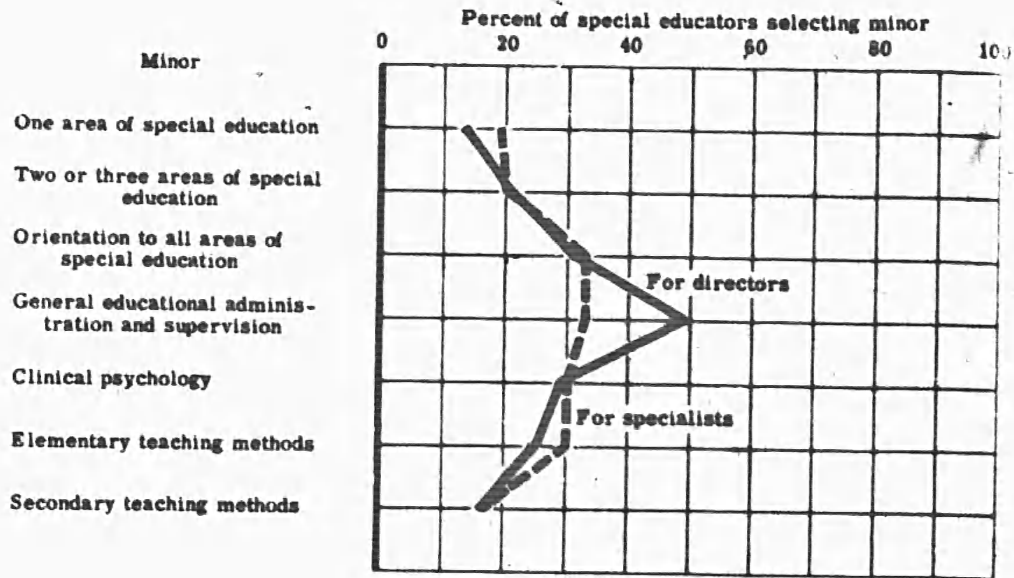


Graph. 2.—College Major Desirable for Special Education Personnel, According to the Opinions of 1,400 Special Educators

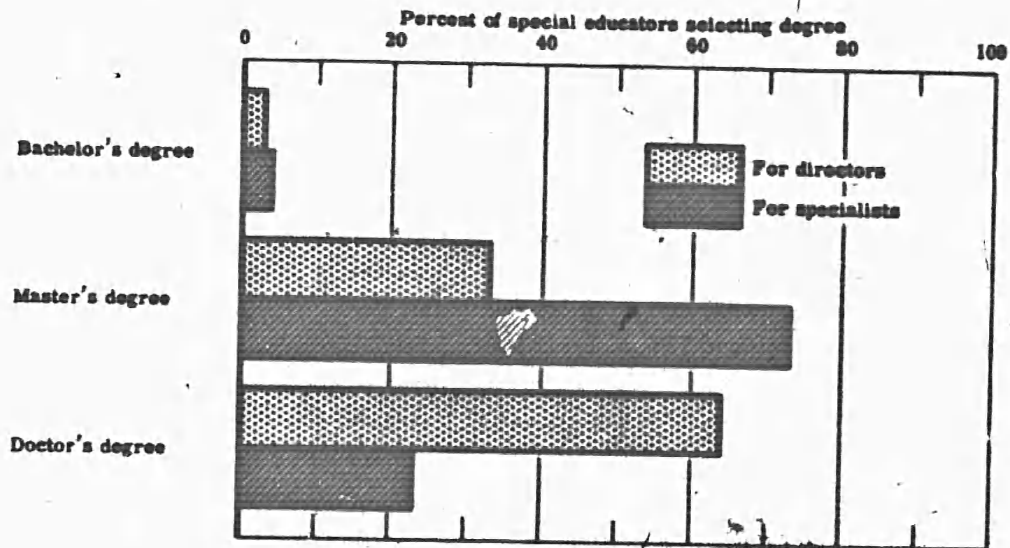


Both directors and specialists, the participants indicated, should have specialized preparation at the graduate level; it would seem, however, that this preparation should be somewhat more advanced for a director than for a specialist. (See graph 4.)

Graph 3.—College Minor Desirable for Special Education Personnel, According to the Opinions of 1,400 Special Educators



Graph 4.—Academic Degree Desirable for Special Education Personnel, According to the Opinions of 1,400 Special Educators



In the opinion of these 1,400 special educators, the experiences and professional preparation here outlined—the practical background in education, and particularly in special education—contribute much to competence and lead to dynamic leadership on a statewide level.

FUNCTIONS OF STATE DIRECTORS AND SPECIALISTS

THE AIM of the study on which this report is based was to discover what best prepares and qualifies an individual for successful performance of his duties as a State leader in special education. These duties were discussed briefly in the committee report; at this point a more detailed analysis is called for.

Two types of State special education personnel have emerged from the current analysis: First, the administrator responsible for the total special education program within the State departments of education; and second, the specialist or consultant who serves a limited number of areas of exceptional children in such departments. The characteristics which distinguish the two types can be observed not only in terms of the number of special education areas served but also in terms of the relative emphasis given to administration as distinguished from the supervision and consultation which bring direct service to the local person carrying on work with exceptional children.

What, specifically, are the functions to be performed by State leaders in special education? In what proportions do these leaders allocate time to their various functions? Is there a difference in the allocation of the time of the director and that of the specialist to these functions? How do State leaders think that they *should* spend their time? Are their functions consistent with the ideals set in the competency committee report? As special educators look to the future, and both program and functions are better understood, will these functions be the proper ones? Since these questions have bearing on the competencies needed they are discussed here.

ALLOCATION OF TIME

In order to gain a better understanding of the work being done at present by special education leaders in State departments of education, effort was made through the inquiry forms to obtain some sort of time analysis and to see in what proportions directors and specialists were allocating their time to various functions. State staff members were asked to estimate the percentage of time which they spent on a number of activities grouped under the following heads: *Administrative* and supervisory duties at the State level; *consultative* and supervisory services in local school systems; *direct service* to children; *in-service* education; *public relations* outside the State department; and *professional study and research*. They were also

given opportunity to list other duties, but so few suggestions were made that no additional category was needed.¹ The average distribution of time of both directors and specialists is reported in table 4, page 27.

The *directors*, on the average, spent more than half of their time (55%) in administrative and supervisory duties at the State department and almost a quarter of their time in consultative services in the local communities (21%). The remainder, about one quarter, was distributed among inservice education, public relations outside the State department, and professional study and research, or in some cases direct service to exceptional children. Almost all of the participating directors gave some time to each of these duties with the exception of direct service to children; unpublished data show that only 10 of the directors performed this function at all. Individual directors, of course, varied a good deal from these averages.²

An examination of the two administrative duties claiming the greatest proportion of time of the director shows that they are distinctive to the field of special education. Directors were spending the most time on planning, approving, and giving leadership to the development of new programs for exceptional children (19%); and on investigating, evaluating, and preparing budgets, legislation, certifying standards; and the distribution of funds (10%). In this second function, the directors would be concerned with a knowledge of excess cost and the factors which make the education of the handicapped child more expensive than that of the normal child. They would be concerned with the various special education laws and the implications for program development. Directors also devoted, on the average, considerable time to conferring with special educators in local school systems assisting in the development of programs for exceptional children; apparently they were doing this to give the local personnel the advantage of their specialized knowledge and skills. The director thus needs to know all facets of the field and to communicate his specialized knowledge and skills to those in local systems.

Specialists, on the average, divided their time in three ways. Administrative and supervisory duties at the State department took more than one-third of their time (37%); another third was spent in consultative services to local communities. The remainder was divided between inservice education, public relations outside the State department, self-directed study and research, and direct services to children. Nearly all of the specialists reported giving some time to all of these functions. The most notable exception here, as with the directors, was in direct service to exceptional children; only a little more than half of them were performing this function at all. Again, some individual specialists deviated considerably from the average.³

¹ See appendix D, Inquiry form EXC-1, question 2.

² For example, the amount of time a director spent on administrative and supervisory duties in the State department ranged from 24 to 90 percent with a standard deviation of 15 percent. See appendix C, page 43, for more detailed information.

³ For example, the amount of time specialists spent on administrative and supervisory duties at the State department ranged from 0 to 100 percent with a standard deviation of 20 percent. See appendix C, page 43, for more detailed information.

Table 4.—Distribution of Time of State Directors and Specialists

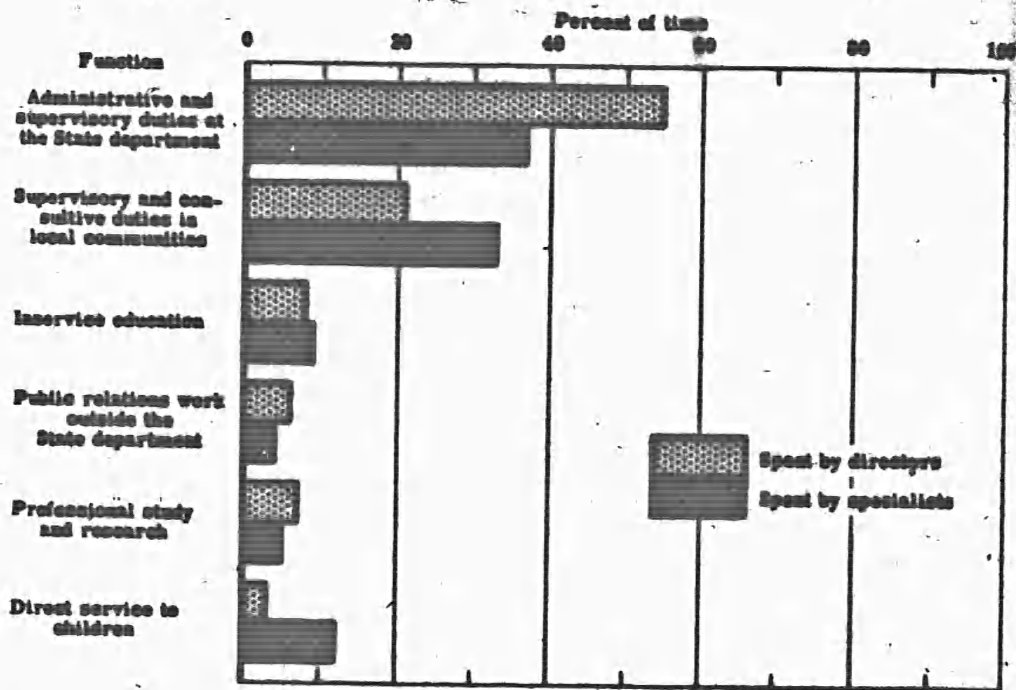
Function	Average percentage ¹ of time spent by—	
	Directors	Specialists
Administrative and supervisory duties at the State Department..	55	37
Investigating, evaluating, and preparing of budgets, legislation, and certifying standards; distributing of funds.....	10	4
Planning, approving, and giving leadership in the developing of new programs, and extending of existing programs, for the education of exceptional children.....	19	11
Conferring with, and/or supervising of, other State education Department personnel.....	7	4
Consulting with parents, educators from local school systems, colleges, and universities, and personnel from private agencies and organizations.....	9	9
Conferring with personnel in public agencies, including other State departments.....	4	3
Investigating, evaluating, and preparing of publications and reports.....	5	5
Other.....	1	1
Supervisory and consultative duties in local communities.....	21	33
Observing of teachers of exceptional children.....	5	10
Consulting with local directors and supervisors of special education.....	3	6
Consulting with teachers of exceptional children.....	5	8
Consulting with general educators.....	6	5
Consulting with parents and other lay persons.....	2	4
Inservice education.....	8	9
Organizing and participating in inservice educational programs for the teachers of exceptional children (including staff-workshops, study groups, curriculum planning conferences, and summer school programs).....	8	9
Public relations work outside the State Department.....	6	4
Speaking and otherwise participating at meetings of parent groups, service clubs, and so on.....	6	4
Professional study and research.....	7	5
Self-directed studying of professional literature; attending professional conferences.....	5	4
Doing research on the education of exceptional children...	2	1
Direct service to individual children.....	3	12
Teaching of exceptional children.....	1	2
Individual and group testing of children.....	1	8
Individual and group counseling of children.....	1	2

¹ Percentages are based on the number of State educators answering the question; 33 of the 40 directors and 52 of the 62 specialists provided information.

Some *differences* in the emphases placed on the various functions by directors and specialists are shown by the difference in the average allocation of time to the various functions by each group (see graph 5).

Both directors and specialists spent the greatest proportion of their time in administrative and supervisory duties at the State department of education; however, directors spent almost 20 percent more time than specialists. Similarly, both groups spent the next greatest percentage of their time in supervisory and consultative duties in local communities; here, however, specialists spent 12 percent more time than directors. The other notable difference occurred in direct service to exceptional children in which supervisors spent far more time than directors' did.

Graph 5.—Percentage of Time Spent in Various Functions by Special Education Personnel



For the most part, the functions to which State special education leaders allocate their time parallel very closely the competencies outlined in the committee report. The one notable exception is direct service to children (teaching, testing, and counseling). The committee does not once mention these as being competencies needed by State personnel, yet nearly one-third of the directors and one-half of the specialists were performing one or more of these services (with the directors spending up to 44 percent and specialists, 90 percent of their time). It may be that this is a function which is being performed in a developmental stage of special education or that the function is mainly performed in areas of the State not covered by local personnel.



Courtesy, New York City Public Schools.

Special equipment aids these cerebral palsied children in learning to count!

DESIRABLE ALLOCATION OF TIME

State directors and specialists were also asked to estimate the percentage of time which they thought *should* be spent on each of the various functions. The unpublished data would seem to show that directors and specialists were as a group satisfied with the present allocation of time, since the average suggested change for each function was very small. In reality, only four directors and five specialists were satisfied with their present allocation of time. In some cases, those who were spending little time on a particular function desired to increase the amount; others who also spent little time wanted to lower it even more. The reverse was also true. For example, one director who was spending 90 percent of his time on administrative duties in the State department would increase it to 96 percent, while another spending 80 percent would decrease it to 45 percent. One who was spending only 24 percent of his time on this function was quite satisfied with the amount. Similar examples can be found in the opinions given by specialists. One specialist who was spending as little as 15 percent of his time in consultative services to local communities would decrease it to 9 percent, while another spending 18 percent would increase it to 70 percent. It was evident that there was no clear-cut agreement on which functions were most important and should take the greatest amount of their time.

These data suggest that differences may be due more to the stage of development of special education within the State than to the philosophy of the particular director or specialist.

WHAT TEACHERS EXPECT OF STATE SPECIAL EDUCATION LEADERS

THE BASIC CONCEPT underlying State special education leadership is that of service, essentially to exceptional children, but in practical terms, more directly to special educators in local school systems who, in turn, work with the children in need of special help. To insure maximum service to these children, State and local educators should establish a cooperative working relationship. This is, of course, a two-way relationship involving a number of factors; among them are (1) the services which the State leaders provide to the local special educators, and (2) the personality of the State director or specialist.

Some information on these two factors has been collected through free-response questions. In these, all teachers who participated in the broad study had opportunity to identify the services which they expect from their State leaders and the personality characteristics which they would like these leaders to possess. Comments about services were made by 547 teachers; comments about personality characteristics by 740 teachers.

It is difficult to report answers to free-response questions because of semantic problems in such data; generalizations are necessarily based on somewhat arbitrary groupings of comments. In order to make these as objective as possible, frequently mentioned words and/or ideas have been tabulated and used as basic support for the generalizations which follow.¹

SERVICES

The goal of all functions and services of the State leaders is to improve and extend the special education program and to keep it "alive and progressive." One teacher said that "he [the leader] should protect and expand this type of education which has proved most valuable but remains the target of many who refuse to recognize its merit." Even though this idea is implicit in the very concept of State leadership, 31 percent² of the teachers emphasized it in their comments. The *ability* to foster and improve local programs of special education was also emphasized by the committee of experts.

An extremely important service of the State special education leaders is that of acting as a channel through which information of all kinds may be collected and distributed; 27 percent of the teachers mentioned this service. They want their State leaders to "be the first to know of any projects on the National and State

¹ See appendix C, page 44, for the questions asked and for a tabulation of the comments.

² Percentage is based on the 547 teachers who identified services.



Courtesy, Syracuse Public Schools, N. Y.
Deaf children enjoy a story through the group hearing aid.

levels and to send this information on to the local supervisor." They also want them to collect and disseminate to them information on current research, books, and articles in the field, on new equipment and materials and their sources, and on recent trends and developments. A typical comment was, "Provide a center wherein the ideas, experiences, high points, trials and tribulations of the various areas and types of schools in the State can be pooled for the information and inspiration of all."

The committee of experts, in their discussion of competencies, did not emphasize knowledge and skill relating to this service; they did, however, mention that the director should "prepare for distribution a wide variety of publications in various areas of special education," "keep abreast of research findings as they relate to the education of exceptional children," and "open avenues of communication." The directors and specialists who participated in the study indicated that they gave very little time to investigating, evaluating, and preparing publications and reports. They were not, however, given an opportunity to indicate what time they spent in the actual collection and dissemination of material; this, too, may be a recurring service at the State department.

Integration and coordination of all services throughout the State to exceptional children was mentioned by slightly less than one-fourth of the teachers. This service would include cooperative activity with all agencies working for the benefit of the exceptional child, such as National and State societies; the State department of health; medical, psychological, and social agencies; civic clubs; and even teacher training institutions, as well as coordination of all special schools and classes. Teachers appeared to think that in some areas there was much duplication of service, while in others there was little, if any, service and that the State

leaders would be best able to correct the situation. One teacher put it this way: "His functions would be basically the same as those of the local directors and supervisors, but on a broader plane. He should keep in touch with the various programs and interested groups throughout the State; his chief function would be to coordinate and organize the entire State so that there would be a general pattern and philosophy among the public school districts."

The committee of experts recognized the need of this service in their statement, "Frequently the State director of special education is in the most strategic position to serve as the coordinating link," and in the competencies they described as necessary in order to perform this service.

The organization of discussion groups, workshops, statewide conferences, and inservice training programs was noted by 20 percent of the teachers. They wanted their State leaders to "be instrumental in the establishment of workshops, especially for the benefit of school systems without a local supervisor," and felt that the exchange of ideas made possible through such groups was extremely valuable to all who participated. They seemed to believe that their leaders should contribute, in all possible ways, to their professional growth.

The committee of experts agreed with the teachers on the importance of this service and described a number of skills necessary in providing inservice programs to teachers.

Teachers consistently indicated that there was a need for a well-organized program of public relations and community education dealing with the problems and programs of special education. Some 19 percent of them made such comments as "spearhead interest in special education that is lacking in many local districts." Teachers want their leaders to "work with untiring zeal to make known to all educators and to the public the crying need to aid exceptional children."

Although the committee of experts did not discuss abilities explicitly connected with public relations, they did point out that State personnel should be able "to arouse interest" and "to create a desire for local services."

That the State leader should foster legislation for the exceptional child and keep the local school systems informed about it was mentioned by 12 percent of the teachers; the ability to do so was emphasized by the committee.

The State director and specialist should provide a counseling and guidance service to teachers and local directors and supervisors, according to about one-tenth of the teachers. This counseling service appeared to have a dual nature: First, "consultation with local teachers in the event that the locality has supervision that is inadequate, unhelpful, or lacking in understanding, or in the event that the problems go beyond the scope of the local administration"; and second, "consultation on administration at the local level in general."

The ability of the State specialist to help teachers and local supervisory personnel was stressed by the committee. Participating State educators indicated that they spent a great deal of their time in such consultative duties.

Other services noted by the teachers were: (1) Developing a teacher recruitment and certification program along with which it would be necessary to "encourage

colleges and universities of the State to offer courses that not only will be helpful to special education teachers, but will, in addition, attract young people to the field"; (2) setting of standards of preparation and performance and seeing that they are met (these include standards for admission to and discharge from special classes, courses of study, methods of instruction, and so forth); (3) conducting surveys and research studies; and (4) discovering, screening, and placement of exceptional children.

Generally speaking, teachers seem to feel that the supervisors at the State level should work with the local leaders in special education and "should perform those services for the local school systems that the local supervisor performs for the schools and the teachers." It would seem that the opinions of the teachers and those of the committee of experts tend to reinforce each other.

PERSONAL CHARACTERISTICS

By far the greatest number of teachers mentioned that directors and supervisors should have a sympathetic and understanding attitude; a warm, approachable, and friendly manner; a spirit of cooperation and helpfulness; and a genuine love of



Courtesy, Los Angeles City Schools.

The teacher uses toys to interest children working on speech sounds.

and interest in people. These qualities would seem to be a part of the democratic approach to leadership, which so many teachers thought was necessary. This idea was expressed in many forms; what they apparently want is "faith in the dignity and worth of the individual, regardless of his social position, or of his handicaps," and behavior conforming to that belief. Necessary to this democratic approach are the ability to understand and accept people (children, teachers, and parents) and their ways of behavior, and the ability to adjust to the uniqueness of the individual child, group, or situation. It is manifested in the ability to work with many types of people, the openmindedness to see and use the ideas of others, respect for the efforts of the individual and the ability to give each person a sense of personal worth. In connection with these qualities, many teachers also mentioned sensitivity to the problems of others, tolerance, kindness, patience, tact, and all the characteristics which make up "the human touch" and which give the individual "power with, not power over, people."

Teachers seem to believe that a director or specialist must be a positive sort of person. They want someone who is forceful, but not aggressive; someone whose buoyant optimism and idealism are tempered with a recognition of the realities of life; someone who has more than average warmth of personality, with a contagious sort of enthusiasm (some called it "burning zeal") toward the special education program. They desire someone who is inspirational in personality, character, and philosophy. They expect their directors to be ethical, personally and professionally, and to have a "consistent sense of values." Directors and specialists should also, they mention, be psychologically well balanced, emotionally mature, and should have "strength of character."

Teachers expect their leaders to be "keen-thinking, alert, and intelligent," to have an "objective outlook," and to show evidence of insight. They want a director or specialist to have a "sense of perspective which is felt and caught by his co-workers," and to be "progressive in thinking and understanding." They expect him to be the type of person who has vision and who is willing to experiment, implying that they want flexibility and adaptability.

The committee of experts, in their brief discussion of personality characteristics of State directors and specialists, discussed several concepts similar to those mentioned by the teachers. In part, they said that State leaders should "possess tact, patience, and an understanding of children, as well as self-understanding, creativeness, resourcefulness, and optimism." They described the qualities of imagination and idealism, as well as realism and mature judgment. Here, too, on the basic concepts, the committee and the teachers tend to agree.

The personality picture painted here is, of course, ideal; possibly no director or specialist would be entirely human if he or she possessed all of these characteristics to the degree desired by teachers. Nevertheless, we can assume that State leaders will have some—and we hope many—of these traits. These, together with the competencies described in the committee report and the proper experience and preparation, can perhaps lead to the development of a truly effective State leader in special education.

SUMMARY

THE INFORMATION reported in this publication is the result of an exploratory study, directed toward the identification and description of competencies, experiences, and professional preparation which contribute to the success of directors and specialists in State departments of education who are concerned with the education of exceptional children. The facts and opinions which form the basis of this report were contributed by the following groups of special educators: 102 directors and specialists in State departments of education, 153 directors and supervisors in local school systems, 279 staff members in colleges and universities, 1,079 successful teachers in 10 areas of exceptionality, and a 10-member committee of experts in this field. The validity of the findings rests mainly on the expertness of these participants, who represented a broad range of experience and preparation.

The special educators from State departments of education who contributed a large proportion of the data in this report were working in 36 States and the District of Columbia. Although they reported a wide variety of titles, 40 of them could best be classified as "directors" and the other 62 as "specialists."

All 10 areas of exceptionality were represented by at least some of these directors and specialists. Children who are handicapped by speech problems, who are hard of hearing, crippled, or mentally retarded appeared to be receiving service from the greatest number of State special education personnel, while children who are gifted were receiving service from the smallest number. In general, directors reported responsibility for five or more areas of exceptionality, while specialists reported responsibility for only one or two areas.

FINDINGS

Two types of State special education personnel are suggested by the findings of this study: first, the *director* who gives leadership to the total special education program within the State; and second, the *specialist*, who provides statewide consultation and service in a limited number of areas of exceptionality. According to the opinions expressed in this report, the two types are characterized not only by the number of areas served, but also by emphases in their work. This implies different kinds of competencies and professional preparation needed for success in each job. It was the opinion of the committee that in those States where one person is expected to perform in both capacities he would be unlikely to be altogether effective, regardless of the excellence of his preparation or the richness of his experiential background.

Competencies.—The committee members identified many distinctive competencies which would enable special education personnel to give statewide leadership and consultation to educational programs for handicapped and gifted children in day classes, residential schools, hospitals, or in their own homes. They repeatedly observed that persons would be most effective if they also had such traits as leadership ability, mature judgment, physical and mental health, idealism balanced with realism, and a willingness to keep up with new developments in the field.

For a director, the committee emphasized ability to: (1) Recruit and give professional leadership to the staff of special educators in the State department, (2) prepare and present a budget based on an understanding of the additional and varied costs involved in educating the various types of exceptional children, (3) interpret State laws affecting the program and provide appropriate information and counsel regarding proposed legislation, (4) give leadership to on-going programs and encourage the development of new programs, (5) participate in the establishment of professional standards and the development of college and university curriculums for teacher preparation, (6) help teachers keep up with the rapid technological changes affecting the handicapped and gifted through various types of in-service training, (7) establish and maintain working relationships with the many individuals and agencies concerned with exceptional children, (8) review current research, evaluate its significance, and participate in developing new research, and (9) plan and develop materials for publication. The committee further believed that directors and specialists should have a knowledge and understanding of: (10) Techniques of specialized instruction, (11) criteria for diagnosis and placement of handicapped and gifted pupils, (12) physical facilities and special instructional devices needed for each type of handicapping condition.

The committee indicated that the specialist will need many of the competencies which they identified as important for the director. For the specialist, however, they stressed supervisory and consultative competencies in one or two areas, such as mental retardation or speech and hearing. Since the specialist works closely with local communities, he should be particularly qualified to give technical consultation to classroom teachers, supervisors, and administrators. The committee also believed that specialists should carry responsibility for in-service training of teachers.

Professional preparation.—The background of experience and preparation which is most valuable for both directors and specialists, according to the opinions of approximately 1,400 participants in this study, is in the field of education rather than psychology, medicine, or other closely related disciplines. Somewhat different combinations of preparation and experience were, however, suggested for directors and specialists. The director, it appears, could best prepare for his position through an academic major embracing the various areas of special education with a minor in general educational administration and supervision plus teaching and supervisory experience with exceptional children. The specialist could best prepare for his position through concentrated study in one area of special education, plus teaching experience with both normal and one type of exceptional

child. The opinion givers placed somewhat more importance on a doctor's degree for a director than for a specialist.

Distribution of working time.—Special educators, according to their own reports, were spending most of their time in administrative and supervisory duties centered in the State department. They gave the next largest block of time to consultative services in local communities. In addition, both directors and specialists spent small blocks of time on in-service education for teachers, participation in meetings throughout the State, professional study and research, and direct services to exceptional children.

Within these general categories, there were some differences between the directors and specialists in the use of their time. Directors spent more time than specialists on administrative duties connected with budgets, legislation, certification standards, and the development and extension of educational programs. Specialists spent more time on such supervisory duties as observing and consulting with teachers in local communities, and individual and group testing of children.

Most of the directors and specialists were not completely satisfied with the present allotment of time to their various duties. There did not, however, seem to be any general agreement on the best possible use of their working time.

What teachers expect of supervisors.—State departments of special education should include specialists or consultants in the various areas of exceptionality, according to the opinions of approximately 80 percent of the special class teachers participating in the study. More than 500 of these teachers identified services which they would expect from such State consultants and more than 200 listed the personal characteristics they would like to find in such a person. Most frequently mentioned services included the provision of an information center or clearinghouse and the organization of in-service training programs for teachers. Most frequently mentioned personal characteristics were sympathy and understanding, friendliness and approachability, cooperation and helpfulness, interest in people, inspirational and encouraging attitude, and a democratic approach to leadership.

IMPLICATIONS

At a time when new programs of special education are being established and old ones extended and improved, the findings of this study should have significance for statewide planning. The findings would appear to have unusual value since they include opinions of experts from all parts of the United States. They should help State departments of education in setting standards and should serve as guidelines to colleges and universities preparing personnel. Obviously the various States will use the data in different ways, depending on such factors as population and geographical characteristics, financial resources, and stage of development in the field of special education. Some of the implications are suggested below.

1. The time may be ripe for State departments of education to formulate more clearly defined standards for the selection of professional personnel in State departments of special education. On the basis of opinions expressed in this report, these should be so designed as to aid in the selection of persons with appropriate personal characteristics, special technical competence, and a background of professional preparation and experience. It might be desirable for chief State school officers and State directors of special education to cooperate in developing some general guidelines which would be flexible enough to be helpful to individual States.

2. Since special education personnel in State departments have far-reaching influence upon programs for exceptional children, in rural as well as in urban areas, every effort should be made to encourage high level professional preparation. Universities, according to the opinions expressed in this report, have major responsibility for planning sequences of courses which include a rich and diversified curriculum in both general and special education at the graduate level. In some cases, a custom-made curriculum may be needed in order to fill gaps in the background of the potential State department leader.

Regardless of their previous professional preparation and experience, most persons working in special education positions in State departments will feel the need for additional knowledge, new insights, and new skills in order to meet the many and varied demands of service to a whole State. Workshops, planned observations, and other professional activities are needed. Much could probably be accomplished through well-planned workshops for State personnel on a regional or nationwide basis. These would afford opportunity for the identification of major problems and for an exchange of ideas on how to meet them. Careful planning should insure the stimulation and dissemination of new ideas.

3. Recruitment of persons who meet these high standards of personal and professional competence is obviously a major problem in a period of rapid expansion of educational programs for exceptional children. In order to secure and hold well qualified persons, it may be necessary for State departments of education to give increasing attention to the provision of adequate working conditions, including appropriate status, security, and compensation. Provision for scholarships and traineeships might be an added inducement in the recruitment of capable persons.

4. The knowledges, abilities, and characteristics identified in this study should enable a person to carry education's part in the development of a total program for exceptional children. A well coordinated educational program will reflect the State special educator's skill in working, not only with other educators, but with social welfare and health agencies, both public and private, concerned with exceptional children throughout the State.

APPENDIX A.—*The Plan and Procedures Used in the Office of Education Study*

Qualification and Preparation of Teachers of Exceptional Children

THIS PROJECT was undertaken by the Office of Education in collaboration with many leaders in special education from all parts of the Nation, and with the special help of the Association for the Aid of Crippled Children, of New York City. It was directed by a member of the Office of Education staff, who was counseled by two committees. One was an *Office of Education Policy Committee*, whose function it was to assist the director in management and personnel aspects of the study. The other was a *National Advisory Committee* of leaders in special education from various parts of the United States whose function was to help identify the problems, to assist in the development of the design of the study, and to otherwise facilitate the project. The study also had the counsel of a number of consultants who reviewed written material and made suggestions on personnel and procedures. (A complete list of these committee members and consultants appears on pages ii-iv.)

The general purpose of the study was to learn more about the qualification, distinctive competencies, and specialized preparation needed by teachers of handicapped and gifted pupils. The term "teachers" was interpreted broadly to mean not only classroom instructors of the various types of exceptional children, but also directors and specialists in State and local school systems and professors of special education in colleges and universities. A separate study was made of the qualification and preparation needed by teachers of children who are: (1) blind, (2) crippled, (3) deaf, (4) gifted, (5) hard of hearing, (6) mentally retarded, (7) partially seeing, (8) socially and emotionally maladjusted, (9) speech handicapped, or (10) handicapped by special health problems, such as rheumatic fever. Separate studies were also made of special education administrative and supervisory personnel (11) in State departments of education, (12) in central offices of local school systems. Still another study was made of (13) instructors in colleges and universities preparing teachers of exceptional children. Thus incorporated into the broad project were 13 smaller studies.

Two techniques were used to gather data on the qualification and preparation needed by special education personnel. One was by means of a series of *inquiry*

forms; the other was through a *committee statement* describing desirable competencies. The plan of the study also included provision for conferences where practical and possible.

Through the series of inquiry forms, facts and opinions were collected from superior teachers in each of the 10 areas of exceptionality listed above, as well as from directors and supervisors of special education in State and local school systems and from college instructors of special education. By means of the questionnaires, the 13 groups of special education leaders had opportunity to express their views on the distinctive skills, competencies, and experiences which they consider basic for special educators. Through the inquiry forms, status information was also gathered on State certification requirements for teachers of exceptional children and on existing teacher-education programs for the preparation of those teachers.

Through the committee technique, reports were prepared on the distinctive competencies required by educators in areas paralleling the studies made through the inquiry forms. There were 13 such committees in all. The names of the committee members were proposed by the National Committee, and the chairmen, were appointed by the U. S. Commissioner of Education. Each committee was composed of from 6 to 12 leading educators in the area of interest, who, insofar as possible, had engaged in college teaching, had held supervisory positions in State or local school systems, and who had classroom teaching experience with exceptional children.

Three major conferences on the study were called. In September 1952, private agencies interested in gifted and handicapped children met with the Office of Education staff and the National Committee. In March 1953, the Commissioner of Education called a 3-day working conference on the distinctive competencies required by special educators. In October 1954, a long-anticipated week's work conference was convened in Washington, when working papers incorporating all data collected were presented, reviewed, and modified. The occasion provided opportunity for a free exchange of views and for analysis and interpretation of data.

The findings coming from this study, representing the point of view of no single individual or agency, will, it is hoped, contribute effectively toward the goal of increasing the number of educators competent to teach our exceptional children.

APPENDIX B.—*Information About the Special Educators Participating in the Study*

ALTOGETHER, some 1,613 persons filled out the inquiry forms on which much of the information in this report is based. These people were special educators of four groups: (1) Special education personnel in State departments of education; (2) special education personnel in local school systems; (3) instructors in colleges and universities preparing teachers of exceptional children; (4) successful classroom teachers of handicapped and gifted children in each of 10 areas of exceptionality.

STATE SPECIAL EDUCATION PERSONNEL

The names of persons responsible for the education of exceptional children in State departments of education were ascertained through the help of chief State school officers. The criteria for participation were that the individual (in question) be giving *full time* to special education; be an *educator*, not a psychologist, therapist, or specialist concerned with related fields; and have *statewide* responsibility for the education of exceptional children. When the forms were returned (1953), 102 people met, in general, the criteria. These people were working in 36 States and the District of Columbia. Twelve States are not included in this report for the following reasons: Eight States reported no special education staff; three States had vacancies in director positions; two States included persons who were spending only a small part of their time on special education. Of these 102 people, 40 were directors and 62 were specialists. Participants were considered to be *directors* when they had overall responsibility for administering the total special education program in their State. They were considered to be *specialists* when they had responsibility in a few areas or when they were State-wide consultants or assistant directors. California, Delaware, and the District of Columbia each reported more than one director.

LOCAL SPECIAL EDUCATION PERSONNEL

The names of persons responsible for the education of exceptional children in local school systems were obtained from the Government statistical file and from

the membership list of the Council of Administrators, Supervisors, and Coordinators of Special Education. The criteria for their participation were that they be *full-time directors or supervisors*, in one or more areas of special education, working in a *central office*. Those who were primarily teachers or principals were excluded. When the forms were returned, 153 people, from all parts of the country, met the criteria. Of these, 103 were directors and 50 were supervisors.

INSTRUCTORS IN COLLEGES AND UNIVERSITIES

Inquiry forms were sent to special education instructors in colleges and universities currently offering a sequence of specialized preparation for teachers of exceptional children. (A sequence of preparation includes at least three courses of specialized preparation in a study of the specialized teaching methods and curriculum adjustment, and observation and student-teaching in the specialized area.) All full-time *and* part-time staff members were included; however, staff members responsible for courses in remedial reading, mental hygiene, child development or related courses were not included unless such courses were pointed specifically to exceptional children. When the forms were returned (1953), 279 instructors were eligible to participate.

TEACHERS OF EXCEPTIONAL CHILDREN

The design of the study called for 100 classroom teachers in each of the 10 areas of exceptionality to supply information through inquiry forms. Effort was made to secure a representative sampling of superior teachers throughout the Nation by establishing a quota for each State. State quotas were based on such factors as child population and special educational facilities within the States. Members of the State departments of education compiled lists of teachers on the basis of the State quota and the following guidelines: These teachers were to have had *specialized preparation* and to be considered *superior*; they were to be as nearly as possible *representative of the various types of teaching facilities in the State*, coming from urban and rural centers, public and private schools, residential and day schools, and home and hospital instruction programs; insofar as possible, *half of them in each State were to have completed their specialized preparation before January 1, 1946, and half after that date*. When the inquiry forms were returned, it was found that in some areas of exceptionality, less than 100 teachers met all the criteria; in others, more than 100 teachers met the criteria, and hence were included. The number of teachers whose inquiry forms were used, according to areas of exceptionality, is as follows: Blind, 100; crippled, 150; deaf, 100; gifted, 69; hard of hearing, 100; mentally retarded, 150; partially seeing, 130; socially maladjusted, 75; special health problems, 85; and speech correction, 120.

APPENDIX C.—*Statistical Procedures and Results*

FUNCTIONS OF STATE DIRECTORS AND SPECIALISTS

THE ANALYSIS of the distribution of time among various functions (see pages 25 through 29) has been based on the *average* percent of time allocated by the participating directors and specialists to the various functions listed in the inquiry form question. The *individual* distribution of time to the different functions actually varied a good deal from director to director and from specialist to specialist. A number of persons indicated that they spent *no time* at all in several of the functions. The average percentage of time spent in each of the functions, the range, the standard deviation and the number of persons devoting no time at all to the function are indicated below, first for directors, and second for specialists.

Table A.—Time Distribution for Directors ¹

Function	Average percent	Range of percent	Standard deviation	Number spending no time
Administrative duties at State department.....	55	24-90	15	0
Supervisory duties in local communities.....	21	0-41	11	2
Inservice education.....	8	0-27	6	1
Public relations.....	6	0-15	4	2
Professional study and research.....	7	0-20	5	2
Direct service to children.....	3	0-44	8	23

¹ Of the 40 directors, 33 indicated their distribution of time among these functions.

Table B.—Time Distribution for Specialists ¹

Function	Average percent	Range of percent	Standard deviation	Number spending no time
Administrative duties at State department.....	37	0-100	20	4
Supervisory duties in local communities.....	33	0-65	16	1
Inservice education.....	9	0-60	10	3
Public relations.....	4	0-10	10	7
Professional study and research.....	5	0-20	5	5
Direct service to children.....	12	0-90	21	24

¹ Of the 62 specialists, 52 indicated their distribution of time among these functions.

TABULAR ANALYSIS OF TEACHER COMMENTS

All teachers who participated in the study were asked the following free response questions:

Do you believe there should be a supervisor of, or a consultant on, the education of [children in your area of exceptionality] at the State department of education? If your answer is "yes," what *services* should this person provide which are different from, or in addition to, those that you have described [for a consultant in a local school system]?

What are some of the more important *personal characteristics* which you believe a supervisor of, or a consultant on, the education of [children in your area of exceptionality] needs to be most helpful to you, to your pupils, and to the community?

In answer to the question on services, 794 teachers said "yes," 155 said "no," and 547 listed services; 740 teachers commented on personality characteristics.

Any analysis of such data is to some extent arbitrary. For practical purposes, words or phrases which appear to have reasonably identical connotations have been grouped under a single word or phrase which seemed most descriptive of all the terms. For example, "administrative ability," "executive ability," and "organizational ability" have all been grouped under the term "administrative ability." A tabulation of comments on services and personal characteristics follows:

<i>Personal Characteristic</i>	<i>Number of teachers mentioning</i>	<i>Service</i>	<i>Number of teachers mentioning</i>
Sympathy and understanding	232	Plan, approve, and give leadership to new programs and extend those now existing	168
Friendliness and approachability	208	Act as a clearinghouse of general special education information	146
Cooperation and helpfulness	183	Integrate the special education program on a statewide level	121
Interest in people	130	Organize inservice education programs for teachers of exceptional children	110
Inspirational and encouraging attitude	123	Conduct a public education and public relations program	104
Democratic approach to leadership	122	Further legislation for the benefit of exceptional children	67
Tact	110	Consult with teachers of exceptional children	66
Ability to get along well with people	95	Help set certification standards for teachers of exceptional children	60
Objectivity	93	Provide coordination with public and private agencies interested in exceptional children	51
Perseverance	84	Help set teaching standards for classes for exceptional children	46
Sense of humor	72	Find, screen, and place pupils	45
Emotional stability	71	Visit classroom and observe teachers	42
Devotion to work	67		
Intelligence and insight	65		
Progressive outlook	64		
Sensitivity to the problems of others	63		
Administrative ability	51		
Kindness	43		
Sincerity	42		
Integrity	40		
Tolerance	40		
Adaptability	38		
Optimism	36		
Impartiality	36		

APPENDIX

<i>Personal Characteristic</i>	<i>Number of teachers mentioning</i>	<i>Service</i>	<i>Number of teachers mentioning</i>
Realistic attitude	35	Consult with local directors and super- visors	41
Firmness	34	Provide information on new aids and equipment	40
Reliability	27	Assist in the development of teacher training programs	29
Initiative and creative ability	25	Prepare budget for special education program	27
Good judgment	25	Provide information on new methods and techniques	26
Resourcefulness	24	Conduct research related to the educa- tion of exceptional children	25
Cheerfulness	24	Give vocational guidance to exceptional children	24
		Help in teacher recruitment	19
		Provide information on new research and its results	16
		Investigate, evaluate, and prepare pub- lications and reports	15

APPENDIX D.—Excerpts from Inquiry Forms

Filled out by State Personnel only:

The Office of Education Study "Qualification and Preparation of Teachers of Exceptional Children"

INQUIRY FORM EXC-1: For Special Education Personnel (including Directors, Supervisors, Consultants, and Coordinators) in State Education Departments.

- Miss
Mrs.
- 1.1. Your name Mr Date
- 1.2. Your business address
- City (or Post Office) State
- 1.3. Your official title
- (Specify—Director of Special Education, etc.)
- 1.4. In which area or areas of Special Education do you have responsibility? (Check as many as are applicable.)
- | | | |
|----------------------------|------------------------|---|
|Blind |Gifted |Socially Maladjusted ² |
|Crippled ¹ |Hard of Hearing |Special Health Problems ³ |
|Deaf |Mentally Retarded |Speech Defective |
| |Partially Seeing | |

INSTRUCTIONS: In answering special area questions throughout Pages 1 to 14 of this form, please supply data on those areas in which you have responsibility and, if you wish, in any additional areas in which you have professional preparation and experience.

IN PUBLISHED REPORTS, OPINIONS EXPRESSED THROUGH THIS INQUIRY FORM WILL NOT BE IDENTIFIABLE WITH THE NAMES OF THE PERSONS COMPLETING THE FORM.

Throughout the inquiry form:

- ¹ The term "crippled" includes the cerebral palsied.
- ² The term "socially maladjusted" includes the emotionally disturbed.
- ³ The term "special health problems" includes children with cardiac conditions, tuberculosis, epilepsy, and below-par conditions.

Please estimate in column I the approximate percentage of working time which you *do* spend and in column II the percentage which you believe you should spend, in each of the following functions.

I Percentage of time <i>actually</i> spent	FUNCTION	II Percentage of time <i>should</i> be spent
	<p>2.I <i>Administration and Supervisory Duties at the State Department.</i></p> <p>2.11 Investigating, evaluating, and preparing of budgets, legislation, and certifying standards; distributing of funds.....</p> <p>2.12 Planning, approving, and giving leadership in the developing of new programs, and extending of existing programs, for the education of exceptional children.....</p> <p>2.13 Conferring with, and/or supervising of, other State Education Department personnel.....</p> <p>2.14 Consulting with parents, educators from local school systems, colleges and universities, and personnel from private agencies and organizations.....</p> <p>2.15 Conferring with personnel in public agencies, including other State departments.....</p> <p>2.16 Investigating, evaluating, and preparing of publications and reports.....</p> <p>2.17 Other (specify nature of the activity).....</p> <p>2.II <i>Supervisory and Consultative Duties in Local Communities:</i></p> <p>2.21 Observing of teachers of exceptional children.....</p> <p>2.22 Consulting with local directors and supervisors of special education.....</p> <p>2.23 Consulting with teachers of exceptional children.....</p> <p>2.24 Consulting with general educators.....</p> <p>2.25 Consulting with parents and other lay persons.....</p> <p>2.26 Other (specify):.....</p> <p>2.III <i>Direct Services to Individual Children:</i></p> <p>2.31 Teaching of exceptional children.....</p> <p>2.32 Individual and group testing of children.....</p> <p>2.33 Individual and group counseling of children.....</p> <p>2.IV <i>Inservice Education:</i></p> <p>2.41 Organizing and participating in inservice educational programs for teachers of exceptional children (including staff-workshops, study groups, curriculum planning conferences, and summer school programs).....</p>	

I Percentage of time <i>actually</i> spent	FUNCTION	II Percentage time <i>should</i> be spent
	2.V <i>Public Relations Work Outside the State Department:</i> 2.51 Speaking and otherwise participating at meetings of parent groups, service clubs, and so on 2.VI <i>Professional Growth:</i> 2.61 Self-directed studying of professional literature, attending professional conferences 2.62 Doing research related to the education of excep- tional children 2.VII <i>Other (specify):</i>	

Filled out by State, College, Local and Teacher Personnel

13. Indicate, as one factor, the combination of professional preparation and experience that you believe special education personnel in *State* departments of education should have in order to be competent in carrying out their duties. Assume comparable capacities and personal fitness.

(Check one item in each of categories 13.1 and 13.2 and one or more in each of categories 13.3 and 13.4)

ITEM	Director or Overall Supervisor	Supervisor or Consultant in a Specialized Area
13.1 Degree: (Check ONE per column) Bachelor's degree Master's degree Doctor's degree		
13.2 Major in: (Check ONE per column) ¹ One specialized area of special education Orientation to all areas of special education General educational administration and super- vision Psychology Elementary education Secondary education Other (specify):		

ITEM	Director or Overall Supervisor	Supervisor or Consultant in a Specialized Area
<p>13.3 <i>Minor</i> in: (Check ONE or MORE per column) ¹</p> <p>One specialized area of special education</p> <p>Orientation to all areas of special education</p> <p>General educational administration and supervision</p> <p>Psychology</p> <p>Elementary education</p> <p>Secondary education</p> <p>Other (specify):</p>		
<p>13.4 Professional experience: (Check ONE or MORE per column)</p> <p>Specialized teaching of at least one type of exceptional child</p> <p>Regular classroom teaching of normal children</p> <p>Teaching of teacher-candidates in special education at a college or university</p> <p>Supervisory duties in special education at State or local level</p> <p>Administrative duties in general education at the State or local level</p> <p>Other (specify):</p>		

Filled out by teachers in all ten areas of exceptionality:

Do you believe there should be a specialist in the education of [your area of exceptionality] at the state department of education? If your answer is "yes," what *services* should this person provide which are different from, or in addition to, those that you have previously described [for a local supervisor]?

What are some of the more important *personal characteristics* which you believe a specialist in the education of [your area of exceptionality] needs to be most helpful to you, to your pupils, and to the community?

¹ Inquiry forms filled in by college, local, and teacher personnel differed from this in two respects: (1) The term "clinical psychology" was used rather than "psychology" and (2) there was an additional choice of "two or three areas of special education."

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