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IDENTIFICATION AND EVALUATION OF TASKS
PERFORMED BY SUPERVISORS OF SPECIAL
EDUCATION IN MICHIGAN

By

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ABSTRACT

IDENTIFICATION AND EVALUATION OF TASKS PERFORMED BY SUPERVISORS OF SPECIAL EDUCATION IN MICHIGAN

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The purpose of this study was to identify the role of the special education supervisor through the identification of tasks performed and to identify task competencies required for the position for possible incorporation into the rules for approval of special education supervisors. The need for the study was indicated by the emphasis placed on the development of competency-based approval guidelines for special education supervisors and by the lack of research designed to identify the responsibilities of the special education supervisor and to elicit from practicing supervisors their views as to the crucial competencies to be incorporated in the approval guidelines.

The review of the literature focused primarily on three major topics: (1) supervision in general education, (2) supervision in special education, and (3) state certification requirements for special education supervisors. This review indicated that while initial attempts have been made to describe through research the responsibilities of supervisors of special education and the competencies needed for effective performance of these responsibilities, further research

is needed to generate competencies for a generic supervisory role which can effectively function under both present and future contingencies.

The ten competency areas and sixty-eight task statements incorporated in the questionnaire were derived through a review of the literature and a preliminary review of the questionnaire by twelve supervisors of special education. The questionnaire was sent to 296 approved supervisors of special education in Michigan. The respondents were asked to indicate for each task statement: (1) whether the task was performed in their present position and (2) whether a competency for the task statement should be included in the special education supervisor approval guidelines. Frequency and percentage distributions were analyzed to provide (1) a description of the typical responsibilities of supervisors of special education in Michigan and (2) a list of task statements to be recommended for inclusion as competencies for special education supervisor approval guidelines.

From the 296 questionnaires sent, data were analyzed from 209 questionnaires (71%). The majority of supervisors were employed by districts with a reimbursable special education staff of ninety or more and a supervisory staff ranging from four to seven. A profile of responsibilities typical of special education supervisors was developed through investigation of the frequency distribution of tasks performed by the respondents. Those tasks performed by 80% or more of the respondents were identified as typical responsibilities. Of the sixty-eight tasks specified, forty-eight (70.6%) were identified as tasks typically performed by special education supervisors

in the State of Michigan. Those tasks below 80% were interpreted as indicating variation among responsibilities of supervisors which needed further investigation.

The task statements to be recommended as competencies for inclusion in the proposed guidelines were determined by the percentage of agreement indicated by the respondents. It was found that (1) a large majority of tasks were viewed by the respondents as meriting inclusion as competencies, and (2) the respondents seemed more inclined to report undecided or to give no response than to state disagreement. Thus, it was decided that all tasks receiving agreement above 69% would be recommended as competencies in special education supervisor approval guidelines. Of the sixty-eight tasks presented, forty-nine have been recommended. Tasks with the highest agreement were in the competency areas of Instructional Personnel, School Law, and Inservice Education. Tasks receiving the lowest agreement were from the competency areas of Curriculum, Learning Resources, and Public Relations.

The data were analyzed to identify factors which might cause variation in task performance. Factors investigated were: (1) type of district, (2) size of district, (3) title of position, and (4) years of supervisory experience. Of those considered, only two appear to contribute to the variation in task performance: position title and size of school district. Further investigation is needed to verify the differences found in this study.

To my parents,
Mr. and Mrs. W. Edward Stephenson.

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CHAPTER I

INTRODUCTION

Supervision has been described as one of the most relevant administrative positions in education. As Lucio (1967) stated:

In some measure the stability and effectiveness of organizations whether they are armies, governments, or religious groups, have been dependent upon the kind and quality of supervision. The ways in which organizations have met changing conditions, the degree of freedom allowed for individual action, the ways in which human potentialities have been utilized, or the evaluation and reward system utilized--all have been parameters affecting organizational health and perpetuation (p. 1).

In education and business, the supervisor has provided both technical and organizational assistance to those under his/her supervision.

The task of supervision in the original sense of the Latin word, supervideo, is to oversee. This includes the demonstrating of techniques, offering suggestions, giving orders, evaluating performance, and checking on results. In education, supervisors have fulfilled these functions by giving directions, checking on compliance with prescribed teaching techniques, and evaluating the results of instruction by teachers in their charge. Supervision is the process of helping teachers to improve both instruction and the curriculum.

In Harris' terms (1975):

Supervision of instruction is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupil learning (pp. 10-11).

The position of supervisor has been ill-defined in the field of special education. Functions performed have been determined more by the needs of the situation than by any theoretical concept. As administrative functions have increased, the director has passed on those functions which he/she has been unable to complete. These have been inherited by the supervisor, performing the role of an assistant administrator. With the tasks assigned to supervisors varying, the development of a core of supervisory responsibilities has remained vague and undefined. Supervision emphasizing the improvement of instruction and curriculum has been neglected in special education due to the lack of personnel and insufficient funds.

The advancement of training programs for special education supervisors has been hindered by a lack of knowledge and understanding of the role and function of the supervisor (Henderson, 1968; Hodgson, 1964; Mackie & Engel, 1956). The absence of a unifying administrative/supervisory theory has further prevented the conceptualization of the functions of the special education supervisor (Gordon, 1973).

Need

The leadership challenge in special education has intensified with the enactment of Public Law 94-142 (Burello & Sage, 1979). In Michigan, administrators were just beginning to adjust to the changes demanded by Michigan mandatory legislation, Public Act 198, when they were confronted with the additional requirements of this federal legislation.

The implications for both new and expanded human services under mandatory special education legislation are multiple. A new partnership is required between general and special education. Isolated services must be correlated to provide a continuum of services designed to fit the needs of the mildly handicapped population. The severely handicapped must now be provided services within the public school system. Such new and expanded programs have escalated the need for new technologies, diagnostic devices, identification criteria, and personnel with the training and skills to utilize these advances. Increased cooperation must also be cultivated with other agencies which provide services to handicapped students.

This changing picture of special education has created new demands on special education leadership personnel to develop the skills to direct the special education program through this time of transition and into the future. New leadership positions and new demands on established administrative positions have been created by (1) overall changes in program philosophy and program growth; (2) shifts in pupil population, both as a result of geographic mobility and the growing conviction that all children should have equal educational opportunities; (3) shifts in teacher and specialist availability and utilization; (4) the knowledge explosion; and (5) current and predicted changes in organizational patterns (Johnson, Gross, & Weatherman, 1973).

These broad changes are increasing the complexity of administrative requirements for public school programs for the handicapped. Federal and state mandatory legislation requires additional emphasis

on the administrative aspects of special education in order to assure compliance with requirements in the laws and in the administrative rules which implement them. More and more school districts are seeing administrative specialists as being absolutely essential for the successful management of their special education programs.

There has been a rapid growth in the number of supervisors of special education since the early 1970s. Wyatt (1968) predicted that by 1972 the number of supervisors would be equal to the number of directors. This opinion was based on the assumption that with the increased consolidation of districts and the development of intermediate units, these two functions (administration and supervision) would become more clearly dichotomized as they proceeded to a higher technical level.

The growth in number of supervisors has, in fact, surpassed the growth in the number of directors in the State of Michigan. The increase in the number of persons reimbursed as directors and supervisors is shown in Table 1 from the Michigan Department of Education.

Table 1.--Growth in number of state-supported positions.^a

	1970-71	1974-75	1977-78
Directors	111	153	177
Supervisors	60	154	266

Source: As per telephone conversation between Dr. Charles E. Henley and the Michigan Department of Education, September 1978.

^aReimbursement information is not available beyond the 1977-78 year.

Several reasons have been postulated for the growing number of supervisors. Both Henderson and Wyatt noted consolidation and development of intermediate units as possible factors for growth. Lucio (1962) has identified the following reasons for the increased number of supervisors:

1. Tasks of school become more in number and varied;
2. Growth of school organization demands more supervision;
3. Supervisory positions created to knit specialized tasks together;
4. Parkinson's Law.
 - a. An official wants to multiply subordinates, not rivals.
 - b. Officials make work for each other (p. 25).

Henderson (1968) stated that the demand for supervisory personnel would accelerate at a pace beyond that of the demand for top-level administrators.

Too often "supervisor" equals "junior administrator," with differences between director and supervisor limited in scope, but not activity. . . . When and if sufficient specialization occurs, it should be possible to employ these master teachers as supervisors in the true sense of the term. . . . The supervisor would have improvement of curriculum as primary responsibility, and would spend most of his time in the classroom demonstrating the use of new materials or techniques. . . . In-service education and curriculum development would thus be a continuous, integrated function of supervisors (p. 385).

The number of supervisors in special education has increased. However, the question regarding the role which has evolved for this administrative position remains. Have they maintained the traditional role described by Henderson as the "junior administrator," or are they now being utilized as supervisors whose main role is to directly improve instruction and the curriculum? A functional analysis of the supervisor's role could answer this question and could lead to substantial changes in both approval requirements and in university preparation programs.

A Revised Michigan Special Education Code became effective on January 14, 1977. At that time, qualifications for special education directors and supervisors were altered. State administrative rules required the State Board of Education to approve training sequences for persons who wished to be approved as special education directors and supervisors. Incorporated within the new rules were broad competency areas to be embodied in university training programs.

A study by Hodson (1974), to be described later, generated the competency areas which were incorporated into the director approval pattern. These were:

1. Program development and evaluation.
2. Personnel staffing, supervision, and evaluation.
3. Interpersonal relationships, communications, persuasion, and morale.
4. Evaluation of in-service organization and management.
5. Budgeting, financing, and reporting.
6. Parent relationships.
7. School plant planning.
8. Consultation.
9. Research and grant writing.
10. Office management.
11. School-related legal activities and due process hearings.

Broad competency areas for supervisors were also listed in the Rules and Regulations for the special education supervisor approval pattern. The competency areas identified for supervisors were as follows:

1. Systematic study of curriculum.
2. Administrative and supervisory procedures.
3. Evaluation methods and procedures.
4. Communication skills techniques.
5. In-service education.

The competency areas identified for supervisors of special education were developed through a committee and were not based on a study of the area. As a result, questions from the field have been raised regarding the relevance of those competency areas identified in the rules for supervisors. It has also been questioned whether appropriate competencies can be developed without more information and interpretation of the present role of the special education supervisor in Michigan.

To summarize, the problem is as follows:

1. There is a lack of information about the role of the supervisor of special education in Michigan.
2. This information is needed to develop appropriate requirements for the approval and subsequent reimbursement of persons in this position by the State of Michigan.
3. This information is needed by the universities to develop appropriate preparation programs for special education supervision.

Purpose

The purpose of this research was to identify the role of the special education supervisor through the identification of tasks

performed and to identify task competencies required for the position for possible incorporation into the rules for approval of special education supervisors. This research had the following goals:

1. To compile a list of tasks related to the position of special education supervisors.
2. To determine the importance of each task to the current functioning of the special education supervisor.
3. To define competencies and competency areas which can be included in the Michigan Supervisor of Special Education approval pattern.
4. To identify those factors which influence task variation in the supervisory positions.

Limitations

This study was designed to develop the first two steps in a series of four which would lead to the validation of a set of competencies for inclusion in a pre-service training program for special education supervisors. The four steps needed for competency validation are:

1. Derivation of a set of tasks for supervisors of special education based upon research and analysis of the role(s) performed.
2. Specification of a set of broad competency areas for special education supervisors in current practice.
3. Development of pre-service training programs designed to ensure the attainment of specified minimal proficiency in each of the competencies identified.

4. Determination of the ability of this type of training program to produce more efficient and effective special education supervisors through field research comparing graduates of programs which include these competencies with graduates of programs which do not.

These above steps are similar to those stated by Hodson (1974). It is hoped that the third and fourth steps will be realized as soon as possible to complete the process.

The generation of competencies in this study utilized a combination of sources: a review of the literature, a job analysis of activities performed by supervisors, and the needs specified by supervisors currently practicing in the area of special education. As research in this area is limited, the results depend heavily on the opinions of the practitioners in the field. While this is a viable source of information, there are limitations to data collected from this level. The information gathered reflects the opinion at only one level. It does not report the views of the group supervised or of the administrators to whom the supervisors are responsible.

Both supervisory approval and pre-service training programs need to develop professional skills for supervisors which are not only effective in current practice but which will also be effective under future conditions. The field of special education is rapidly changing. Therefore, the structure developed in this area must be changeable without destroying a foundation of stability. The data collected in this study will only reflect that which is prevailing currently. As a result, the competencies generated must be validated continually and

revised to meet the ever-changing demands in the field of special education.

Information generated by this study will be limited in another aspect. The population to be studied are special education supervisors presently employed in public education districts in the State of Michigan. The results generated will, therefore, be applicable only in Michigan and will not be generalizable to special education supervisors in other states.

Definitions

Special Education Supervisors are those persons in full-time supervisory positions who have either temporary or full state approval as a supervisor of special education under R 340.1771 of the Michigan Special Education Code and who receive state reimbursement as a supervisor of special education.

Directors of Special Education are those persons in full-time special education administrative positions who have either temporary or full state approval as a director of special education under R 340.1771 of the Michigan Special Education Code and who receive state reimbursement as a director of special education.

Intermediate School Districts are those Michigan public school districts which are organized on a county or multicounty basis in accordance with Public Act 190 of 1957.

Local School Districts are those Michigan public school districts which are not designated as intermediate school districts and which come under the jurisdiction of an intermediate school district.

Task is a piece of work, especially one assigned to or demanded of a position.

Competency Areas are those broad general areas of task responsibility which professional supervisory personnel perform in their positions.

Role is a function assumed or taken by someone.

Overview

Pertinent literature, especially that dealing with supervision and supervisory functions, is reviewed in Chapter II.

In Chapter III, the methodology and procedures for collecting and analyzing data are explained, including a description of the population surveyed, the methods used to generate the tasks and competency areas, and the method of analysis of the data obtained.

The data are analyzed and the results are interpreted in Chapter IV.

In Chapter V, a summary of the research findings together with discussion and recommendations for further research are presented.

CHAPTER II

REVIEW OF RELATED LITERATURE

During the late 1960s, increased interest developed in special education leadership. From 1966 to 1969, ten doctoral dissertations dealt with varying aspects of special education administration. Prior to this period, few studies had been conducted regarding special education leadership. This increased interest in the identification of and the need for special education leadership influenced the development of pre-service training programs in special education administration. As a result of the passage of Public Law 88-164, federal funds were provided to establish university training programs for special education administrators. Participating universities placed emphasis on the development of a general administrative position for special education. It wasn't until the early 1970s that research began to be concentrated on the tasks and pre-service training needs of special education supervisors.

An extensive review of the literature revealed a limited amount of research in the area of special education supervision. As a result, a review of recent literature pertaining to supervision in related areas was conducted. This chapter consists of three sections. The first contains literature on supervision in general education. The second is a review of literature pertaining specifically to

special education supervision. Special attention is given in the third section to state certification requirements for special education supervisors.

Supervision

The role of supervisor is often misunderstood in the administrative structure. When "frills" are reduced, this position is one which may be seen as expendable. Perhaps part of the misunderstanding of and/or lack of credibility with the position lies in the profusion of professional opinions regarding the nature of the position and the limited amount of research in the area.

While a variety of concepts of supervision are found in the literature, the ultimate goal of supervision appears to be the improvement of the products of instruction (Barr, 1931). Although authors may vary in the methods used to reach this goal, the major objectives remain the same. Below are various authorities' definitions of supervision.

Harris (1975) defines supervision as:

What school personnel do with adults and things for the purpose of maintaining or changing the operation of the school in order to directly influence the attainment of major instructional goals (p. 11).

Burton and Brueckner (1955) state that

supervision is concerned with improving the setting for learning and should have a democratic base and philosophy that respects individual differences, and assumes teachers are capable of growth . . . in initiative, self-reliance, and responsibility. It is creative, not prescriptive, and proceeds in an orderly, cooperatively planned and executed series of activities (p. 85).

Wiles (1967) sees a supervisor as

one who expedites, establishes communication, and serves as a liaison between people who can help. He is one who listens, stimulates, supports, and encourages the teachers to try new things (p. 3).

Sergiovanni and Starrett (1971) assert that

the ultimate purpose of supervision is human growth for both the staff members and the students they serve. This is promoted through supplying continuity and constant readaptation in the educational program (p. 10).

In all of the definitions found through the review of the literature, the major objective of supervision remains the same. Supervision seeks to improve methods of teaching and learning and to coordinate and integrate all educational efforts and materials.

The area of business gives a more directive stance to supervision. Shapiro (1978) defines an effective supervisor as

one who is able to plan, organize, direct and control the activities of others; make productive decisions; provide necessary training and leadership; communicate clearly; practice sound human relations; and apply motivational principles on a regular basis (p. 45).

In the above definition, directing is defined as the function of guiding individuals to perform their job in a manner that allows for the accomplishment of company and individual objectives. Controlling is the process of periodically comparing actual performance against plans and taking corrective action when results differ from the original objectives. The main thrust of supervision in business, then, appears to be the attainment of organizational objectives.

Tasks as a Means of Identifying and Describing Role Functions

Task analysis is defined by the United States Bureau of Employment Security (1965) as

the process of identifying, by observation, interview and study, and of reporting the significant worker activities and requirements and the technical and environmental facts of a specific job (p. 5).

Task analysis is the identification of tasks which comprise the job and the identification of the skills, knowledges, abilities, and responsibilities that are required for the worker to perform successfully. Those that are identified must differentiate that job from all others. Although task analysis becomes increasingly difficult as one moves into administrative positions, it is the major method utilized by those interested in constructing a conceptual framework for describing the job responsibilities of school administrators (Sage, 1968).

Historically, the supervisory role has encompassed two major responsibilities: (a) providing leadership for developing, improving, and maintaining effective learning opportunities for children and youth, such as attention to content selection, teaching methods, materials, and evaluation; and (b) providing leadership in designing effective ways of working with teachers and other members of the school staff to achieve the first function.

Several authorities in the field have outlined tasks which they, as professionals, identify as the responsibility of supervisors. Barr et al. (1938) outlined the leadership functions of the school supervisor at the local level to include the following:

1. Evaluating the educational products in light of accepted objectives of education.
2. Studying the teaching-learning situation to determine the antecedents of satisfactory or unsatisfactory student growth and achievement.
3. Improving the teaching-learning situation.
4. Evaluating the objectives, methods and outcomes of supervision (pp. 9-11).

Lucio and McNeil (1962) specified six discrete duties which supervisors perform:

1. Planning: Supervisors help develop programs and policies.
2. Administration: Supervisors are the decision-makers concerning policy changes.
3. Supervision: Supervisors are responsible for the improvement of the quality of teaching.
4. Curriculum development: Supervisors may prepare teaching guides which set objectives and methods and materials in the teaching content area.
5. Demonstration teaching: Supervisors may actually teach desired lessons for teachers in order to help them achieve the needed teaching skills.
6. Research: Supervisors explore, study and recommend changes on the basis of data collected during classroom observations (p. 3).

Instructional supervisory behavior was defined by Lovell (1967) as having the following functions in educational organizations:

1. Goal development.
2. Coordination and control (the continuous process of developing and maintaining the social structure).
3. Motivation.
4. Problem solving.
5. Professional development.
6. Evaluation (p. 24).

Harris (1975) listed ten major tasks of supervision. They are as follows:

1. Developing curriculum.
2. Organizing for instruction.
3. Staffing.
4. Providing facilities.
5. Providing materials.
6. Arranging for inservice education.
7. Orienting new staff members.

8. Relating special services.
9. Developing public relations.
10. Evaluating (p. 13).

When compared, there are several recurrent themes among the specified tasks presented in the above listings. These are:

1. The recognition of the goal-setting and goal-accomplishing function of supervision.
2. An awareness of the instructional aspects of supervision and the requirements of supervisory expertise.
3. A perception of supervision as a differentiated function varying in accordance with the requirements of unique situations.

In most cases, emphasis is placed on instructional improvement. Diversification seems to lie in the definition given to instructional improvement and the methods used to achieve this goal.

The difficulty in describing a specific role for the supervisory position arises for several reasons. Lucio and McNeil (1962) identified several factors which influence role definition:

First, distinctive situations make unique demands on supervisory behavior. Second, instead of ascribing certain roles to certain status, our culture's emphasis on achievement often makes it legitimate for anyone to play anyone else's role when the usurper has the requisite skill and can help the participants (p. 39).

There are other factors which affect the responsibilities assigned to the supervisor. One factor is the unique features of the district of employment. The role is defined by the district of employment to meet specific local needs. As a result, there may be little consistency between the role descriptions found in the various

districts. This variation in role definition accounts for some of the diversification found in supervisory activities. Differing school district structures, administrative patterns, and district size may also affect the responsibilities defined for the role of the supervisor (Trow, 1967; Stogill, 1956; Kohl & Marro, 1971; Mackie & Engel, Hodgson, 1964; Henderson, 1968).

Variance in responsibilities is also influenced by the variety of roles which have been defined for supervisors. Dudley (1970) describes three different roles which may be performed by supervisors:

1. The administrative role.
2. The supervisory role.
3. The leadership role.

The administrative role deals with the tasks of management, staffing selection, placement and evaluation, and curriculum coordination.

The supervisory role concentrates on the improvement of instruction through the development of materials, improvement of physical facilities, initiation of relevant research, classroom supervision, and professional growth and evaluation. Leadership responsibilities are found in staff and school-community relationships. While these roles are presented as distinct entities, they are often performed concurrently. These multiple roles may cause confusion within the organization for both the supervisor and the supervisee.

The Special Education Supervisor Training Program (SEST) at the University of Texas at Austin recognizes the following supervisory roles:

1. An instructional supervisor, whose primary assignment is to work with teachers and others on instructional matters.
2. A change agent, who brings about changes in behavior, role or structure for whole organizations or subsystems for the purpose of improving instruction.
3. A maintenance supervisor, whose function is to perpetuate the status quo.
4. An administrative supervisor, who performs a wide variety of administrative tasks which still do relate to the improvement of instruction received by children (Harris & Bessent, 1969).

Again, the delineation of roles may not be as clear as the above definitions indicate. Various roles may, in fact, be performed by the same individual.

There may also be variation in the perception of the role as viewed by the organization, by the individual, and/or by those being supervised. Esposito, Smith, and Burbach (1975) felt that one of the major forces impeding effective supervision was the lack of a clear role concept. The confusion that exists among practitioners and clients was felt to be due to the lack of congruence between perceptions of the role and activities performed. The authors indicated that the tasks of supervision had not been functionally classified in accordance with the conceptualizations of the roles selected by supervisors, such as administrative, helping, coordinating. As a result, a study was conducted to determine if a number of supervisory tasks could be categorized according to specified dimensions.

Surveys were sent to all public school supervisors in the state of Virginia. The instrument was designed to assess the frequency of performance of twenty-two specified activities. An analysis of the data identified four factors: indirect service to teachers, direct service to teachers, administrative services, and evaluation

services. These were seen as relating to two distinct roles, the helping role and the administrative role. These results were interpreted as demonstrating that the supervisory role is multi-dimensional. Confusion was felt to be generated by the difference between the role the supervisor verbally communicated and the role of tasks which he/she performed. With delineation of the dimensions in the supervisory role, it was felt that confusion would be decreased through the supervisor performing tasks which coincided with his/her role conceptualization.

In summary, various factors are seen as influencing the responsibilities accorded to the supervisory position in education. Some of the factors identified are: the influence of the individual situation, such as the district interpretation of the role, the size of the district, and the organizational structure of the district; the interpretation of the individual in the position; and the correlation between the role as perceived, the activities performed, and the role as perceived by the individuals being supervised. With this range of variables influencing the supervisory role, confusion regarding the responsibilities of the role becomes more understandable, and the development of a generalized set of competencies which could be superimposed upon the variations becomes even more difficult.

Special Education Supervision

Historical Studies

In 1952-1954 the United States Office of Education conducted a research study to describe the roles and functions of special

education personnel (Mackie, Williams, & Dunn, 1957). This study was part of a larger nationwide study of the Qualification and Preparation of Teachers of Exceptional Children, which focused on personnel of all types. The data were generated using two separate procedures. The first involved a committee of ten to twelve experts who identified and described the competencies believed to be needed by persons in each role. The second consisted of a series of questionnaires which were sent to 102 special educators in state departments, 153 administrators in colleges and universities, and 1,079 teachers in ten areas of exceptionality.

The results of this study acknowledged a number of discrete leadership roles, including that of the director and supervisor. Distinctions were based on place of employment and a differentiation between the role of director and supervisor or specialist. Statements of functions typically performed by persons in each role, percentages of time allocated to each activity, statements of competencies perceived to be important, and specification of training and experience deemed essential for the development of the competencies were derived from the data.

Activity areas listed for supervisors included the following:

1. Consulting with regular educators.
2. Observing teachers of exceptional children.
3. Consulting with special education teachers.
4. Consulting with parents.
5. Consulting with local special education administrators.

Less than 10 percent of the time was found to be concerned with in-service education. Even less time was spent on professional study and research activities. Approximately 17 percent of supervisory time was spent on direct service to students.

An analysis of the time spent on various functions in the local school district showed an overlap between the director and the supervisor role. Differences centered on the amount of emphasis placed on certain activities. Clear distinctions between the two roles appeared to apply mostly in larger school districts.

Shortly after the USOE study, a study was conducted by Mackie and Engel (1956) for the purpose of analyzing the competencies needed by directors and supervisors in local school systems. Information was elicited from 153 directors and supervisors in special education in the local schools. The communities ranged in size from 25,000 to 999,999 and included both city and county systems.

A list of competencies (knowledge and ability items) prepared by the Office of Education staff was rated by the respondents as to relative importance. Those solicited were asked to evaluate the importance of the competencies first for the position of director and second for the position of supervisor. The results indicated that there was a great deal of similarity in the way the two groups (supervisors and directors) rated the importance of the competencies for the two positions.

Competencies were rank ordered for both the director and the supervisor role. The following lists the ranking of the first ten competencies for the supervisor role:

1. Ability to recognize acceptable and unacceptable teaching and teacher pupil relationships in the area of exceptionality for which he is responsible, and to give constructive suggestions to his staff.
2. A knowledge or understanding of the types of specialized materials, equipment and supplies and their sources of procurement in the areas of exceptionality for which he is responsible.
3. A knowledge or understanding of the physical, mental or emotional characteristics of the types of exceptional children for which he is responsible.
4. Ability to serve as consultant to the special education staff [in the area responsible for] special teaching methods and curriculum development.
5. Knowledge of teaching methods and educational adjustment appropriate to specific areas.
6. Ability to work as member of a professional team.
7. Ability to serve as a consultant to special education staff [in areas of responsibility] on emotional and social problems of individual exceptional children.
8. Ability to work cooperatively with individual parents.
9. Ability to serve as consultant to special education staff on specialized educational aids, equipment and supplies.
10. Knowledge and understanding of the types and locations of various community organizations concerned with exceptional children and their services (p. 14).

Comparison between the ranking of competencies for both positions indicated a clear distinction between the role of director and that of supervisor. All of the items with the exception of 3 and 6 were statistically significant for the supervisory role.

In 1966, further differentiation between the two roles was recognized by the Council for Exceptional Children (CEC). Using input from approximately seven hundred persons, the committee prepared statements regarding areas of professional preparation and competence for a variety of educator specialties. Included were statements regarding the leadership functions of administrators and supervisors of special education. The report concluded that although the administrative and supervisory functions are clearly different, they are complementary.

Concurrent with the statements, William Geer (1970), president of the Council for Exceptional Children, indicated that

we are just entering a period when recognition is given to the need for specialized preparation of such leadership personnel. This has increased the need for a definition of the separate functions and related competencies of administrative and supervisory personnel in special education, the certification of the separate positions, and/or the accreditation of institutions preparing persons for each of these positions (p. 440).

As the period of separate preparation was just beginning, however, the possibility of useful differentiation in the preparation programs at that time was doubtful. As a result, the two types of functions were grouped together in general areas of knowledge. These areas of knowledge reflected a mixture of technical, human relations, and general conceptual competencies.

The project also recognized that the responsibilities of the administrator vary with the size and type of program.

The responsibilities of the administrator of special education will vary with the size and type of program. In some cases, the administrator may have total responsibility for the administration and supervision of all of special education. In others, he may be responsible for the administration of special education but may delegate all or part of the responsibilities for supervision (p. 440).

Connor (1961), in a monograph entitled The Administration of Special Education Programs, made the following differentiation between administration and supervision:

Although sometimes combined in special education programs, administration and supervision are separate aspects of the team approach to the education of exceptional children. Administration is usually considered as the organization and operation of programs while supervision deals with the improvement of instruction. However, school problems cannot be divided into supervisory or administrative aspects and many special education local and state programs combine these functions. . . . Some of the generally accepted responsibilities

of supervisors are considered under the administrator's functions to encompass the programs in existence in rural areas and in most county and local districts (p. 11).

In 1971, Kohl and Marro conducted a nationwide study to gather normative data from local administrators of special education. In this study administrators were differentiated from those persons who performed only in supervisory or coordinative capacities. Special education administrators were defined as those individuals who administered more than two special education programs and spent at least 50 percent of their time in special education. Individuals meeting the above criteria were identified through state departments of education. A total of 1,756 special education administrators were included in the study.

Data were collected on the following: personal characteristics, experience and preparatory background, the supervision and administration role(s) of the special education program, a description of the job and conditions of employment, organizational characteristics, programming elements, and perceptions on selected current issues and practices. Analysis of the proportion of time administrators spent on various duties showed a similarity to the duties reported by Mackie and Engel (1956). Administrators spent the majority of their time on administrative tasks. The second greatest segment of time was spent on the supervision and coordination of instruction. The study found the administrator performing the majority of the supervision functions. This was felt to be a vital role in improving supervision and instruction. Functions included under the category of supervision were (1) the modification or adaptation of the curriculum; (2) working

closely with the staff in selecting instructional materials, teaching methods, and determining pupil placement; and (3) creating a climate of instructional experimentation.

Differentiation of training on the basis of different role functions (administration versus supervision) has been emphasized by Johnson, Gross, and Weatherman (1973). It is their suggestion that the distinction between roles be drawn on a noncategorical basis. Role differentiation could then be made on the basis of general functions, such as policy making, total program functions, as opposed to the specific functions such as dealing with individual program development and implementation. The general functions would be those that would call for skills acquired in general administrative training programs. The functions listed for the supervisory level would draw on more technical specialist training. Functions would be separated as shown in Table 2. Such an approach to role differentiation would support the special/regular education interface and deemphasize the usual categorical structure. It would also be an attempt to clarify the differentiation between administration and supervision.

Studies of special education supervisors and supervisory functions comprise only a small portion of the literature. Rather, major emphasis has been placed on analyzing the administrator and defining administrative functions. This is due to the fact that the administrative role has been the most visible, has been most readily identified with special education, and has been felt to be the most needed. Training programs have been designed to train the administrator, the director of special education. Supervision, while recognized as

Table 2.--Function clusters for special education leadership systems.

GENERALIST (Manager/Administrator)	Personnel Recruitment Expeditor and Facilitator Program Advocate State Reporting Systems Public Relations Budget Development/Monitoring Various Administrative Duties Information Clearing House	Level-Specific Responsibilities
	SHARED Program Planning Program Evaluation Staff Development Agency Liaison	
SPECIALIST (Program Supervisor)	Personnel Evaluation Personnel Supervision Student Placement Case Management Curriculum Development Materials Evaluation Parent Education	Within-Level, Program-Specific Responsibility

Source: Richard A. Johnson, Jerry C. Gross, and Richard Weatherman, Decategorization and Performance Based Systems--Special Education in Court (Minneapolis: University of Minnesota, 1973), p. 267.

important, has taken a second place to that of the administrator, in both emphasis and importance. As a result, training programs for supervisors have either not been developed or have been conceptualized as a preparatory step in the training of a director of special education.

Current Research and Training Programs

Competencies.--A major movement is underway to reorganize pre-service and in-service education, certification requirements, and on-the-job performance of public school personnel into programs which emphasize the specification of and training for competencies. This movement has evolved from a recognition of the need for more precision in the analysis of positions, in training programs, and in valid assessment procedures for measuring the performance of education personnel (Merwin, 1973).

McCleary and Brown (1973) defined competencies as follows:

Competency is the presence of characteristics or the absence of disabilities which render a person fit, or qualified, to perform a specified task or to assume a defined role. To be competent is to possess sufficient knowledge and ability to meet specified requirements in the sense of being able, adequate, suitable and capable (p. 2).

The general definition contains two elements: (1) the specification of the task or defined role and (2) the indication of knowledge, abilities, or other identifiable characteristics needed to perform the task or role.

Competencies are evolved through a job analysis of existing practice and an analysis of the knowledge base of the field through a review of the literature. An early model discussed by McCleary and

Brown (1973) specified three successive procedures to be used in the development of a competency:

1. Job analysis and identification of critical tasks.
2. Categorization of tasks and identification of knowledge and skills to perform in each category of tasks.
3. Theory definition, to provide the perspective and the cognitive maps to understand the tasks and to select appropriate procedures and courses of action (p. 1).

Several criticisms have been stated regarding the competency-based approach. One of the major criticisms expressed is the lack of consistent definitions which extend to all aspects of the competency approach (Andrews, 1972). McCleary (1976) stated three additional criticisms of the approach. He described competency-based education as:

1. Impersonal and mechanistic approaches to human development.
2. Triviality of behavioral statements.
3. Imposition of accountability and questionable system approaches (p. 34).

The January 1974 issue of Phi Delta Kappan dealt exclusively with the area of performance-based instruction. Questions about competency education, role identification, and validation were raised by several contributors. Sandoz (1974) pointed out the evident shakiness of the doctrine itself, its tendencies and unproven validity. He felt they should all be considered before adopting competency programs. Rosen and Kay (1974) were concerned about the "fractionation" which can occur. Others were concerned about the validity of the concept and impetuous acceptance of the movement by many individuals and institutions without critically analyzing the entire educational scene (Maxwell, 1974; McDonald, 1974; Brown & Okay, 1973; Sinatra & Masla,

1973). Lack of knowledge in identifying competencies must also be fully acknowledged as a problem.

In spite of the criticisms and weak points which have been identified, there appears to be a need to generate and to validate statements of competencies for use in both data-based planning for pre-service and in-service education programs and for use as criteria in personnel selection or advancement and merit pay considerations (Gale & McCleary, 1972). However, additional research needs to be completed in this area to establish the validity of the competency approach.

Research Studies

Hodson (1974) conducted a research study to generate competency areas and competency statements for directors of special education, to be used as rules of approval for special education directors in Michigan and to be incorporated in pre-service training programs. Fifteen competency areas and seventy-nine competency statements were generated through a review of the literature and a preliminary study of the activities of six intermediate and local directors of special education in Michigan. A questionnaire which incorporated the identified competencies was sent to 144 directors of special education. The respondents were asked to answer two questions for each competency: (1) whether the competency should be developed through a pre-service training program or on-the-job, and (2) the importance of the competency to their functioning as a director of special education.

Competencies which received a high rating and were indicated as appropriate to pre-service training were to be included in the approval requirements. There was some variation between the responses of the intermediate and local directors in preferences for initial development of competency statements and in the average ratings of competency statements. On the basis of the responses of the total group, thirty-one out of the seventy-nine competency statements were identified for inclusion in the proposed guidelines for the development of pre-service training programs. Eleven out of the fifteen competency areas were identified for inclusion in the proposed rules for approval of special education directors in Michigan.

The structure used for competency acceptance in this study is questioned. Only with a 41 percent or more acceptance as a pre-service task and a 3.5 mean rating of importance could a competency be accepted as an element of the approval requirements. Those competencies which received a high mean score but were rated as inappropriate for pre-service training were not accepted for inclusion. The hypothesis which correlates importance with preservice training seems to disregard the importance of competencies which can be developed by other methods. The source of opinion used in this instance is also questioned. While directors can indicate their own opinion, their involvement with university training programs in most instances is limited. It would have been advantageous to augment the director's viewpoint with the opinion of individuals from the university.

Cisz (1973) made an initial attempt to determine the significant functions and proficiencies needed by supervisors in local school

district special education programs. Local school districts were defined as public school units which included city, county, and/or intermediate school districts. A list of proficiencies and functions was developed through a survey of preparation programs for supervisors, state certification requirements, and a review of the literature. Ten proficiencies and ninety-five special education supervisor functions were developed. The ten proficiencies (areas of knowledge and experience) specified were: school finance, school law, school organization and administration, school plant and equipment, research, supervision and techniques of staff development, personnel, developmental and educational psychology, curriculum and teaching methods, and human relations. For each proficiency was a sublist of functions (duties required of supervisors).

The proficiencies and functions were incorporated in a questionnaire and sent to local special education supervisors, teachers, and principals in fifty randomly selected local school districts with special education programs. Cities which qualified for inclusion were those with populations of over 100,000. Subjects were asked to rate the importance of proficiencies and functions as (1) duties supervisors should perform under ideal circumstances and (2) duties supervisors perform in actual practice.

The supervisor respondents gave the highest mean scores for the following eleven functions performed in actual practice:

1. Hold individual conferences with teachers and others to provide consultative services.
2. Arrange and make classroom visitations and observations.
3. Encourage teachers and others to try new ideas and to participate in planning and organizing for instruction.

4. Recognize teacher's state of development and plan strategies for bringing about teacher change.
5. Act as a liaison between main office, principal, and teacher.
6. Orient and induct new staff members by necessary information and assistance.
7. Foster and build staff morale and relations.
8. Identify needs for, develop and conduct inservice activities for promoting staff growth.
9. Provide methods, approaches, techniques for teaching exceptional children.
10. Operate programs as set forth by various school laws.
11. Provide for demonstration teaching, microteaching, and visitations between teachers (p. 111).

The functions given lowest ranking were those for which other school personnel have major responsibilities.

Training Programs

The Department of Speech and Hearing Sciences at Indiana University implemented a training program for supervisors in speech, hearing, and language programs in the schools in 1972. The content of the program was based on items from a study of school supervisors by Anderson (1972). Emphasis has since broadened to focus on supervision as a process applied in many settings. Distinction is made in the program between the two major aspects of the role of the supervisor, clinical teaching and program management. Clinical teaching is defined as an interaction between the supervisor and the supervisee which furthers the development of clinical skills of students or practicing clinicians in relation to changes in client behavior. Program management is defined as those activities that relate to the administration or coordination of programs. The theory developed throughout the program emphasizes joint problem solving by the supervisor and the supervisee related to client or program needs. It utilizes an

analytical approach to behavior in the supervisory conference and assumes that interaction between the supervisor and supervisee is as important to the total learning process and is as measurable as the interaction between the clinician and the client (Anderson, 1979).

Tasks for which students are prepared include:

1. Assessing program needs for all communicatively handicapped children from pre- to post-school levels.
2. Planning, implementing and coordinating appropriate program models.
3. Evaluating programs and personnel to determine their effectiveness in serving the communicatively handicapped child.
4. Maximizing the use of all available personnel.
5. Assisting clinicians in self-evaluation of their competencies.
6. Assisting clinicians in developing plans to enhance their own professional growth.
7. Interfacing with other components of school programming to utilize the total educational milieu.
8. Assessing the in-service needs of personnel in the total school program as related to communication disorders of children.
9. Assisting special education and other school personnel in planning and implementing appropriate diagnostic and program models for children who are high risk populations (pre-school, severely or multiply handicapped).
10. Planning and implementing research projects.
11. Self-evaluation of their own supervisory behavior (p. 13).

By the completion of the program, the supervisor trainee has developed the following competencies in the leadership-management role:

1. Utilize business management and school administration procedures in organizing and administrating programs for children with communication disorders.
2. Relate programs for all children with communication disorders to the general educational program.
3. Maximize the use of all personnel (professional and paraprofessional) in the school system in the delivery of services to the child with a communication disorder.
4. Utilize information about state and federal laws, regulations and resources, funding sources, referral agencies, and various types of programming for handicapped children.

5. Plan and direct research relative to communication disorders, particularly in the school setting.
6. Assess the needs for in-service training in the school related to the communicatively handicapped child and plan and conduct in-service training programs for clinicians and other school personnel.
7. Plan and conduct prevention programs related to communication disorders.
8. Work with school administrators in such areas as budgeting, funding, physical planning and equipment, and personnel selection as related to the program for children with communication disorders.
9. Utilize existing services in innovative programming for children with communicative disorders (pp. 13-14).

The study and research components of the program have been based primarily on the clinical supervision model by Cogan (1973).

From 1972 to 1975, the Special Education Leadership Supervisor Training Project (SEST) at the University of Texas in Austin focused on the identification of competencies needed for the improvement of instructional leadership in special education. A secondary purpose of the project was to generate a model for the competency-guided preparation of education leaders of all kinds.

The basic assumption of the generic model states that there are certain basic competencies required by all educational leaders. Three domains of behavior were identified in which all professional leaders engage. Two of the three domains, problem solving and human relations, are seen as generic to all leadership positions. The third domain, the job-task domain, deals with the job-specific, interchangeable portion of the model.

The supervisor is defined as an instructional leader and an agent for effecting change. This definition does not include maintenance functions nor administrative tasks not directly related to the

improvement of instruction. Seven job-task areas are identified as specific to the special education supervisory role (SEST, 1974).

These tasks are similar to those identified by Harris (1975) and reported earlier.

1. Developing Curriculum: The Process of Improving the Guidelines of Instruction.
2. Developing Learning Resources: The Process of Improving the Availability of Resources for Learning in the School or Community.
3. Staffing for Instruction: The Process of Improving the Recruitment, Selection and Assignment of Personnel for Instructional Improvement.
4. Organizing for Instruction: The Process of Improving Organizational Structures to Facilitate Instruction.
5. Utilizing Support Services: The Process of Securing and Providing Supporting Services to Students, Parents and Staff for Instructional Improvement.
6. Providing In-service Education: The Process of Improving the Quality of Instructional Practices Within the Staff by Providing Opportunities for Professional Growth.
7. Relating to the Public: The Process of Improving the Quality of Working Relationships Between the School Staff and the Public to Promote Instructional Improvement (pp. 14-20).

Critical competencies which are statements of behavior patterns to be demonstrated in actual job situations were developed for each of the job-task areas. The critical-competency concept is defined as

one of professional performance specification which describes a fairly complex array of on-the-job behaviors which produce, when manifested at a reasonably high quality, a product or service which would be highly valued by school officials under most educational conditions (p. 13).

Additional levels of competencies have also been developed: major competencies and specific statements. These comprise the basic components and primary indicators of the critical competency to be utilized in the training program.

Gruber (1974) conducted a study to determine if there were regional differences in the ranking of the critical competencies

developed by the Special Education Supervisor Training Project (SEST). Supervisors of special education throughout the country were asked to rank the competencies on the basis of importance in current practice and importance for inclusion into an ideal training program. Seven additional competencies were incorporated into the original competency list utilized by the SEST project to function as distractors.

The results of the study indicated few regional differences. Of those differences found, there were more significant differences between regions on the importance rating in current practice than in the ideal training program. Significant differences found were in the rating of the following competencies in current practice:

- Utilizing Specialized Personnel
- Producing Learning Materials
- Evaluating and Selecting Materials
- Interviewing for Selection
- Selecting Personnel
- Monitoring New Arrangements
- Scheduling Services
- Securing New Services
- Designing Budgetary Recommendations
- Delivering Services

The following is the rank ordering of the top ten competencies in current practice for the total population:

1. Utilizing Time
2. Acquiring Relevant Data
3. Designing Budgetary Recommendations

4. Utilizing Human Resources
5. Selecting Personnel
6. Specifying New Job Descriptions
7. Providing Information Programs
8. Securing New Services
9. Scheduling Services
10. Securing Learning Resources (nonmaterial)

Three of the seven distractors included in the study ranked in the top ten critical competencies needed in current practice. These were Utilizing Time, Acquiring Relevant Data, and Designing Budgetary Recommendations. None of the critical competencies from the job-task area, Developing Curriculum, ranked in the top group for current practice. At least one critical competency was included from each of the other job-task areas (see listing on pages 32 and 33).

The ten top-ranked critical competencies to be included in an ideal training program were as follows:

1. Supervising With the Clinical Model
2. Designing Budgetary Recommendations
3. Providing Information Programs
4. Planning for Professional Growth
5. Specifying New Job Descriptions
6. Utilizing Human Resources
7. Acquiring Relevant Data
8. Selecting Personnel
9. Securing New Services
10. Analyzing Services and Sources

Two of the distractors were ranked in the top ten critical competencies to be included in the ideal training program: Designing Budgetary Recommendations and Acquiring Relevant Data. Critical competencies from the following three job-task areas were not included in the ranking: Developing Curriculum, Developing Learning Resources, and Organizing for Instruction.

In reviewing regional differences, it was noted that Region Five showed more differences than any other region. Region Five included the states of Minnesota, Wisconsin, Michigan, Illinois, Indiana, and Ohio. It was significantly different from other regions in seven out of the ten competencies in which differences were analyzed. These were: Evaluating and Selecting Materials, Interviewing for Selection, Selecting Personnel, Monitoring New Arrangements, Scheduling Services, Securing New Services, and Designing Budgetary Recommendations.

The Gruber study has been cited by the SEST Project as a validation of the critical competencies generated by the project. The inclusion of distractors in the top-ranking competencies was seen as inconsequential to the project. While these distractors have been recognized as receiving recognition, they are interpreted as not conforming with the philosophical approach taken by the project. Those competencies which received a high ranking--Utilizing Time, Acquiring Relevant Data, and Designing Budgetary Recommendations--are classified by the project as maintenance functions, not congruent with the change orientation.

Certification

Several studies have reviewed state certification standards. Hallenberg (1966) reported that wide discrepancies existed in the certification standards for supervisory personnel in the fifty states. A total of seventy-one supervisory certificates were available in thirty-six of the fifty states. Of the seventy-one certificates, twelve were for supervision of special subject areas under which special education was categorized.

Kohl and Marro (1972), as part of a nationwide study designed to gather normative data about the local administrator of special education, concluded that certification of special education administrators varies from state to state. Data indicated that very few administrators held special education administration certificates and only four out of ten held regular administration credentials.

Ebersdorfer (1973) found thirteen of the fifty states had specific requirements for endorsement as a supervisor of special education. The thirteen states were Alabama, California, Illinois, Kentucky, Michigan, Minnesota, Mississippi, New Jersey, Ohio, Oregon, Pennsylvania, Rhode Island, and West Virginia. Eleven of the thirteen required a masters degree or the equivalent. Pennsylvania was the only state to have developed a core of competencies as a basis for certification. This endorsement incorporated the following areas: supervision of instructional processes and teachers and teacher aides; school law; finance and budget preparation; group dynamics; curriculum development; and research techniques. New York certification also specified general administration and supervisory competencies.

It was the recommendation of the study that the requirements for special education certification be changed. It was indicated that certification officers and universities training special education administrative and supervisory personnel should work closely on a collaborative, cooperative basis to bring about needed changes. It was also stated that the university program approval approach was felt to be the most effective method for certification.

Forgnone and Collings (1975) conducted a status study concerning the state certification-endorsement of special education administrators. The data indicated that twenty-three states required no certification-endorsement in either general educational administration or special education administration. Eighteen of the states required that a director of special education hold a general administration certificate. Of the nine states which have the certification provision, three certify through an approved university program method. These three are Colorado, Iowa, and New Jersey. The remaining six states have specific course and/or field experience and teaching experience requirements.

State certification standards for special education supervisors vary as shown in the above studies. The following review will examine three of the state certification procedures which specify competencies for supervisory certification--Iowa, Utah, and Washington.

Iowa defines the supervisor of a special education instructional area as a professional discipline specialist (in one disability area) who has been assigned responsibility by the director of special

education for the development, maintenance, supervision, improvement, and evaluation of professional practices and personnel within one specialty area (Iowa State Department of Education, 1977). The applicant, in addition to other criteria, must have secured a masters degree from a recognized institution and have completed an approved program in special education, including preparation in elementary and secondary level supervision or curriculum. Other criteria in formal training and experience are:

1. Coursework in the areas of
 - a. fiscal and personnel management
 - b. supervision and evaluation
 - c. curriculum development and modification and
 - d. program development
2. Exemplary direct service skills in specific support or instructional area;
3. Extensive local professional experience;
4. Rapport with local and state service agencies and personnel;
5. Previous successful supervisory experience;
6. In-service delivery skills; and
7. Interest and capability in clinical research (p. 13).

Utah requires an advanced level of preparation for supervisory endorsement in a broad set of curriculum subjects or in a field of specialty appropriate to the supervisory assignment (Utah State Department of Education, 1977). There is no separate endorsement for special education supervision. Programs of preparation for supervisors are to facilitate the acquisition of those competencies deemed essential for effective supervision in the public schools. The effective supervisor must demonstrate the ability to perform the following:

1. State and formulate educational goals--design and implement programs to achieve these goals.
2. Effectively communicate information concerning goals, activities, problems and programs to various school-related publics.
3. Identify, promote and apply sound principles of educational psychology and learning theory.

4. Organize and conduct in-service and teacher training programs which result in greater educator effectiveness.
5. Identify, promote and apply up-to-date instructional techniques.
6. Exercise leadership by assisting groups in defining a task, analyzing the components, planning action steps and follow-through activities, evaluating results and releasing energies of group members to bring their capabilities to bear on all phases of problem-solving.
7. Identify, promote and apply sound principles of counseling in human interaction.
8. Administer, score and interpret a broad variety of standardized tests and develop evaluation instruments to assess objectives not adequately measured by standardized tests.
9. Diagnose and analyze pupil needs.
10. Plan, implement and interpret fundamental educational research.
11. Use community survey techniques.
12. Gather, evaluate, interpret and disseminate school and community resource information.
13. Use both first-hand and mediated experiences.
14. Design education facilities in the area of specialization.
15. Select effective equipment and instructional materials.
16. Identify, promote and apply sound budgetary principles.
17. Identify and apply sound principles of staff selection, assignment and personnel management.
18. Identify, promote and implement federal and state programs related to areas of specialization (p. 17).

Instructional Program Specialist I is the title of Washington State's supervisory certification (Washington State Department of Education, 1975). This role is defined as follows: "Consults with and assists inter-media and local school districts regarding various educational programs, providing expert advice on and evaluation of programs" (p. 1). Typical responsibilities would include:

1. Provides advisory service to school administrators and educators in specialized curriculum field.
2. Gives guidance to development of sequential programs in specialty.
3. Organizes, promotes and plans in-service training of teachers.
4. Prepares and disseminates curricular materials.
5. Makes surveys to determine status of educational programs, specialty, and areas of needed improvement.
6. Visits schools to give advisory services, evaluate programs and to observe new programs.
7. Performs other work as required (p. 2).

To qualify for the Instructional Specialist Program I Certificate, the applicant must demonstrate the following knowledge and abilities:

- Knowledge of:
1. State and federal laws affecting specialty.
 2. Departmental rules and regulations.
 3. Public school organization and administration.
 4. Teaching methods, materials, problems and subject matter and/or operational procedures of specialty.
- Ability to:
1. Plan and organize educational programs.
 2. Interpret statutory provisions to local school authorities.
 3. Communicate effectively, both orally and in writing.
 4. Establish and maintain effective working relationships with school administrators and the general public (p. 2).

Each state examined has emphasized different factors in its certification requirements. Utah indicates specific competencies which the applicant must acquire through a university training program to qualify for endorsement. This is a general education supervisory endorsement required of all supervisors. Iowa, in contrast, limits special education supervisory endorsement to the supervision of one specific disability area. Competencies for the applicant are specified in broad areas of coursework and experience. Responsibility is then placed on the training institution to develop the specific competencies for training and to specify the structure to measure the experience requirements.

Washington places major emphasis on the types of tasks to be performed by the supervisor. Positions which require the endorsement are indicated through the definition of position responsibilities. General specification of knowledge and abilities again allows the

interpretation and the development of specific competencies by the university. It should also be noted that the term "supervisor" is not used in either the role description or in the competencies required.

Summary

Kurpius and Baker (1977), in discussing the lack of research and evaluation in the supervisory process in all fields, state that what inquiry does exist is limited to methods of implementing philosophies or conceptual precepts and does not involve questioning the precepts themselves. The consequence is that professional traditions and precedents are the guidelines for supervision. The manner in which the profession is practiced upon the public clientele is also the method of supervision. Until more research is directed toward supervision, competencies will continue to be subjectively based and subject to the bias of the individual or organization that determines them.

In the review of the literature dealing with supervision and special education, an attempt was made to show the professional and organizational confusion which exists both in the areas of job responsibilities and in the role definitions. One major controversy centers around the definition of the supervisor as either the maintainer of the status quo or as an agent of change. The first definition, the one of maintenance, links supervision with administrative activity. The change agent definition, on the other hand, which only incorporates activities leading directly to the improvement of instruction,

has little contact with administrative tasks. While this dichotomy may simplify the development of a theoretical approach to supervision, it is questioned whether it prepares personnel for the practical aspects of the present or the changes of the future. Nor does it prepare a generic type of supervisor who is able to function in a continuum of positions. It is hoped that the present study will utilize the variations found in the literature to generate competencies for a generic supervisory role which will effectively function under both present and future contingencies.

CHAPTER III

PROCEDURES AND METHODOLOGY

This chapter includes the following: (1) identification of subjects, (2) the design and implementation of the survey instrument, (3) pilot administration of the survey instrument, (4) administration of the questionnaire, and (5) treatment of the data.

This research was endorsed by the Special Education Service Area of the Michigan Department of Education. Results are to be utilized in the development of guidelines for the approval of special education supervisors.

Population

The population for this study included all persons serving as special education supervisors in the state of Michigan, excluding those employed by the Detroit Public Schools, during the 1979-80 school year. The supervisory position is difficult to define inasmuch as local and intermediate school districts use a variety of different titles and roles for persons employed in such positions. The criteria for the inclusion in the study population were therefore established as follows:

All individuals approved by the state of Michigan for reimbursement as a supervisor of special education who held full-time supervisory positions in special education during the 1979-80 school year.

Because a list of persons meeting these criteria was not available from a single source, the following procedure was utilized to develop a list of persons meeting the criteria.

1. A computer printout of reimbursed special education supervisors for the 1977-78 school year was obtained from the Michigan Department of Education.

2. The records of the Michigan Department of Education were searched and a list of all persons eligible for reimbursement as a supervisor of special education was developed.

3. The listing of supervisors of special education in the Directory of Special Education Administrators published by the State-wide Communication and Dissemination System was reviewed.

4. The above three lists were correlated and compared. A master list of 250 potential subjects was developed.

5. Inconsistencies and questions which became apparent as the lists were collated were investigated through telephone contacts with directors of special education at the Intermediate School District level. As a result of this step, names were added and deleted from the master list. The final population for the study consisted of 296 supervisors of special education.

Supervisors employed by the Detroit Public School System were not included in this study. It was felt that this population was unique and would not reflect the characteristics of the general population of the state.

Design and Development of the Questionnaire

The purposes of this study were to gain information from special education supervisors regarding (1) the tasks which they perform in their present position and (2) competencies which they feel are relevant for inclusion in the Michigan Special Education Supervisory Endoresment. To accomplish these goals, a questionnaire was developed.

Questionnaire

A copy of the questionnaire used in this study is located in Appendix A. It consists of three major sections. The first section was designed to assist the supervisors in identifying tasks which they perform. To accomplish this, seventy-seven tasks were listed under ten competency areas. The competency areas used were (1) Organizational Structure, (2) Instructional Personnel, (3) Support Services, (4) Inservice Education, (5) Curriculum, (6) Learning Resources, (7) Public Relations, (8) Financial Structure, (9) School Law, and (1) Program Management. The subjects were asked to indicate whether or not they performed each task. If the task was performed, they were asked to indicate how frequently it was performed within a year's period. Frequency of performance was rated on a five-point scale: 1--not performed, 2--daily, 3--weekly, 4--monthly, 5--less than monthly.

In the second part of the questionnaire, supervisors were asked to report for each task whether a competency for the task should be included in the special education supervisor approval guidelines. Opinions were rated on a five-point scale: 1--strongly disagree,

2--disagree, 3--no opinion, 4--agree, 5--strongly agree. They were also asked to report additional competencies which they felt should be included in the approval pattern.

The third section of the questionnaire was designed to elicit demographic information about the subjects. This section asked questions regarding the professional experience of the individual respondent, characteristics of the district in which they were employed, and characteristics of their position.

Two major sources were used to delineate the competency areas and task statements used in the questionnaire: a review of the literature and a preliminary study to validate and to refine the task statements identified.

The literature review served as an initial source of information relative to supervisors of general education and special education programs. A review of the literature (see Chapter II) was conducted specifically to determine the competency areas and the task statements for supervisors as revealed by previous studies, state certification requirements, and by authorities in the areas of general education and special education. The criteria used for acceptance of competency areas and task statements were: (1) frequency of appearance in the literature, (2) use in other related studies, and (3) evaluation based on the author's previous professional experience. The competency areas and task statements thus identified were incorporated into a first draft of the questionnaire directed toward practicing supervisors of local and intermediate school districts. The rough draft of the questionnaire, competency areas and task statements was reviewed by two

university professors knowledgeable in both special education and research design for clarity and appropriateness. On the basis of this review, some statements were reworded and others discarded.

The basic format of the questionnaire, placing the task statements in the center of the page with the two questions on either side, was chosen to simplify completion and to provide less opportunity for confusion.

Once the questionnaire was initially developed, it was informally presented to two special education supervisors for review. Additional changes were made to some of the task statements as a result of their input.

Pilot Administration of the Questionnaire

The questionnaire was administered to twelve individuals in special education supervisory positions. These supervisors were chosen for their experience and expertise in the field and for the variety of supervisory responsibilities which their current positions incorporate. The purpose of the pilot administration of the questionnaire was to validate the competency areas and task statements identified through the review of the literature and to further clarify wording and format.

An initial telephone contact was made to each of the supervisors selected to participate in the pilot administration. During that conversation, a brief synopsis of the study was given, a request was made for the individual to participate in the pilot study, and a time was set for an interview. In some instances a face-to-face interview with the individual was impossible due to the geographical distance involved.

In these situations a questionnaire was sent to the individual with a letter explaining the project and the purpose of the pilot study. When a personal interview was possible, the questionnaire was delivered at the interview. Analysis of the questionnaire by the supervisor was completed at the second interview. If the questionnaire was returned by mail, written comments were clarified through telephone contact.

Feedback was obtained regarding the task statements and competency areas incorporated, suggestions for additions, clarity of the wording, and the format of the questionnaire. Two major changes resulted from the suggestions made. Concern was expressed about the order of the competency areas. The respondents felt that the specialized areas should not be placed at the beginning of the questionnaire. Therefore, the order of the competency areas was changed with the more generalized areas appearing initially.

The second change dealt with responses to the first question, which asked the respondent to measure the extent to which each task was performed through an estimation of time and effort expended, as indicated on a five-point scale. Comments from pilot participants indicated that responses would be difficult to evaluate using the proposed scale, inasmuch as the terms used were felt to be vague and to lack objectivity. Questions were also raised regarding the measurement of the importance of a task through time expenditure. As a result, the first question was changed to place emphasis on task performance. The revised question was stated as follows: (1) Do you perform this task? (2) If yes, how often? The corresponding

five-point scale was changed to read: 1--task not done, 2--completed daily, 3--completed weekly, 4--completed monthly, 5--completed less than monthly.

Feedback was also obtained regarding task statements omitted, and several task statements were added as a result of suggestions made. The questionnaire format was redesigned to increase clarity and to enhance subject response.

The final instrument and procedure were reviewed and approved by two university professors familiar with survey design and special education.

Administration of the Questionnaire

Identification of the Project

Various methods were used to inform special education administrators of the purpose of the study. It was felt that promotion of the project would increase the participation of the population and the support of other administrative personnel. Presentations were made at several organizations of special education administrators, such as the Michigan Association of Administrators of Special Education (MAASE), the Michigan Association of Intermediate Special Education Administrators (MAISEA), and the Special Education Supervisors of Michigan (SESOM). Each presentation consisted of a brief explanation of the study, a description of the population to be surveyed, and the use which would be made of the resulting data. The study was also publicized by the Michigan Department of Education, Special Education

Service Area, through contacts with individuals and meeting with concerned organizations.

Letters were sent to all intermediate directors of special education by the investigator. A copy of this letter is located in Appendix A. The letter announced the study and informed the directors that supervisory staff in their area were being asked to participate. It was felt that through such information they would encourage their staff to participate.

Distribution of the Questionnaire

Survey packets were sent to each subject. Included in each packet was a cover letter, a copy of the questionnaire, and a self-addressed stamped envelope. A copy of the survey packet is found in Appendix A. The cover letter stated that the investigation had been contracted by the Michigan Department of Education in order to collect data regarding competencies needed by special education supervisors in the field. The letter was cosigned by a representative of the state department and the investigator. The subjects were requested to return the questionnaire in the self-addressed stamped envelope within a two-week period.

Three weeks following the initial mailing of the questionnaire, a second packet was mailed to those not responding. Enclosed in the second packet was a letter, a copy of the questionnaire, and a self-addressed stamped envelope. The letter restated the purposes of the study and requested a response within a two-week period.

Those subjects not responding to the second mailing were contacted by telephone and requested to return the questionnaire by June 1, 1980. If problems prevented their compliance, it was requested that the investigator be contacted.

Response

Two hundred twenty-one (75 percent) of the 296 identified special education supervisors participated in the survey. Of the questionnaires returned, data were analyzed from 209 questionnaires (71 percent). Those responding to the questionnaire represented equally proportionate groups of those employed by intermediate and local school districts. One hundred eight (51.7 percent) of those responding were employed by an intermediate school district. Ninety-five (45.5 percent) were employed by a local school district. Survey responses indicated that 149 (73 percent) supervisors responding held full approval, while forty-three (21.1 percent) had temporary approval. Twelve (5.9 percent) indicated that they held other identifiable types of approval, including approval as directors of special education. Ninety-three (44.9 percent) respondents indicated that they had completed two to five years' experience as a supervisor of special education. Sixty-two (29.7 percent) respondents had completed six to ten years in a supervisory capacity, and thirty-two respondents (15.5 percent) had just begun in a position of supervision. These numbers appear to indicate an increase in the number of supervisors at approximately the same period PL 94-142 was instituted. More recent years, however, reflect a decrease in the number of supervisors beginning in the field.

Treatment of Data

The data obtained from the questionnaire were treated with the use of descriptive statistics. Responses to the sixty-seven task statements were analyzed by tabulating the response frequencies and the percentage of responses to provide answers for the following questions:

1. What are the typical characteristics of the position of special education supervisors?
2. What tasks are typically the responsibility of special education supervisors?
3. To what extent does this population agree that the various tasks should be included as competencies for special education supervisor approval?
4. Are there factors which can be identified that influence variation in tasks performed by special education supervisors?

CHAPTER IV

ANALYSIS AND DISCUSSION OF RESULTS

Introduction

This chapter presents an analysis and discussion of the data. An attempt is made to identify findings of particular interest which may assist in identifying the role of the special education supervisor in Michigan. Four major areas of concern were addressed:

1. To determine the characteristics of the positions held by supervisors of special education in Michigan.
2. To determine the tasks which are typically performed by the supervisors of special education in Michigan.
3. To determine which of the tasks are recommended for incorporation as competencies in the special education supervisor approval procedure.
4. To determine the factors which contribute to variation of task performance among supervisors of special education.

Results are presented for each of the four major areas of concern in an attempt to answer specific questions. An attempt has been made to identify the role of the special education supervisor through the identification of tasks performed and to identify the task competencies required for the position.

Questionnaires Received

Two hundred ninety-six questionnaires were mailed to identified special education supervisors in Michigan. Of this number, 221 (75 percent) were returned. Data were analyzed from 209 (71 percent) of the number returned. Twelve of the questionnaires were not included in the data analysis due to either incomplete responses or late return.

Characteristics of the Positions

The subjects were asked to respond to several demographic questions regarding features of the district in which they were employed and of their present position. The response frequencies and percentages were calculated for each question. In some instances not all subjects responded to all of the questions. Therefore, the percentage of response reported may not total 100 percent. An analysis of the data revealed the following information about the employing districts and the positions held by the respondents.

1. The majority of the subjects were employed by districts employing a director of special education. Only eleven subjects (5.3 percent) were employed by districts which did not employ a director of special education. It was assumed that when a director was not employed, the supervisor functioned as a director of special education for that district.

2. A range of position titles was reported. These were coded into five groups: (1) supervisor, (2) director, (3) principal, (4) coordinator, and (5) other. One hundred fourteen (55.1 percent) had the term supervisor in the title of their position. Within this group, eighty-nine (78 percent) had a general supervisory title, such as

supervisor of special education. Six (5 percent) had the title of supervisor of ancillary services, while eighteen (16 percent) had titles which indicated other specific areas of supervisory responsibility, i.e., supervisor of the physically handicapped.

Twenty-two (10.6 percent) held a position with the title of director. Twenty-seven (13 percent) held a position with the title of principal. Nineteen (9.2 percent) held the position with a title of coordinator. Included within this group were two coordinators of ancillary services.

Titles which could not be grouped in the above categories were classified as Other. Examples of such titles were Assistant Director, Assistant Principal, Administrator, Administrative Assistant. Twenty-five (12.1 percent) of the respondents fell within this group.

3. The largest number of supervisors were employed in districts with a reimbursable special education staff of more than ninety. The number and percentage of supervisors reporting various staff sizes are shown in Table 3. It is apparent that the majority of supervisors were from districts with relatively large special education staffs.

Table 3.--Distribution of supervisors according to special education staff size.

Staff Size	Number of Supervisors	Percent of 196
Over 90	67	34.0
51-90	52	26.5
26-50	39	19.9
11-25	30	15.3
1-10	8	4.1
	$\Sigma = 196$	99.8

The number of reimbursable special education staff was defined in the questionnaire as not including supervisors, assistant directors, or paraprofessional staff.

4. The greatest number of supervisors, seventy-seven (38.5 percent), were employed by districts having a special education supervisory staff of four to seven. This count included assistant directors. Seventy-three (36.9 percent) were employed by districts having a supervisory staff of one to three. Twenty-three (11.6 percent) were employed by districts with a supervisory staff of eleven, and nineteen (9.6 percent) had a supervisory staff of more than eleven.

5. The subjects were asked to indicate the number of professional personnel they directly supervised. Responses by personnel category simply indicated that supervision of the personnel specified was included within their position responsibilities. Categories of personnel to which they were to respond were (1) special education teachers, (2) psychologists, (3) school social workers, (4) physical and/or occupational therapists, (5) speech and language therapists, and (6) teacher consultants. A space was then provided for the addition of other types of professional personnel.

One hundred sixty-three (78 percent) of the subjects indicated that they directly supervised special education teachers. One hundred twelve (53.5 percent) indicated that they supervised psychologists, and 118 (56.5 percent) supervised school social workers. Physical therapists and occupational therapists were supervised by ninety-six (45.9 percent). Speech and language therapists were supervised by 131 (62.7 percent) of the respondents. One hundred five (52 percent)

indicated direct supervision of teacher consultants. The types of professional personnel included under the category of Other were audiologist, physical education therapist, curriculum resource consultant, nurse, homebound teacher, vocational evaluator, program coordinator, and orientation/mobility specialist. The largest group of professional personnel supervised by the respondents was special education teachers. However, personnel in the Other categories were supervised by over half of the respondents.

6. Respondents were asked to indicate the categorical programs for which they had direct supervisory responsibility. The number of categorical programs directly supervised ranged from zero to ten. The majority of the respondents (72.5 percent) supervised from one to four programs. Sixteen (8 percent) indicated that they had no direct supervisory responsibilities for categorical programs. Forty-one (19.8 percent) of the respondents had direct supervisory responsibility for from five to ten programs. In Table 4 are shown the number and percentage of supervisors with direct supervisory responsibility for specified programs.

To summarize, the majority of subjects were directly responsible to a director of special education. Employed under a range of titles, the word supervisor was incorporated in the majority of the titles (55.1 percent). The largest number of respondents were employed by districts with a reimbursable special education staff of over ninety. The number of supervisory staff most frequently reported was from four to seven. In their present position, respondents most frequently had responsibility for the direct supervision of special education teachers,

Table 4.--Distribution of supervisors according to programs supervised.

Program	Number of Supervisors	Percent
Educable mentally impaired	68	32.5
Trainable mentally impaired	72	34.4
Severely mentally impaired	67	32.1
Speech and language	74	35.4
Physically and otherwise health impaired	51	24.4
Learning disabilities	68	32.5
Emotionally impaired	86	41.1
Hearing impaired	43	20.6
Visually impaired	33	15.8
Other	70	24.0
Homebound	12	6.0
Severely multiply impaired	34	16.0
Early childhood/preschool	19	9.0
Cross-categorical	3	1.0
Autistic	6	3.0
Vocational/work study	8	4.0

speech therapists and teacher consultants, groups which also represent the largest numbers of personnel in special education. The number of categorical programs directly supervised ranged from zero to ten, with the majority of the respondents supervising from one to four programs. It will be noted that sixteen (8 percent) of the subjects reported no responsibility for direct supervision of categorical programs. It is assumed that they occupy positions which are primarily administrative. The number of subject responses from intermediate school districts was equally proportionate to the number of responses of subjects from

local school districts. Thus, it is apparent that characteristics described apply to both types of districts.

Tasks Performed

The data were analyzed in an attempt to answer the following questions related to the tasks performed by special education supervisors:

1. Which tasks are performed by a majority of supervisors of special education?
2. What is the most common frequency of task performance?

The responses given by the special education supervisors regarding tasks performed were divided into two groups: (1) those indicating they performed the task and (2) those indicating they did not perform the task. The data were tabulated and percentages were calculated on the sixty-eight tasks. A space was provided in each competency area for the addition of tasks which had not been included. As there were few additions, these items were not included in the data analysis.

For data analysis, tasks were numbered by location on the questionnaire. It will be noted that the task numbers in some instances are not sequential. Numbering was begun with the number two. Between each competency area a number was omitted. This number represented the discarded items mentioned above. An exception, however, occurs between the competency areas 9.0 School Law and 10.0 Program Management. Here the numbers are sequential. Appendix A contains a copy of the questionnaire with the tasks numbered.

In Table 5 is shown the distribution of tasks according to the percentage of subjects performing the task. For example, in the "number of tasks" column the first entry is seven: this means that for seven tasks, 95 percent or more of the respondents performed the task. The percentage of subjects performing the task is based on the number who actually reported performing the task out of the total N of 209. Subjects who failed to respond to the task were considered as not performing the task involved. This decision was based on the observation that there tended to be a correlation between the number who said they did not perform the task and the number who left it blank.

Table 5.--Distribution of tasks according to percentage of subjects performing the task.

Percent of Subjects Performing the Task	Number of Tasks	Percent of Tasks	Cumulative Percent
95-100	7	10.3	10.3
90-94	14	20.6	30.9
85-89	18	26.4	57.3
80-84	9	13.2	70.6
75-79	4	5.9	76.5
70-74	5	7.3	83.8
65-69	3	4.4	88.2
60-64	1	1.5	89.7
55-59	4	5.9	95.6
50-54	--	--	--
45-49	1	1.5	97.0
40-44	--	--	--
35-39	1	1.5	98.5
30-34	--	--	--
25-29	--	--	--
20-24	--	--	--
15-19	1	1.5	100.0
Total	68		

By inspection of the distribution of tasks in Table 5, it is apparent that the large majority (70.6 percent) of the tasks fall above 79 percent of subjects performing the task. The cases falling below 80 percent represent the tail of a skewed distribution. It was therefore decided to consider all tasks in the 75-79 class interval or below as sufficiently deviant to be worthy of note. Conversely, all tasks that are performed by a higher percentage of the subjects are to be considered as typical of the responsibility of supervisors of special education in Michigan.

Table 7 lists those tasks performed by 80 percent or more of the respondents. These tasks are considered as typical of the responsibilities of special education supervisors in Michigan. The assumption was made that the percentage of subject performance was equated to the importance of the task in the supervisory role. Thus, tasks receiving the highest percentage of performance were of greater importance than those tasks receiving lower subject response. Using this assumption, tasks receiving the highest subject response as shown in Table 7 were analyzed for areas of importance. The seven tasks receiving the highest subject response were 67, 66, 22, 23, 14, 15, and 11. These were located in three competency areas: Instructional Personnel, Inservice Education, and School Law. The top-rated tasks (67, 66) were from the competency area of School Law. Thus, it was concluded that the most important areas of supervisor responsibility were School Law, Inservice Education, and Instructional Personnel.

Table 6.--Seven tasks receiving highest percentage of subject performance.

Task	Percent
67. Enforce state and federal special education standards for program operation.	97.6
66. Interpret school law and codes to others.	97.1
22. Analyze needs for inservice opportunities for the staff.	96.7
14. Utilize personnel management skills to build staff relations.	96.7
15. Provide consultation services on staff problems.	96.7
23. Select activities for inclusion in inservice plans.	95.7
11. Recommend most competent, qualified person(s) for employment.	95.2

Table 7.--Tasks performed by 80 percent or more of the population.

Task	Frequency	Percent
1.0 <u>Organizational Structure</u>		
2. Analyze the formal and informal structures for instruction.	187	89.4
3. Design formal changes to improve instruction.	196	93.8
4. Adapt instructional policies to changing organizational structure.	191	91.4
5. Facilitate implementation of instructional changes.	193	92.3
6. Promote and develop working relationships between regular and special education personnel.	183	87.5
2.0 <u>Instructional Personnel</u>		
8. Propose plans for filling staff vacancies.	192	91.9
9. Write competency specifications for instructional staff positions.	174	83.2
10. Recruit qualified candidates for available positions.	179	85.6
11. Recommend most competent, qualified person(s) for employment.	199	95.2
12. Participate in the evaluation of personnel.	197	94.2
13. Assign and reassign staff.	179	85.6
14. Utilize personnel management skills to build staff relations.	202	96.7
15. Provide consultation services on staff problems.	202	96.7
3.0 <u>Support Services</u>		
17. Analyze the support services.	197	94.2
18. Develop plans for providing needed services.	196	93.8
19. Design delivery systems for maximizing service contributions to instructional improvement.	185	88.5

Table 7.--Continued.

Task	Frequency	Percent
4.0 <u>Inservice Education</u>		
22. Analyze needs for inservice opportunities for the staff.	202	96.7
23. Select activities for inclusion in inservice plans.	200	95.7
24. Design effective inservice programs.	194	92.8
25. Direct and lead beneficial inservice education activities.	183	87.5
26. Plan inservice as part of larger strategies for instructional improvement.	188	90.0
27. Orient and induct new staff.	194	92.8
28. Supervising through process of classroom observation, feedback, planning.	189	90.4
29. Planning for individual staff growth through the development of objectives, sequential experiences and evaluation.	183	87.5
30. Act as a liaison between main office, principal and teacher.	168	80.4
5.0 <u>Curriculum</u>		
32. Analyze the current curriculum.	177	84.7
34. Coordinate the formulation of curriculum goals.	170	81.3
6.0 <u>Learning Resources</u>		
43. Identify sources of funds and materials.	173	82.8
46. Inform staff concerning available resources.	188	89.9
7.0 <u>Public Relations</u>		
50. Inform public of school program.	190	90.9
51. Involve public in school programs.	183	87.5
52. Recognize impact of public opinion on schools.	189	90.4
53. Establish community contacts.	193	92.3

Table 7.--Continued.

Task	Frequency	Percent
8.0 <u>Financial Structure</u>		
58. Assess budgetary needs for supervised areas.	182	87.1
59. Prepare and justify budgetary recommendations.	180	86.1
60. Specify line item allocations and priorities for areas involved.	168	80.4
63. Assist in administration of budgetary allocations for areas supervised.	181	86.6
64. Maintain inventories of instructional supplies and equipment.	168	80.4
9.0 <u>School Law</u>		
66. Interpret school law and codes to others.	203	97.1
67. Enforce state and federal special education standards for program operation.	204	97.6
68. Develop policy to implement special education/civil rights legislation.	174	83.2
10.0 <u>Program Management</u>		
70. Assist teachers and other personnel in identifying exceptional children.	184	88.0
71. Assist teachers and other personnel in utilizing diagnostic techniques.	187	89.5
73. Assure that information obtained through testing is interpreted & made available to appropriate individuals.	177	84.7
74. Establish criteria for the placement of exceptional children in appropriate classes and settings using mandated regulations.	187	89.5
75. Assist teachers and others in evaluating pupil progress.	181	86.6
76. Maintain appropriate central office pupil records.	178	85.2
77. Assist teachers in maintaining pupil records.	182	87.1

Table 8 presents those tasks performed by less than 80 percent of the population, which represent the tail of the distribution. The tasks are listed in decreasing percentage of subject performance. Many of the items performed by 50 to 79 percent of the supervisors are tasks which are often the responsibility of other personnel within a district. For example, the major responsibility for special education transportation is often assigned to one individual within the district. In some instances it is combined with regular transportation. Similarly, some of the tasks listed in the Curriculum competency area are seen as the major responsibility of the teacher, with coordination as the responsibility of the supervisor. These items thus may be the responsibility of the supervisor in some instances but are not viewed as a typical responsibility of special education supervisors in Michigan.

For several of the competency areas, all of the tasks included in the area were performed by 80 percent or more of the respondents.

These competency areas were:

- 1.0 Organizational Structure
- 2.0 Instructional Personnel
- 4.0 Inservice Education

Conversely, six competency areas contain tasks which were performed by less than 80 percent of the respondents. Five of these areas contain only one task below 80 percent. In the competency area, Curriculum, however, seven out of nine tasks fall below 80 percent of subject performance.

This clustering of lower-performance tasks within the competency area of Curriculum may be interpreted two ways. It may simply indicate

Table 8.--Tasks performed by less than 80 percent of the population
(N = 21).

No.	Task	Percent
54.	Participate in community programs for benefit of youth.	79.9
44.	Prepare budget and administer for needed materials.	78.9
33.	Develop criteria for curriculum development.	77.5
61.	Assist in administration of federally funded programs.	77.5
69.	Stimulate the development of needed legislation and work toward the accomplishment of this legislation.	74.6
42.	Propose and justify a materials selection process.	73.7
39.	Disseminate and implement revised curriculum.	73.2
55.	Influence community decisions relevant to school programs or youth in the community.	73.2
45.	Plan procedures for maintaining and securing media and equipment.	72.7
56.	Alleviate community conflicts affecting schools.	67.5
40.	Adapt and implement curricula from outside the district.	67.0
35.	Select content material.	66.5
62.	Seek additional sources of funding through grant procurement.	63.1
20.	Assess transportation needs, determine best transportation means, arrange appropriate transportation schedules, and provide necessary personnel.	56.4
38.	Coordinate field testing of materials.	56.4
36.	Write instructional objectives.	55.0
37.	Design and sequence learning activities.	55.0
47.	Design non-print learning resources that contribute to a curriculum.	46.4
48.	Produce various forms of non-print media.	38.3
72.	Administer appropriate standardized intelligence or psychological tests.	18.2

the inclusion in this area of several tasks which are not in fact typical of the responsibility of supervisors. Rather, the tasks are more the responsibility of teachers. Therefore, they are not performed by supervisors. If, however, it is assumed that the percentage of subject performance is equated to the degree of importance of the task, a task receiving a lower percentage of subject performance would have a lower degree of importance. Thus, a clustering of tasks within a competency area receiving lower subject response might indicate an area of lesser importance to the supervisory role. Investigation showed that both interpretations have merit. In the area of Curriculum, three of the tasks receiving a low percentage of subject performance were interpreted as the responsibility of teachers, and three of the tasks dealing with coordination activities were interpreted as supervisory responsibilities. However, those tasks from the area of Curriculum which were performed by more than 80 percent of the population received subject responses of from 80 to 84 percent. Thus, it was decided that the competency area of Curriculum is an area of lesser importance to the supervisory role.

How frequently are tasks performed?

The respondents were asked to indicate the frequency with which tasks were performed. Frequency of performance was indicated on a four-point scale: 1--daily, 2--weekly, 3--monthly, and 4--less than monthly. Responses were analyzed for the total population. The number and percentage of responses for each task are shown in Appendix B.

The modal frequency was calculated for each task. Table 9 shows the distribution of tasks according to frequency of performance. By inspection of the distribution of tasks in Table 9, it is apparent that the majority of tasks (63 percent) were performed less than monthly. The least number of tasks, three (4.4 percent), were performed weekly. In both of the remaining categories, few tasks were performed. It is interesting to note the clustering of tasks at the less-than-monthly category. It is apparent that many tasks were performed on a cyclical basis. For example, the recruitment and hiring of staff is a task which is generally performed once a year, at the beginning of the school year. Evaluation of staff is conducted two or three times a year, in the fall and spring. Placement of students, while occurring throughout the year, receives the bulk of the referrals in the beginning of the school year and at the beginning of school term periods. Thus, the clustering of tasks at the less-than-monthly category appears to validate the cyclical performance of many of the supervisory responsibilities.

Table 9.--Frequency distribution of tasks by frequency of performance.

Response	Number of Tasks	Percent
Daily	10	14.7
Weekly	3	4.4
Monthly	6	8.8
Less than monthly	43	63.2
Not performed	6	8.8
Total	68	99.9

Investigation showed that many of the tasks performed daily emphasize human relations. For example, the tasks of developing working relationships between regular and special education personnel, of utilizing personnel management skills to build staff morale, of providing consultation services on staff problems, and of acting as liaison between personnel all depend on the use of human relations skills. Other tasks performed daily dealt with the interpretation and enforcement of mandatory legislation and program management. Tasks performed weekly dealt with program management. Assisting teachers to use diagnostic techniques, establishing the criteria for placement of exceptional children in appropriate classes, and assisting teachers in evaluation pupil progress were indicated as tasks performed weekly.

Agreement With Competency Statements

The data were analyzed in an attempt to answer the following question:

To what extent does this population agree that the various tasks should be included as competencies for supervisor approval?

To report the findings regarding the respondents' agreement with task statements, the "agree" and "strongly agree" responses were combined. Thus, in Table 10 the first column, labeled "agree," refers to these two ratings. Similarly, the second column refers to the two "disagree" response options. The third column combines responses of "undecided" and no response. In making this latter combination, it is assumed that failure to respond grew out of indecision on the part

of the respondent. Support for this assumption is the observation that no response tended to increase as undecided responses increased.

Table 10.--Distribution of tasks according to respondents' level of agreement.

Percent of Those Responding As Indicated	Strongly Agree + Agree (N)	Disagree (N)	Undecided + No Response (N)
95-100	1	-	-
90-94	2	-	-
85-89	8	-	-
80-84	18	-	-
75-79	14	-	-
70-74	6	-	-
65-69	4	-	-
60-64	2	-	-
55-59	4	-	-
50-54	4	-	1
45-49	1	-	1
40-44	1	1	-
35-39	-	-	5
30-34	-	-	6
25-29	1	1	3
20-24	1	2	5
15-19	1	-	20
10-14	-	7	20
5-9	-	26	5
0-4	-	31	2
	$\Sigma = 68$	$\Sigma = 68$	$\Sigma = 68$

Table 10 presents a distribution of the tasks according to the percentage of respondents (1) agreeing that the task should be included as a competency, (2) disagreeing, and (3) being undecided. Thus, to illustrate interpretation of the table, it can be observed in the first column that eight tasks received "agree" ratings by 85 percent to 89 percent of the respondents, and in the second column that

twenty-six tasks received "disagree" ratings by only 5 to 9 percent of the respondents.

It is immediately obvious that (1) the large majority of tasks are viewed by the majority of respondents as meriting inclusion as competencies and (2) the respondents seem more inclined to report being undecided, or to fail to respond altogether rather than to state disagreement.

In the "agree" column the distribution of tasks in the class intervals above the interval 65-69 approximates normality. Thus tasks that fall below this top group form the tail of a skewed distribution. Thus, although 69 percent seems to be a respectable amount of agreement, it was decided to take a closer look at all of the tasks falling at this level or below to see what factors may account for failure of these tasks to be more highly agreed upon as required competencies. Conversely, all cases that received a higher percentage of agreement are to be considered as those sufficiently agreed upon to be recommended for inclusion as competencies in the special education supervisor approval guidelines.

A second method was used to analyze the findings regarding the respondents' agreement with the inclusion of task statements as competencies in the special education supervisor approval guidelines. Mean scores and standard deviations were calculated for each task. The highest mean score received was 4.717, while the lowest mean score obtained was 2.549, a range of 2.168. Few means were found at the extreme ends of the scale. Standard deviations ranged from a low of 0.63 to a high of 1.28, a range of 0.7. This small range suggests

little variation of opinion regarding the inclusion of tasks as competencies in the guidelines. The table presenting the mean scores and the standard deviation for each task is presented in Appendix C.

Figure 1 presents a two-dimensional plotting of each task by mean score and standard deviation. The mean represents the amount of respondent agreement, while the standard deviation is used as an indication of the amount of consensus among respondents.

The horizontal axis of the graph represents task means. It has been divided into equal sections to represent the five-point scale used on the questionnaire. The vertical axis has been divided into increments to represent the range of standard deviations. Each task has been plotted on the graph by the coordinates representing the degree of consensus and the amount of agreement.

Means have been calculated for both the horizontal and vertical axes. It will be noted that on the horizontal axis the mean of the means (4.091) is located toward the agreement end of the scale. This reflects the agreement tendency noted earlier. The mean of the standard deviations is .89.

Each axis has been divided into three parts which includes one-third of the tasks, to assist in the interpretation of the data. The sections of the horizontal axis represent agreement, disagreement, and the intermediate values. The sections of the vertical axis represent high consensus, moderate consensus, and low consensus. Tasks are then interpreted by the section in which they are located on the graph.

Examination of the graph presents an interpretation of the group responses. One-third of the lowest means are plotted in the

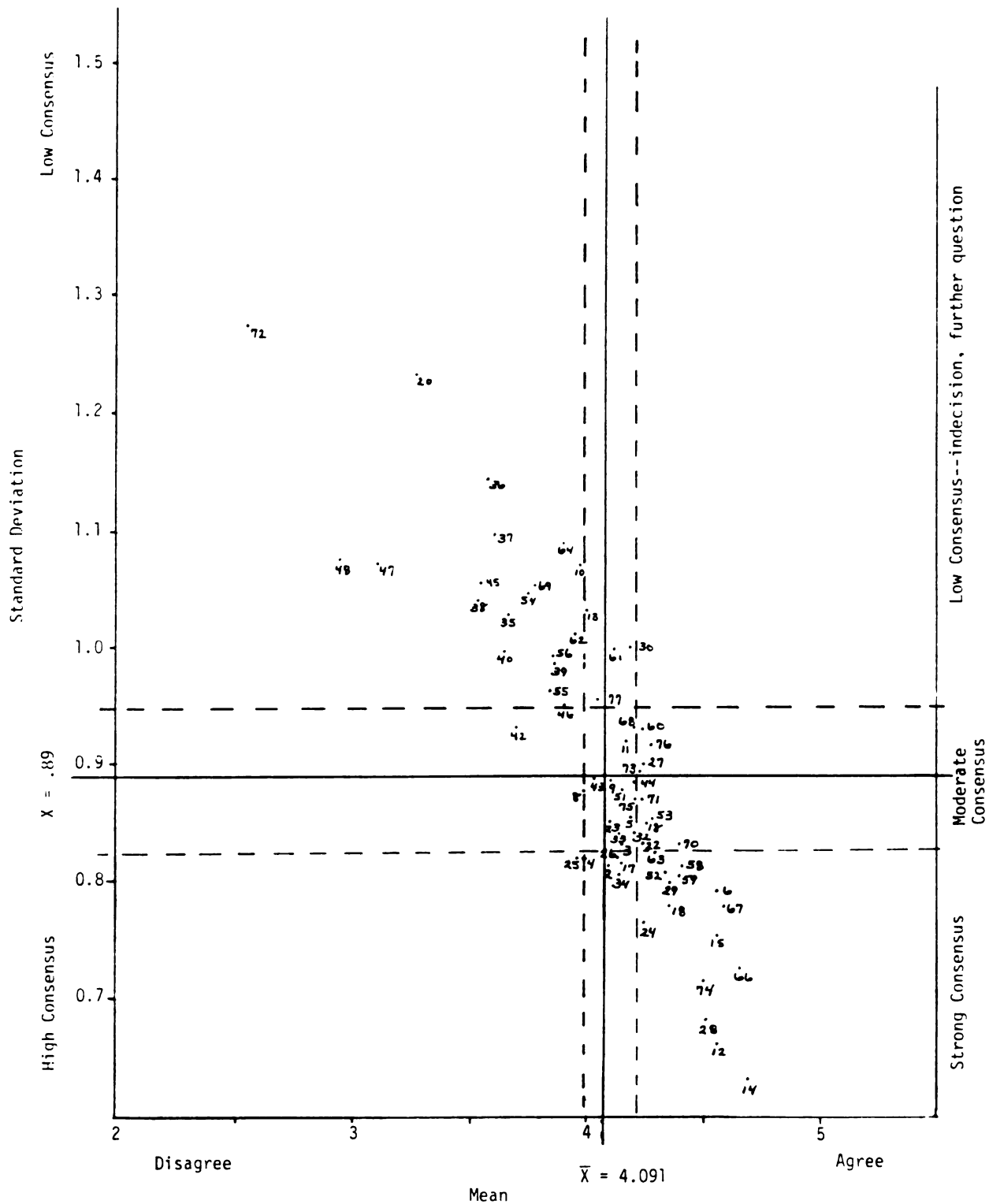


Figure 1.--Plotting of tasks by group level of agreement and consensus.

		AGREEMENT		
		Low	Moderate	High
CONSENSUS	Low	Items 10, 20, 35, 36, 37, 38, 39, 40, 45, 47, 48, 54, 55, 56, 62, 64, 69, 72	Items 13, 30, 61, 77	
	Moderate	Items 42, 46	Items 3, 5, 8, 9, 11, 23, 32, 33, 43, 51, 68, 73, 75	Items 19, 27, 44 50, 53, 60, 70, 71, 76
	High	Item 25	Items 2, 4, 17, 22, 26, 34	Items 6, 12, 14, 15, 18, 24, 28, 29, 52, 58, 59, 63, 66, 67, 74

Figure 2.--Listing of tasks by level of agreement and consensus as shown in Figure 1.

section below the mean of 4.00. The section below the mean of 4.00 with standard deviations of less than 0.84 reflects high consensus among the group and a tendency toward disagreement. Task 25 falls in this section. It will be noted, however, that this task is located near the cut-off point of 4.00, with a mean of 3.99. This position on the graph makes interpretation of this task tenuous.

Mean scores below 4.00 with standard deviations from 0.83 to 0.95 are interpreted as registering disagreement with moderate group consensus. Two tasks fall within this section, 42 and 46. Again task 46 is located near the mean point of 4.00 with a mean of 3.92. Interpretation of this task requires further analysis. Both of these tasks are from the competency area, Learning Resources.

Several tasks are located in the section registering disagreement and low consensus. These tasks are 10, 20, 35, 36, 38, 39, 40, 45, 47, 48, 54, 55, 62, 64, 69, and 72. The largest number of tasks are from the competency area, Curriculum. Five of the nine competencies (55 percent) from this area are included. Three tasks are from the competency area, Learning Resources. Two tasks are from the area, Public Relations. There is one task from each of the following areas: Support Services, Financial Structure, School Law, and Program Management. Variation in the consensus with these tasks will be examined later in this chapter.

Mean scores above 4.25 with a standard deviation of less than 0.84 are interpreted as having strong agreement for acceptance with a high level of consensus by the respondents. Fifteen tasks are in this area: 6, 12, 14, 15, 18, 24, 28, 29, 52, 58, 59, 63, 66, 67, and 74.

These tasks are from the following competency areas: three tasks from areas of Instructional Personnel, Inservice Education, and Financial Structure; two tasks from School Law; and one task from Organizational Structure, Support Services, Public Relations, and Program Management. From the results, it is apparent that there is strong group agreement for the acceptance of these tasks as competencies in the supervisor guidelines.

The area located on the graph between the mean scores of 4.00 and 4.25 is interpreted as indicating intermediate values between the extremes of agreement and disagreement. Those tasks which are registered in this section are tasks which have received an intermediate rating from subjects for acceptance in the approval pattern. One area of this section, representing intermediate agreement with low group consensus, indicates items where there may be the greatest difference of opinion on tasks. Further investigation of the tasks registered in this section, however, showed consistent moderate agreement on each of the tasks rather than large variation between scores. Tasks located in this section are 13, 30, 61, and 77. Due to the consistent moderate agreement, it was decided to include all the tasks in this section as competencies in the supervisor guidelines.

Inspection of the graph shows that the majority of the items fall above the mean value of 4.00. Using the interpretation of the graph as proposed by Wilson and Taylor (1980), it was decided that those tasks having a mean of 4.00 or higher have the agreement of the respondents for recommendation as competencies. Of the sixty-eight tasks, forty-seven of those tasks are recommended for acceptance.

The results derived from the two methods of analysis show a high level of agreement. Comparison of the lists of tasks falling below the acceptance level of respondent agreement indicates a difference in the rating of only two tasks, 25 and 46. Both of these tasks have a mean of 3.9, a mode of 4.00, and a percentage of agreement of 72.7 percent. Thus, they were plotted on the graph in close proximity to the cut-off line for acceptance. Since the percentage of agreement and mode are within the acceptance level, both tasks will be recommended for acceptance.

Table 12 lists those tasks recommended for acceptance as competencies in the special education supervisor approval guidelines. Tasks are listed by competency area, with the percentage of respondent agreement given at the right of the task statement. Of the sixty-eight competencies specified, forty-nine have been recommended for acceptance in the proposed guidelines. The assumption was made that the percentage of agreement was equated to the level of importance. Therefore, those tasks with the highest subject response have the highest level of importance. Investigation of the six tasks with the highest percentage of subject response (tasks 12, 14, 15, 28, 66, and 67) showed a clustering in three competency areas: Instructional Personnel, Inservice Education, and School Law. The tasks with the highest percentage were from the competency area of Instructional Personnel. Thus, it was decided that the task competencies dealing with utilizing personnel management skills, the evaluation of personnel, and providing consultation services from the area of Instructional Personnel were the

Table 11.--Seven tasks with highest percentage of subject response.

Task	Percent
14. Utilize personnel management skills to foster and build staff morale and relations.	95.7
12. Participate in the evaluation of personnel.	92.8
15. Provide consultation services on staff problems.	91.9
28. Supervising through a process of classroom observation, feedback, and planning.	89.9
66. Interpret school law and codes to others.	89.9
67. Enforce state and federal special education standards for program operation.	89.4
74. Establish criteria for placement of exceptional children in appropriate classes and settings using mandated regulations.	87.5

Table 12.--Tasks recommended for acceptance as competencies in special education supervisor approval guidelines.

Task	Percent Agreement
1.0 <u>Organizational Structure</u>	
2. Analyze the formal and informal structures of instruction.	81.9
3. Design formal changes to improve instruction.	83.7
4. Adapt instructional policies to correspond with the changing organizational structure.	76.5
5. Facilitate the implementation of effective instructional change practices.	82.3
6. Promote and develop working relationships between regular and special education personnel.	83.3
2.0 <u>Instructional Personnel</u>	
8. Propose plans for filling staff vacancies to improve instruction.	78.0
9. Write competency specifications for instructional staff positions.	77.0
11. Recommend most competent, qualified persons for employment.	81.3
12. Participate in the evaluation of personnel.	92.8
13. Assign and reassign staff.	71.8
14. Utilize personnel management skills to foster and build staff morale and relations.	95.7
15. Provide consultation services on staff problems.	91.9
3.0 <u>Support Services</u>	
17. Analyze support services available.	82.8
18. Develop plans for providing needed services.	84.7
19. Design delivery systems for maximizing service contributions to instructional improvement.	77.1
4.0 <u>Inservice Education</u>	
22. Analyze needs for inservice opportunities for staff.	84.2
23. Select activities for inclusion in inservice plans.	81.4

Table 12.--Continued.

Task	Percent Agreement
4.0 <u>Inservice Education</u> (cont'd)	
24. Design effective inservice programs to meet staff needs.	83.8
25. Direct and lead beneficial inservice education activities.	72.7
26. Plan inservice education programs as part of larger strategies for instructional improvement.	78.0
27. Orient and induct new staff members through information and assistance.	81.3
28. Supervising through a process of classroom observation, feedback and planning.	89.9
29. Planning for individual staff growth through the development of objectives, sequential experiences and evaluation.	82.3
30. Act as liaison between main office, principal and teacher.	71.8
5.0 <u>Curriculum</u>	
32. Analyze the current curriculum.	83.3
33. Develop criteria for curriculum development.	79.5
34. Coordinate the formulation of curriculum goals.	80.4
6.0 <u>Learning Resources</u>	
43. Identify sources of funds and materials.	75.1
44. Prepare budget and administer for needed materials.	77.5
46. Inform staff concerning available resources.	72.7
7.0 <u>Public Relations</u>	
50. Inform public of school program.	85.6
51. Involve public in school programs.	79.0
52. Recognize impact of public opinion on schools.	84.7
53. Establish community contacts.	84.2

Table 12.--Continued.

Task	Percent Agreement
8.0 <u>Financial Structure</u>	
58. Assess budgetary needs for supervised areas.	87.1
59. Prepare and justify budgetary recommendations.	86.1
60. Specify line item allocations and priorities for areas involved.	79.0
61. Assist in administration of federally funded programs.	73.7
63. Assist in administration of budgetary allocations for areas supervised.	84.6
9.0 <u>School Law</u>	
66. Interpret school law and codes to others.	89.9
67. Enforce state and federal special education standards for program operation.	89.4
68. Develop policy to implement special education/civil rights legislation.	78.0
10.0 <u>Program Management</u>	
70. Assist teachers and other personnel in identifying exceptional children.	85.6
71. Assist teachers and other personnel in utilizing diagnostic techniques.	81.8
73. Assure that information obtained through testing is interpreted and made available to appropriate individuals.	78.9
74. Establish criteria for placement of exceptional children in appropriate classes and settings using mandated regulations.	87.5
75. Assist teachers and others in evaluating pupil progress.	79.9
76. Maintain appropriate central office pupil records.	78.9
77. Assist teachers in maintaining pupil records.	74.6

most important task competencies to recommend for the approval guidelines.

Table 13 presents those tasks which fall below 70 percent agreement. Investigation showed that of the nineteen tasks listed, six are from the area of Curriculum, four from the area of Learning Resources, and four from the area of Public Relations. Many of the tasks with low agreement have been identified through respondent comments as responsibilities of other personnel within the district. For example, the following tasks were earmarked by the supervisors as responsibilities of the director of special education: 62, seeking funding through grant procurement; 10, recruiting qualified candidates; 20, arranging transportation; and 54, 55, and 56, dealing with involvement in community affairs. Thus, it appears that as task responsibility varies in districts, the response level of agreement for acceptance becomes lower.

In Table 14 is shown the relationship between task performance and respondent agreement. The table shows the distribution of the fifteen most performed tasks and the fifteen least performed tasks by percentage of respondent agreement. Through investigation of the table, it is apparent that a relationship exists between task performance and respondent agreement. Tasks which were most performed received 80 percent and above on agreement for recommendation. In contrast, tasks which were least performed received below 70 percent respondent agreement for recommendation. Thus, it would appear that those competencies supervisors utilize in the performance of their

responsibilities are the ones they have recommended for acceptance in the supervisor approval guidelines.

Table 13.--Tasks receiving less than 70 percent agreement.

No.	Task	Percent
62.	Seek additional sources of funding through grant procurement.	67.9
10.	Recruit qualified candidates for available positions.	67.4
64.	Maintain inventories of instructional supplies and equipment.	66.5
39.	Disseminate and implement revised curriculum.	66.0
42.	Propose and justify a materials selection process.	61.2
55.	Influence community decisions relevant to school programs or youth in the community.	60.3
54.	Participate in community programs for benefit of youth.	59.8
69.	Stimulate the development of needed legislation and work toward the accomplishment of this legislation.	58.8
56.	Alleviate community conflicts affecting schools.	58.4
35.	Select content material.	55.5
45.	Plan procedures for maintaining and securing media and equipment.	54.6
40.	Adapt and implement curricula from outside the district.	54.2
36.	Write instructional objectives.	52.6
37.	Design and sequence learning activities.	50.2
38.	Coordinate field testing of material.	49.3
20.	Assess transportation needs, determine best transportation means, arrange appropriate transportation schedules, and provide necessary personnel.	40.6
47.	Design non-print learning resources that contribute to a curriculum.	29.6
48.	Produce various forms of non-print media.	22.5
72.	Administer appropriate standardized intelligence or psychological test.	19.2

Table 14.--Relationship between task performance and percentage of respondent agreement.

Performance	% Agreement			
	Below 70	70-79	80-89	90 & Above
Most (N = 15)	--	--	12	3
Least (N = 15)	15	--	--	--

Most Performed: Items 3, 5, 11, 12, 14, 15, 17, 18, 22, 23, 24, 27, 53, 66, and 67.

Least Performed: Items 20, 35, 36, 37, 38, 39, 40, 42, 45, 47, 48, 55, 56, 62, and 72.

Task statements have been organized by competency areas. Due to the structure of the questionnaire, however, the importance of each competency area can not be directly assessed. As a result, the value of the competency areas has been inferred through the level of agreement of tasks within the area. For example, a high level of importance was given to the competency area, Instructional Personnel, through the high level of agreement given to three tasks within the area. An additional examination of competency areas was conducted through the analysis of the tasks accepted and rejected within the area.

1.0 Organizational Structure: To implement an organizational structure to improve instruction.

All of the task statements included under this area were accepted for inclusion in the guidelines.

2.0 Instructional Personnel: To implement procedures for the recruitment, selection and assignment of personnel for instructional improvement.

All seven task statements in this area were accepted for inclusion in the guidelines for special education supervisors. The three receiving the highest percentage of agreement were from this area.

3.0 Support Services: To improve the services available to students, parents and staff which though non-instructional, support the instructional process.

Three of the four task statements were accepted. The task which was not accepted dealt with the assessment and development of transportation provisions. Many comments indicated that this task was the responsibility of other personnel within the district.

4.0 Inservice Education: To improve the quality of instructional practices within the staff by providing opportunities for professional growth.

Of the nine competencies listed in this area, nine were accepted for inclusion in the guidelines. The task dealing with supervising through classroom observation was rated among the top six tasks by level of agreement. This appears to be an area of importance in the supervisory role.

5.0 Curriculum: To achieve coordination/continuity of instruction.

Only three of the nine task statements included under this competency area were accepted for inclusion. Those included had to do with the analysis of the current curriculum, development of criteria for curriculum development, and the coordination of the formulation of the curriculum goals. Statements which dealt with actual curriculum development did not achieve acceptance. These included the selection of content, writing of instructional objectives, designing and sequencing learning activities, dissemination and implementation of revised

curriculum, and adaptation of curriculum from outside the district. Comments indicated that tasks dealing with the development of the curriculum were felt to be the responsibility of the teaching staff.

6.0 Learning Resources: To improve availability of resources for learning in the school and community.

Three of the seven task statements received recommendation for acceptance. The three which were accepted had to do with (1) identifying sources of funds and materials, (2) preparing and administering a budget for needed materials, and (3) informing staff concerning available resources, tasks of an administrative type. Task statements which were not accepted dealt with proposing a materials selection process, planning procedures for maintaining and securing media and equipment, and producing non-print learning resources.

7.0 Public Relations: To improve the quality of working relationships between the school staff and the public to promote instructional improvement.

Agreement for acceptance was received by four of the seven task statements. Accepted tasks dealt with informing the public about the school program, involving the public in the school program, recognizing the impact of public opinion on schools, and establishing community contacts. Those not accepted dealt with participating in community programs to benefit youth, influencing community decisions relevant to school programs, and alleviating community conflicts affecting schools. These tasks reflect a more direct involvement in the local community and may be interpreted as the responsibility of other personnel within the district.

8.0 Financial Structure: To improve the availability of financial resources.

Five of the six task statements were accepted for recommendation. The task which was not accepted dealt with seeking additional sources of funding through grant procurement. This again may be the responsibility of other personnel within the district. This was an area which was previously viewed as of low priority in the supervisory role. Respondents in this study have given more importance to this area than expected.

9.0 School Law: To improve the quality of instructional practices within the school by making available the legal requirements of special education.

Of the four task statements included in this area, three were accepted for inclusion in the guidelines. The task which was not accepted dealt with the stimulation of needed legislation. Those included had to do with interpreting school law, enforcing federal and state special education standards in program operation, and developing policy to implement such standards. Two of the four tasks received a high percentage of acceptance.

10.0 Program Management: To implement the procedures for identifying, assessing, and placing students in services which will meet their needs.

Seven of the eight task statements included under this competency area were accepted. The task which was not accepted dealt with administering standardized intelligence tests. This task received the lowest percentage of acceptance of the tasks specified.

To summarize, it is apparent that the respondents have indicated that the competency areas of Organizational Structure, Instructional Personnel, and Inservice Education are very important to the supervisory role. High importance was also indicated to the competency

areas, Instructional Personnel, Inservice Education, and School Law through the high percentage of agreement given to individual tasks within the area. Conversely, respondents have indicated low importance through the acceptance of few tasks within a competency area. Thus, the competency areas of Curriculum, Learning Resources, and Public Relations have relatively less importance in the supervisory role as areas although individual competencies within an area may be considered important. The areas of Learning Resources and Curriculum also included tasks receiving a lower percentage of agreement.

Determination of Factors Which Contribute to Variation in Task Performance

The data were analyzed in an attempt to identify factors which might cause variation in task performance by supervisors of special education. The responses given on task performance were divided into groups according to subject demographic information. Groupings were made by (1) type of district; (2) size of district, local and intermediate; (3) title of position; and (4) years of experience as a special education supervisor. The frequency and percentage of subjects performing each task was calculated by group. A table presenting this information can be found in Appendix D.

Analysis of subject responses for the total population demonstrated that 80 percent of the subjects performed a large majority of the tasks (70.6 percent). With such high agreement on task performance, it was apparent that few differences would exist between the groups on those tasks considered as typical of supervisor responsibilities. As

previously described, comparisons were made on the twenty tasks falling below the 80 percent subject performance.

The responses of subjects employed by intermediate school districts were compared to the responses of those employed by local school districts. Response differences between groups ranged from .4 percent to 15.1 percent. It was decided that with this small range, there was little difference between the responses of subjects from intermediate school districts and the responses of subjects from local school districts.

The responses of subjects employed by local school districts were divided into three groups by size of the district student population. Subject responses were then compared by group. Inspection showed the range of differences between subject responses was 5.7 percent to 28.6 percent. With this small range, it was decided that there was little difference among these groups.

The responses of subjects from intermediate school districts were divided into four groups by district student population. The groups were as follows: group 1--0-20,999; group 2--21,000-39,999; group 3--40,000-99,999; and group 4--100,000 and over. The difference between subject responses ranged from 1 percent to 35 percent. Comparisons between groups showed the following:

1. Comparison showed little difference between groups 1, 2, and 3.
2. Comparison of groups 2 and 4 showed that the percentage of subject task performance was consistently larger in group 2. In only

nine out of twenty-one (43 percent) of the tasks, however, was there a difference of 20 percent or larger.

3. Comparison between groups 3 and 4 showed a 20 percent difference on subject task performance in eleven out of twenty-one tasks, with no consistent pattern emerging.

4. Comparison between groups 1 and 4 showed the greatest difference between subject responses. There was a 20 percent difference between subject performance in fifteen out of twenty-one tasks, with subject response in group 4 lower in nineteen out of twenty-one tasks.

From the comparisons, it is apparent that the size of the intermediate school district causes variation in the tasks performed by supervisors of special education employed in these districts. In larger districts, subject task performance is consistently lower than in smaller districts. Frequently, supervisors in large districts tend to perform more specialized, consultative roles which narrow the range of tasks performed in their position. This may account for the lower subject task performance in this group.

The responses of subjects were compared by title of position. Difference between responses ranged from 10.9 percent to 39 percent. Table 15 lists those tasks showing the most interesting variation in subject response. Group responses to these tasks indicated the largest intergroup discrepancies. Subject responses to the twelve tasks not included in this table are listed in Appendix D.

Examination of subject responses by group showed that task performance appears to be associated with expectations associated with the title of the position. For example, principals are expected to

Table 15.--Tasks with largest variation between position titles (in percent).

No.	Task	Position Title		
		Supervisor	Director	Principal Coordinator
35.	Select content material.	66.7	72.7	81.5
39.	Disseminate and implement revised curriculum.	72.8	81.8	85.2
42.	Propose and justify a materials selection process.	78.1	86.4	63.0
45.	Plan procedures for maintaining and securing media and equipment.	73.7	90.9	77.8
47.	Design non-print learning resources that contribute to a curriculum.	50.0	50.0	37.0
54.	Participate in community programs for benefit of youth.	80.7	95.5	77.8
55.	Influence community decisions relevant to school programs or youth in the community.	75.4	81.8	74.1
62.	Seek additional sources of funding through grant procurement.	64.0	86.4	55.6
69.	Stimulate the development of needed legislation and work toward the accomplishment of this legislation.	76.3	86.4	59.3

have more direct responsibility for the content material of curriculum than are directors or supervisors. An analysis of subject responses verifies this expectation. Directors showed higher subject response on tasks which tend to be administrative. Tasks 42 and 45 deal with the development of procedure and are interpreted as administrative tasks. The percentage of respondents performing this task in the directors group was larger than in the other groups. Thus, it is apparent that a relationship exists between the title of the position and the variation of tasks performed.

The responses of subjects were compared by years of experience as a supervisor of special education. Subjects were divided into four groups. Inspection of subject response by groups showed differences ranging from 1.6 percent to 25.6 percent. It was, therefore, decided that increased experience has little effect on subject task performance.

Summary

The analysis of the data indicated the following information about the employing districts and positions respondents held. The majority of supervisors were in districts which employed a director of special education. The largest number of supervisors were employed by districts with a reimbursable special education staff of more than ninety. The average number of supervisory staff ranged from four to seven. The majority of respondents (72.5 percent) supervised a range of from one to four categorical programs directly. However, sixteen respondents (8 percent) indicated they had no direct supervisory responsibility for categorical programs. The largest group of professional

personnel supervised were special education teachers. In addition, personnel in the other categories were supervised by over half of the respondents.

A profile of responsibilities typical of special education supervisors was developed through an investigation of the frequency distribution of tasks performed by the respondents. Those tasks performed by 80 percent or more of the respondents were identified as typical responsibilities of special education supervisors. Of the sixty-eight tasks specified, forty-eight (70.6 percent) were identified as tasks typically performed by special education supervisors in the state of Michigan. Those tasks below 80 percent were interpreted as tasks indicating variation among the responsibilities of supervisors which needed further investigation.

Assuming that task importance was indicated through percentage of subject performance, the tasks receiving the highest percentage of subject performance were identified and analyzed. The seven tasks with the highest subject response were from the competency areas of School Law, Inservice Education, and Instructional Personnel. Thus, it was decided that these areas were of the highest importance in the supervisory profile. The competency areas of least importance were Curriculum and Learning Resources.

Investigation of the distribution of tasks according to frequency of performance showed the majority of tasks performed on a less-than-monthly basis. Thus, most tasks in the supervisor profile are performed in a cyclical pattern.

A determination of the task statements to be recommended as competencies for inclusion in the proposed guidelines was made on the basis of the percentage of agreement indicated by the respondents. It was found that (1) a large majority of the tasks presented were viewed by a majority of the respondents as meriting inclusion as competencies, and (2) the respondents seem more inclined to report undecided or to give no response than to state disagreement. It was therefore decided to consider all tasks receiving a percentage of agreement above 69 percent as sufficiently agreed upon for inclusion as competencies in the special education supervisor approval guidelines. Of the sixty-eight tasks presented in the study, forty-nine have been recommended for acceptance. Tasks receiving the highest percentage of agreement were from the competency areas of Instructional Personnel, Inservice Education, and School Law. Tasks receiving the lowest percentage of respondent agreement were from the competency areas of Curriculum, Learning Resources, and Public Relations.

A relationship was found between task performance and task acceptance. Those competencies supervisors used in the performance of their responsibilities were the ones recommended for acceptance in the supervisor approval guidelines.

The data were analyzed to identify factors which might cause variation in task performance. Factors investigated were: (1) type of district, (2) size of district, (3) title of position, and (4) years of experience as a special education supervisor. Of the factors considered, only two appear to contribute to the variation in task

performance. These are the title of the position and the size of the district. Differences noted, however, were slight. Further investigation is needed to verify the differences found in this study.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study was to identify the role of the special education supervisor through the identification of tasks performed and to identify task competencies required for the position for possible incorporation into the rules for approval of special education supervisors. The need for the study was indicated by the emphasis placed on the development of competency-based approval guidelines for special education supervisors and by the lack of research designed to identify the responsibilities of the special education supervisor in Michigan and to elicit from practicing supervisors their views as to the crucial competencies to be incorporated in the approval guidelines. The study proposed to develop the first two steps in a series of four leading to the validation of competencies for inclusion in a preservice training program for special education supervisors.

The review of the literature focused primarily on three major topics: (1) supervision in general education, (2) supervision in special education, and (3) state certification requirements for special education supervisors. This review indicated that while initial attempts have been made to describe through research the responsibilities of supervisors of special education and the competencies needed for the effective performance of these responsibilities, further

research is needed to generate competencies for a generic supervisory role which can function under both present and future contingencies.

The ten competency areas and sixty-eight task statements incorporated in the questionnaire were derived through a review of the literature and a preliminary review of the questionnaire by twelve supervisors of special education. The questionnaire was sent to 296 approved supervisors of special education in Michigan. The respondents were asked to indicate for each task statement: (1) whether the task was performed in their present position and (2) whether a competency for the task statement should be included in the special education supervisor approval guidelines. Frequency and percentage distributions were analyzed to provide (1) a description of the typical responsibilities of supervisors of special education in Michigan and (2) a list of task statements to be recommended for inclusion as competencies for special education supervisor approval guidelines.

From the 296 questionnaires sent, data were analyzed from 209 questionnaires (71 percent). The majority of the supervisors were employed by districts with a reimbursable special education staff of ninety or more, and with a supervisory staff ranging from four to seven. One hundred fifty-two (72.5 percent) indicated they had direct supervisory responsibility for a range of from one to four programs, while sixteen (8 percent) indicated they had no direct supervisory responsibility for categorical programs. The largest group of professional personnel supervised were special education teachers. In addition, personnel in the other categories were supervised by over half of the respondents.

A profile of responsibilities typical of special education supervisors was developed through an investigation of the frequency distribution of tasks performed by the respondents. Those tasks performed by 80 percent or more of the respondents were identified as typical responsibilities of special education supervisors. Of the sixty-eight tasks specified, forty-eight (70.6 percent) were identified as tasks typically performed by special education supervisors in the state of Michigan. Those tasks performed by less than 80 percent of the respondents were interpreted as tasks indicating variation among the responsibilities of supervisors which need further investigation.

Assuming that task importance was indicated through percentage of subject performance, the tasks receiving the highest percentage of subject performance were identified and analyzed. The seven tasks with the highest subject response were all from the competency areas of School Law, Inservice Education, and Instructional Personnel. Thus, it was decided that these areas were of the highest importance in the supervisory profile. The competency areas of least importance were Curriculum and Learning Resources.

Investigation of the distribution of tasks according to frequency of performance showed the majority of tasks performed on a less-than-monthly basis. Thus, it appears that most tasks in the supervisor profile are performed on a cyclical pattern.

A determination of the task statements to be recommended as competencies for inclusion in the proposed guidelines was made on the basis of the percentage of agreement indicated by the respondents. It was found that (1) a large majority of the tasks presented were

viewed by the majority of respondents as meriting inclusion as competencies, and (2) the respondents seem more inclined to report undecided or to give no response to task statements than to state disagreement. From the distribution of tasks, it was decided to consider all tasks receiving a percentage of agreement above 69 percent to be sufficiently agreed upon for inclusion as competencies in the special education supervisor approval guidelines. Of the sixty-eight tasks, forty-nine have been recommended for acceptance. Tasks receiving the highest percentage of agreement were from the competency areas of Instructional Personnel, Inservice Education, and School Law. Tasks receiving the lowest percentage of respondent agreement were from the competency areas of Curriculum, Learning Resources, and Public Relations.

A relationship was found to exist between task performance and task acceptance. Those competencies supervisors use in the performance of responsibilities were those recommended for acceptance in the supervisor approval guidelines.

The data were analyzed to identify factors which might cause variation in task performance. Factors investigated were (1) type of district, (2) size of district, (3) title of position, and (4) years of experience as a special education supervisor. Of the factors, only two appear to cause variation in task performance. These were the title of the position and the size of the district. Differences noted, however, were slight. Further investigation is needed to verify the differences found in this study.

Recommendations

The following competency areas are recommended for inclusion in the Michigan rules for approval of special education supervisors:

College or university credit shall be distributed appropriately to assure knowledge and competency in the following areas:

1. Organizational Structure
2. Instructional Personnel
3. Support Services
4. Inservice Education
5. Curriculum
6. Learning Resources
7. Public Relations
8. Financial Structure
9. School Law
10. Program Management

It is recommended that the forty-nine task statements recommended for incorporation as competencies for state adoption as guidelines for the special education supervisor approval also be incorporated as guidelines for the development of training programs of special education supervisors. These task statements are listed in Table 10. Emphasis in the training program should be placed on those areas receiving high subject agreement.

General Discussion

The assumption was made that a task performed by a high percentage of the supervisors responding to this survey was a task which must be considered of importance in the supervisory role. The results of this study indicated three areas of importance for the supervisory

role. These are (1) School Law, (2) Instructional Personnel, and (3) Inservice Education.

In order to compare this study with the results of similar studies cited in Chapter II, a list has been provided comparing the three areas rated highest and lowest in Cisz's study, the three high and low areas in Gruber's study, and the three high and low areas in this study.

	<u>Cisz</u>	<u>Gruber</u>	<u>Stephenson</u>
<u>High</u>	1. Curriculum 2. Public Relations 3. Inservice Education	1. Supervisor Role 2. Instructional Personnel 3. Inservice Education	1. School Law 2. Instructional Personnel 3. Inservice Education
<u>Low</u>	1. School Finances 2. School Plant and Equipment 3. School Law	1. Curriculum 2. Learning Resources 3. Public Relations	1. Curriculum 2. Learning Resources 3. Public Relations

In comparing these studies, one finds close agreement between the Gruber and Stephenson studies. While parallel comparisons can't be made because the areas are somewhat different and the studies are based on different populations, it is obvious, when comparing the areas, that two of the three top areas in the Gruber study are consistent with two of the top three areas identified in this study.

In the Cisz study it is interesting to note two of the three top areas represent results which are directly opposite to the results of this study. The areas which are rated as the lowest areas of importance for this study are rated as the highest areas for the Cisz study.

The lack of agreement between the two studies may reflect the variation between the populations studied. The Cisz study surveyed special education supervisors in cities with total populations of over 100,000 people. The supervisory role in districts of this size may be unique to the needs of the district. Specialized areas of responsibility in these large districts may emphasize tasks for which this population of supervisors shows low priority.

One area of obvious concern to the special education supervisors in this study is the interpretation and implementation of the law. Recent federal mandatory legislation, PL 94-142, appears to have increased the importance of this area. Legislative requirements in conjunction with court decisions have made necessary a concentration on the legality of educational provisions for exceptional children. Supervisors now have a major part of the responsibility to operate programs which comply with both state and federal regulations. Thus, a major aspect of the supervisory role is concerned with the interpretation, implementation, and enforcement of state and federal special education standards for program operation. The importance of this area in the present study appears to substantiate the influence of recent changes in special education upon the supervisory role.

As shown in the other studies reviewed, the area of Instructional Personnel has always been an area of importance for the supervisory role. Through recent legislation, however, emphasis in this area has increased. The implementation of federal mandatory legislation has increased the number of rules and regulations to be followed locally. In some instances, state regulations conflict with the

federal regulations. The confusion which has developed through the increased and sometimes conflicting regulations plus the stress experienced in a period of change has resulted in the frustration of personnel in both regular and special education. Thus, the tasks of building staff morale and staff relations through the use of management skills and staff consultation are more necessary than ever to assist educational personnel to cope with and to incorporate those changes which are occurring in special education.

While inservice education has always been considered an element of the supervisory role, it has often take a backseat to other areas of responsibility. Now, however, inservice education, under the title of personnel development, is one of the required components of recent federal legislation, PL 94-142. Its purpose is to train personnel to implement federal regulations. This emphasis has raised the priority level of this area in the supervisory role. Ninety-five percent of the supervisors surveyed indicated that they had responsibility for tasks concerned with inservice education. Tasks receiving highest subject response dealt with the analysis of inservice needs for personnel and the selection of activities for inservice programs.

Close agreement is found in two of the three studies on the competency areas receiving low ratings. The findings of the Cisz study give more substantiation to the traditional role of the supervisor. Emphasis is placed on the areas of curriculum and public relations. Areas which are more administrative are given low priority. The Gruber and Stephenson studies indicate findings which are contrary to the traditional role. Administrative areas are given high priority,

while the areas of curriculum and public relations are given low priority. The question is raised whether the difference in findings indicates a change in the supervisory role.

The difference in findings may derive from differences between the studies. As previously considered, the lack of agreement between the findings of the studies may be due to the different populations studied. The Cisz study analyzed the role of supervisors of special education in large city school districts. The other two studies used populations which represented a continuum of supervisory roles, studying supervisors from school districts of various sizes. Thus, the results of the Cisz study may portray the role of the supervisor in a large city school district.

On the other hand, the differences in findings may be due to the procedures used in this study to arrive at the area ratings. In the Cisz study, the participants were asked to rate the competency areas. In the present study, the respondents were not asked to rate the competency areas. Ratings of the areas were derived indirectly through the rating of tasks within the area. The same procedure was used to rate the areas of the Gruber study for comparison of results. For example, twelve of the twenty tasks receiving low ratings were from the areas of Curriculum and Learning Resources. Therefore, the areas were interpreted as receiving low ratings. In some instances, tasks receiving low ratings were identified as the direct responsibility of other personnel in the district. As a result, these tasks and the areas which included them received low ratings. Thus, rating areas

through tasks accepted and rejected in these instances may have given a false rating of the area.

In contrast, there are some factors which show that the area ratings may be accurate. There is some evidence which supports the low rating of these areas among supervisory responsibilities. Tasks from the areas of Curriculum and Learning Resources which were classified as typical responsibilities of supervisors (rated above 80 percent) received low ratings when compared to other tasks within the supervisory profile. In addition, several tasks which received low subject response had previously been viewed as supervisory responsibilities. These are tasks such as developing the criteria for curriculum development and disseminating and implementing a revised curriculum. Thus, the low rating of the areas does appear to have some substantiation. There does appear to have been a change in the supervisory role.

The low priority for the area of Curriculum in supervisor responsibilities may have developed for several reasons. The relationship between the teacher and supervisor in the role of master teacher has changed. The historical role of the supervisor called for modeling and the direct training of the teacher. As the educational level of teachers has increased, this role has become obsolete. Teachers now function more independently and have assumed responsibilities which were previously viewed as those of the supervisor. Thus these areas have decreased in priority in supervisor responsibilities.

Supervisors have also been inundated with new responsibilities. New rules and regulations, increased services, and new developments in the field of special education have created new priorities

and responsibilities. Administrative tasks which were previously the responsibility of directors have been inherited by supervisors. As a result, priorities in the supervisory role have shifted. Thus, the competency areas of Curriculum and Learning Resources have decreased in level of importance in the supervisory role and in many cases have become the partial responsibility of other personnel.

The importance given to the competency area, Financial Structure, is worthy of notice. In both task performance and subject agreement, three of the five tasks in this area received high ratings. Neither in training programs nor in certification requirements for supervisors of special education has the need for competencies in the area of finances been fully recognized. It is apparent from the results of this study that supervisors feel that competencies in this area are of high priority. Therefore, training programs and certification requirements should be changed to reflect this need.

The results of this study indicate that special education supervisors place more importance on the performance of tasks from the areas of School Law, Instructional Personnel, and Inservice Education than previously indicated. Conversely, areas which have traditionally been recognized as the responsibility of supervisors have been given less importance than expected. The areas of Curriculum and Learning Resources were placed in low priority in the responsibilities of supervisors.

Future Research

The distribution of the frequency with which tasks are performed indicated that few of the tasks were performed either daily or weekly. The majority of the tasks were shown as performed less than monthly, giving the role of the supervisor a cyclical pattern. The question is raised as to why there are few tasks performed either daily or weekly. Are supervisors, in fact, spending each day doing tasks that they do only bi-monthly, semi-annually, or less; or did the list of tasks developed for this study omit many tasks that are done on a daily, weekly, or monthly basis? The lack of tasks at these frequencies may, in fact, portray an accurate picture of the supervisor's role. Whatever the interpretation, the results of this study appear to be incomplete.

Thus, it is suggested that further efforts to describe, through research, the responsibilities of supervisors incorporate a more comprehensive method to derive task statements and competency areas. A study of daily activities conducted for a period of time at four intervals during the year used in conjunction with those tasks derived through the review of the literature would develop a more comprehensive listing of both competency areas and task statements, thus ensuring a more accurate profile of special education supervisory responsibilities.

A second question is posed by the finding that the respondents seemed inclined to report undecided or to give no response than to state disagreement. As a result, it is reasonable to assume that the respondents were biased in the direction of seeing all the tasks as important. Affiliation of the study with the Special Education Services

Area of the Michigan Department of Education, while increasing subject participation, may also have influenced subject response in a positive direction. Conversely, the positive direction of responses may simply be a validation of the task statements specified. It is suggested that in any future attempts to secure responses of this type, attention be paid to this issue of bias in favor of what the respondent may perceive to be the wishes of the person sponsoring the research.

Finally, the results of this study do not appear to shed much light on variables which greatly influence the variation in task performance known to exist among special education supervisors. It would appear that the slight differences which did emerge may be based as much on factors such as individual perception of the position and development of the position as on the demographic variables investigated.

It must be remembered that the differences which were identified were slight. Thus, the results may show differences where they do not exist. While logic may support the findings, further in-depth research on the variation in task performance must be conducted before any conclusions can be drawn.

APPENDICES

APPENDIX A

COVER LETTER AND QUESTIONNAIRE

APPENDIX A

MICHIGAN STATE UNIVERSITY EAST LANSING - MICHIGAN 48824

COLLEGE OF EDUCATION - ERICKSON HALL

April 29, 1980

In 1977 the Michigan legislature passed R 340.1772 which mandated that candidates for approval as a supervisor of special education have knowledge and competencies in five (5) areas related to supervision. In order for the Department of Education to have criteria upon which colleges and universities can have their programs approved, the Department has contracted with Monica Stephenson to collect data regarding competencies needed in the field.

Your supervisory staff will soon be receiving a questionnaire concerning the competencies needed by a supervisor of special education. It is strongly felt that supervisors with practical experience will be able to effectively identify the needs in this area.

Any assistance which you can give to encourage the completion and return of these questionnaires will be greatly appreciated.

Sincerely,

Monica I. Stephenson

Monica I. Stephenson
301 Erickson Hall
Michigan State University
East Lansing, MI 48824
Office phone: (517) 355-6631
Home phone: (517) 332-7487

Richard L. Baldwin

Richard L. Baldwin, Ed.D.
Special Education Consultant
Michigan Dept. of Education
Bureau of Educational Services
P.O. Box 30008
Lansing, MI 48909
Phone: (517) 373-0923

MIS/mea

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ELEMENTARY AND SPECIAL EDUCATION

EAST LANSING • MICHIGAN • 48824

On May 1 you were sent a questionnaire concerning the competencies needed by a supervisor of special education. The purpose of the questionnaire is to gather information from you, the person who is doing the job, so that appropriate and relevant competency areas can be designed for state approval of special education supervisors. These will then be used to develop guidelines for university training programs.

We have not yet received your response to the questionnaire which we feel would be helpful in this study and for the advancement of the profession. Another instrument is enclosed for your use. If you have already returned the original instrument, please accept our thanks and disregard this reminder.

Your immediate response would be greatly appreciated.
Thank you very much.

Sincerely,

Monica I. Stephenson

Monica I. Stephenson
301 Erickson Hall
Michigan State University
East Lansing, MI 48824
Office phone: (517) 355-6631
Home phone: (517) 332-7487

Richard L. Baldwin

Richard L. Baldwin, Ed.D.
Special Education Consultant
Michigan Dept. of Education
Bureau of Educational Services

MIS/mea

SPECIAL EDUCATION SUPERVISOR SURVEY

WHAT THIS SURVEY IS ABOUT

The purpose of this survey is to gather information which will identify appropriate competency areas to be incorporated in the rules for state approval of special education supervisors and in guidelines for university training programs. As a special education supervisor, you can be of valuable assistance in the process. This survey explores the tasks you perform in your present position. Your responses will be kept in strict confidence.

DIRECTIONS

1. Read each question carefully. Please answer all of the questions fully.
2. If you do not understand a question or it appears inappropriate for your specific situation, write a note or explanation in the margin.
3. Return the completed questionnaire as promptly as possible in the enclosed envelope. We sincerely appreciate your cooperation.

Is this your correct address? If not, please indicate correct address:

☐ Yes ☐ No

Below you will find a list of major competency areas with their corresponding competency statements. For each task, you will find three questions to answer:

- 1) Do you perform this task?
- 2) If yes, how often?
- 3) Should a competency for this task be included in the approval requirements for special education supervisors?

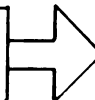
For each area, please circle one response for each category. You may find it helpful to complete all the categories on the left side before answering the category on the right side of the page.

Do you perform the task? (circle)		TASK	Include in Approval (circle)				
If task "not done" check here.	2. Daily 3. Weekly 4. Monthly 5. Less than Monthly		1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree				
		1.0 Organizational Structure: To implement an organizational structure to improve instruction.					
()	2 3 4 5	2 Analyze the formal and informal structures for instruction.	1	2	3	4	5
()	2 3 4 5	3 Design formal changes to improve instruction.	1	2	3	4	5
()	2 3 4 5	4 Adapt instructional policies to correspond with the changing organizational structure.	1	2	3	4	5
()	2 3 4 5	5 Facilitate the implementation of effective instructional change practices.	1	2	3	4	5
()	2 3 4 5	6 Promote and develop working relationships between regular and special education personnel.	1	2	3	4	5
()	2 3 4 5	Other, Specify:	1	2	3	4	5
		2.0 Instructional Personnel: To implement procedures for recruitment, selection and assignment of personnel for instructional improvement.					
()	2 3 4 5	8 Propose plans for filling staff vacancies to improve instruction.	1	2	3	4	5
()	2 3 4 5	9 Write competency specifications for instructional staff positions.	1	2	3	4	5
()	2 3 4 5	10 Recruit qualified candidates for available positions.	1	2	3	4	5
()	2 3 4 5	11 Recommend most competent, qualified person(s) for employment.	1	2	3	4	5
()	2 3 4 5	12 Participate in the evaluation of personnel.	1	2	3	4	5
()	2 3 4 5	13 Assign and reassign staff.	1	2	3	4	5
()	2 3 4 5	14 Utilize personnel management skills to foster and build staff morale and relations.	1	2	3	4	5
()	2 3 4 5	15 Provide consultation services on staff problems.	1	2	3	4	5
()	2 3 4 5	Other, specify:	1	2	3	4	5



Do you perform the task? (circle)		TASK	Include in Approval (circle)	
If task "not done" check here.	1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree			
		3.0 Support Services: To improve the services available to students, parents, and staff which, though non-instructional, support the instructional process.		
()	2 3 4 5	17 Analyze the support services available.	1	2 3 4 5
()	2 3 4 5	18 Develop plans for providing needed services.	1	2 3 4 5
()	2 3 4 5	19 Design delivery systems for maximizing service contributions to instructional improvement.	1	2 3 4 5
()	2 3 4 5	20 Assess transportation needs, determine best transportation means, arrange appropriate transportation schedules, and provide necessary personnel.	1	2 3 4 5
()	2 3 4 5	Other, specify:	1	2 3 4 5
		4.0 In-service Education: To improve quality of instructional practices within the staff by providing opportunities for professional growth.		
()	2 3 4 5	22 Analyze needs for inservice opportunities for the staff.	1	2 3 4 5
()	2 3 4 5	23 Select activities for inclusion in in-service plans.	1	2 3 4 5
()	2 3 4 5	24 Design effective inservice programs to meet staff needs.	1	2 3 4 5
()	2 3 4 5	25 Direct and lead beneficial in-service education activities.	1	2 3 4 5
()	2 3 4 5	26 Plan inservice education programs as part of larger strategies for instructional improvement.	1	2 3 4 5
()	2 3 4 5	27 Orient and induct new staff members through information and assistance.	1	2 3 4 5
()	2 3 4 5	28 Supervising through a process of classroom observation, feedback, planning.	1	2 3 4 5
()	2 3 4 5	29 Planning for individual staff growth through the development of objectives, sequential experiences and evaluation.	1	2 3 4 5
()	2 3 4 5	30 Act as a liaison between main office, principal and teacher.	1	2 3 4 5
()	2 3 4 5	Other, specify:	1	2 3 4 5

CONTINUE ON NEXT PAGE



Do you perform the task? (circle)		TASK	Include in Approval (circle)	
If task "not done" check here.	1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree			
		5.0 Curriculum: To achieve coordination/continuity of instruction.		
()	2 3 4 5	32 Analyze the current curriculum.	1 2 3 4 5	
()	2 3 4 5	33 Develop criteria for curriculum development.	1 2 3 4 5	
()	2 3 4 5	34 Coordinate the formulation of curriculum goals.	1 2 3 4 5	
()	2 3 4 5	35 Select content material.	1 2 3 4 5	
()	2 3 4 5	36 Write instructional objectives.	1 2 3 4 5	
()	2 3 4 5	37 Design and sequence learning activities.	1 2 3 4 5	
()	2 3 4 5	38 Coordinate field testing of material.	1 2 3 4 5	
()	2 3 4 5	39 Disseminate and implement revised curriculum.	1 2 3 4 5	
()	2 3 4 5	40 Adapt and implement curricula from outside district.	1 2 3 4 5	
()	2 3 4 5	Other, specify:	1 2 3 4 5	
		6.0 Learning Resources: To improve availability of resources for learning in the school and community.		
()	2 3 4 5	42 Propose and justify a materials selection process.	1 2 3 4 5	
()	2 3 4 5	43 Identify sources of funds and materials.	1 2 3 4 5	
()	2 3 4 5	44 Prepare budget and administer for needed materials.	1 2 3 4 5	
()	2 3 4 5	45 Plan procedures for maintaining and securing media and equipment.	1 2 3 4 5	
()	2 3 4 5	46 Inform staff concerning available resources.	1 2 3 4 5	
()	2 3 4 5	47 Design non-print learning resources that contribute to a curriculum.	1 2 3 4 5	
()	2 3 4 5	48 Produce various forms of non-print media.	1 2 3 4 5	
()	2 3 4 5	Other, specify:	1 2 3 4 5	

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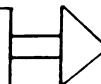
Do you perform the task? (circle)		TASK	Include in Approval (circle)	
If task "not done" check here.	1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree			
		7.0 Public Relations: To improve the quality of working relationships between the school staff and the public to promote instructional improvement.		
()	2 3 4 5	50 Inform public of school program.	1 2 3 4 5	
()	2 3 4 5	51 Involve public in school programs.	1 2 3 4 5	
()	2 3 4 5	52 Recognize impact of public opinion on schools.	1 2 3 4 5	
()	2 3 4 5	53 Establish community contacts.	1 2 3 4 5	
()	2 3 4 5	54 Participate in community programs for benefit of youth.	1 2 3 4 5	
()	2 3 4 5	55 Influence community decisions relevant to school programs or youth in the community.	1 2 3 4 5	
()	2 3 4 5	56 Alleviate community conflicts affecting schools.	1 2 3 4 5	
()	2 3 4 5	Other, specify:	1 2 3 4 5	
		8.0 Financial Structure: To improve the availability of financial resources.		
()	2 3 4 5	58 Assess budgetary needs for supervised areas.	1 2 3 4 5	
()	2 3 4 5	59 Prepare and justify budgetary recommendations.	1 2 3 4 5	
()	2 3 4 5	60 Specify line item allocations and priorities for areas involved.	1 2 3 4 5	
()	2 3 4 5	61 Assist in administration of federally funded programs.	1 2 3 4 5	
()	2 3 4 5	62 Seek additional sources of funding through grant procurement.	1 2 3 4 5	
()	2 3 4 5	63 Assist in administration of budgetary allocations for areas supervised.	1 2 3 4 5	
()	2 3 4 5	64 Maintain inventories of instructional supplies and equipment.	1 2 3 4 5	
()	2 3 4 5	Other, specify:	1 2 3 4 5	

CONTINUE ON NEXT PAGE



Do you perform the task? (circle)		TASK	Include in Approval (circle)	
If task "not done" check here.	2. Daily 3. Weekly 4. Monthly 5. Less than Monthly		1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree	
		9.0 School Law: To improve the quality of instructional practices within the school by making available the legal requirements of special education.		
()	2 3 4 5	66 Interpret school law and codes to others.	1 2 3 4 5	
()	2 3 4 5	67 Enforce state and federal special education standards for program operation.	1 2 3 4 5	
()	2 3 4 5	68 Develop policy to implement special education/civil rights legislation.	1 2 3 4 5	
()	2 3 4 5	69 Stimulate the development of needed legislation and work toward the accomplishment of this legislation.	1 2 3 4 5	
()	2 3 4 5	Other, specify:	1 2 3 4 5	
		10.0 Program Management: To implement the procedures for identifying, assessing, and placing students in services which will meet their needs.		
()	2 3 4 5	70 Assist teachers and other personnel in identifying exceptional children.	1 2 3 4 5	
()	2 3 4 5	71 Assist teachers and other personnel in utilizing diagnostic techniques.	1 2 3 4 5	
()	2 3 4 5	72 Administer appropriate standardized intelligence or psychological tests.	1 2 3 4 5	
()	2 3 4 5	73 Assure that information obtained through testing is interpreted and made available to appropriate individuals.	1 2 3 4 5	
()	2 3 4 5	74 Establish criteria for the placement of exceptional children in appropriate classes and settings using mandated regulations.	1 2 3 4 5	
()	2 3 4 5	75 Assist teachers and others in evaluating pupil progress.	1 2 3 4 5	
()	2 3 4 5	76 Maintain appropriate central office pupil records.	1 2 3 4 5	
()	2 3 4 5	77 Assist teachers in maintaining pupil records.	1 2 3 4 5	
()	2 3 4 5	Other, specify:	1 2 3 4 5	

CONTINUE ON NEXT PAGE



We would like to know the following information about you and your present position.

1. Check the type of district by which you are employed.

☐ Intermediate

☐ Other

☐ Local

Explain:

2. Specify the total student population of the district. (Fill in the appropriate space for your position.)
Fourth Friday count of 1979.

	Student population, local district.
	Student population, intermediate district.

3. Does your district employ a Director of Special Education?

☐ Yes

☐ Other

☐ No

Explain:

Who do you report to?

4. What is the title of your position?

	Position Title
--	-------------------

5. Briefly describe your responsibilities.

6. Indicate your approval status.

☐ Full Approval, Supervisor of
Special Education.

☐ Other

☐ Interim Approval (Temporary),
Supervisor of Special Education

7. How many years have you completed as a supervisor of special education?

☐ 0 - 1

☐ 2 - 5

☐ 6 - 10

☐ 11 and up

8. How many reimbursable special education staff are employed in your district?
Do not include supervisors, assistant directors or paraprofessionals.

☐ 1 - 10

☐ 26 - 50

☐ 91 and up

☐ 11 - 25

☐ 51 - 90

9. What is the size of your special education supervisor staff including assistant directors?

☐ 0

☐ 8 - 11

☐ 1 - 3

☐ 12 and up

☐ 4 - 7



10. How many professional personnel do you directly supervise? Specify number.

	Special Education Teachers
	Psychologists
	School Social Workers
	Physical Therapists Occupational Therapists
	Speech Therapists
	Teacher Consultants
	Other, specify:

11. Programs which you supervise: Read the list below and check (•) all the programs that you directly supervise.

- | | |
|---|--|
| <input type="checkbox"/> Educable Mentally Impaired | <input type="checkbox"/> Learning Disabilities |
| <input type="checkbox"/> Trainable Mentally Impaired | <input type="checkbox"/> Emotionally Impaired |
| <input type="checkbox"/> Severely Mentally Impaired | <input type="checkbox"/> Hearing Impaired |
| <input type="checkbox"/> Speech and Language | <input type="checkbox"/> Visually Impaired |
| <input type="checkbox"/> Physically & Otherwise Health Impaired | <input type="checkbox"/> Other |

Specify:

12. Do you have any comments you would like to make on the questionnaire?

★ THANK YOU VERY MUCH! ★

APPENDIX B

TABULATION OF RESPONSES AND PERCENTAGES TO INDIVIDUAL ITEMS ON QUESTIONNAIRE

APPENDIX B

Table 16.--Tabulation of responses and percentages to individual items on questionnaire.

Task No.	Frequency of Performance						Level of Agreement With Inclusion		
	Blank	Daily	Weekly	Monthly	Less	Not Done	Agree	Dis-agree	Undecided
<u>1.0 Organizational Structure</u>									
2	6 2.9	26 12.4	42 20.1	62 29.7	57 27.3	16 7.7	171 81.9	10 4.8	28 13.4
3	3 1.4	8 3.8	30 14.4	67 32.1	91 43.5	10 4.8	175 83.7	26 3.8	8 12.4
4	4 1.9	8 3.8	19 9.1	66 31.6	98 46.9	14 6.7	160 76.5	37 4.8	10 18.6
5	6 2.9	22 10.5	42 20.1	68 32.5	61 29.2	10 4.8	172 82.3	9 13.4	28 4.3
6	6 2.9	59 28.2	41 19.6	28 13.4	55 26.3	20 9.6	174 83.3	30 14.3	5 2.4
<u>2.0 Instructional Personnel</u>									
8	3 1.4	5 2.4	6 2.9	38 18.2	143 68.4	14 6.7	163 78.0	33 15.8	13 6.2
9	2 1.0	2 1.0	0 0	20 9.6	152 72.7	33 15.8	161 77.0	37 17.7	11 5.2
10	4 1.9	6 2.9	4 1.9	20 9.6	149 71.3	26 12.4	141 67.4	48 23.0	20 9.6
11	4 1.9	2 1.0	7 3.3	28 13.4	162 77.5	6 2.9	170 81.3	26 6.2	13 12.4
12	7 3.3	14 6.7	17 8.1	47 22.5	119 56.9	5 2.4	194 92.8	12 5.7	3 1.5
13	4 1.9	7 3.3	8 3.8	19 9.1	145 69.4	26 12.4	150 71.8	20 9.6	39 18.7

Table 16.--Continued.

Task No.	Frequency of Performance						Level of Agreement With Inclusion		
	Blank	Daily	Weekly	Monthly	Less	Not Done	Agree	Dis-agree	Undecided
14	2 1.0	111 53.1	41 19.6	33 15.8	17 8.1	5 2.4	200 95.7	3 1.4	6 2.9
15	3 1.4	108 51.7	51 24.4	23 11.0	20 9.6	4 1.9	192 91.9	7 3.3	10 4.7
3.0 <u>Support Services</u>									
17	5 2.4	24 11.5	41 19.6	57 26.8	76 36.4	7 3.3	173 82.8	10 4.8	26 22.4
18	6 2.9	18 8.6	34 16.3	47 22.5	97 46.4	7 3.3	177 84.7	7 3.4	25 12.0
19	7 3.3	11 5.3	28 13.4	44 21.1	102 48.8	17 8.1	161 77.1	11 5.3	37 17.7
20	8 3.8	16 7.7	24 11.5	24 11.5	54 25.8	83 39.7	85 40.6	25 12.0	80 38.3
4.0 <u>Inservice Education</u>									
22	2 1.0	9 4.3	17 8.1	86 41.1	90 43.1	5 2.4	176 84.2	9 4.3	24 11.5
23	2 1.0	5 2.4	23 11.0	65 31.1	107 51.2	7 3.3	170 81.4	11 5.2	28 13.4
24	4 1.9	7 3.3	14 6.7	62 29.7	111 53.1	11 5.3	175 83.8	8 3.8	26 12.5
25	5 2.4	1 .5	16 7.7	57 27.3	109 52.2	21 10.0	152 72.7	8 3.8	49 23.5
26	8 3.8	3 1.4	12 5.7	47 22.5	126 60.3	13 6.2	163 78.0	9 4.3	37 17.7
27	6 2.9	6 2.9	20 9.6	33 15.8	135 64.6	9 4.3	170 81.3	13 6.2	26 12.4
28	4 1.9	31 14.8	49 23.4	60 28.7	49 23.4	16 7.7	188 89.9	5 2.4	16 7.6

Table 16.--Continued.

Task No.	Frequency of Performance						Level of Agreement With Inclusion		
	Blank	Daily	Weekly	Monthly	Less	Not Done	Agree	Dis-agree	Undecided
29	7 3.3	7 3.3	26 12.4	56 26.8	94 45.0	19 9.1	172 82.3	5 2.4	32 15.3
30	6 2.9	82 39.2	44 21.1	21 10.0	21 10.0	35 16.7	150 71.8	13 6.2	46 22.0
5.0 <u>Curriculum</u>									
32	5 2.4	14 6.7	21 10.0	47 22.5	95 45.5	27 12.9	174 83.3	10 4.8	25 11.9
33	5 2.4	6 2.9	13 6.2	40 19.1	103 49.3	42 20.1	166 79.5	9 4.3	34 16.3
34	7 3.3	7 3.3	20 9.6	43 20.6	100 47.8	32 15.3	168 80.4	9 4.3	32 15.3
35	7 3.3	7 3.3	13 6.2	33 15.8	86 41.1	63 30.1	116 55.5	22 10.5	71 34.0
36	7 3.3	4 1.9	17 8.1	28 13.4	66 31.6	87 41.6	110 52.6	31 14.8	68 32.5
37	10 4.8	4 1.9	11 5.3	24 11.5	76 36.4	84 40.2	105 50.2	26 12.5	78 37.3
38	10 4.8	4 1.9	6 2.9	22 10.5	86 41.1	81 38.8	103 49.3	28 13.4	78 37.3
39	8 3.8	6 2.9	7 3.3	28 13.4	112 53.6	48 23.0	138 66.0	18 8.6	53 25.3
40	10 4.8	4 1.9	5 2.4	18 8.6	113 54.1	59 28.2	114 54.5	20 9.5	75 35.8
6.0 <u>Learning Resources</u>									
42	8 3.8	5 2.4	8 3.8	38 18.2	103 51.2	47 22.5	128 61.2	20 23.0	61 29.2
43	9 4.3	16 7.7	17 8.1	45 21.5	95 45.5	27 12.9	157 75.1	13 13.4	39 18.7

Table 16.--Continued.

Task No.	Frequency of Performance						Level of Agreement With Inclusion		
	Blank	Daily	Weekly	Monthly	Less	Not Done	Agree	Dis-agree	Undecided
44	7 3.3	17 8.1	22 10.5	38 18.2	88 42.1	37 17.7	162 77.5	11 11.5	36 17.3
45	5 2.4	4 1.9	18 8.6	31 14.8	99 47.4	52 24.9	114 54.6	30 29.7	65 31.1
46	4 1.9	18 8.6	46 22.0	70 33.5	54 25.8	17 8.1	152 72.7	17 18.2	40 19.1
47	7 3.3	3 1.4	9 4.3	16 7.7	69 33.0	150 50.2	62 29.6	47 45.4	100 47.8
48	7 3.3	1 .5	9 4.3	12 5.7	58 27.8	122 58.4	47 22.5	56 48.3	106 50.7

7.0 Public Relations

50	7 3.3	26 12.4	36 17.2	48 23.0	80 38.3	12 5.7	179 85.6	9 4.3	21 10.0
51	7 3.3	26 12.4	24 11.5	56 26.8	77 36.8	19 9.1	165 79.0	11 5.2	33 15.8
52	13 6.2	92 44.0	27 12.9	31 14.8	39 18.7	7 3.3	177 84.7	7 3.4	25 12.0
53	6 2.9	49 23.4	39 18.7	50 23.9	55 26.3	10 4.8	176 84.2	10 4.7	23 11.0
54	9 4.3	11 5.3	31 14.8	54 25.8	71 34.0	33 15.8	125 59.8	25 12.0	59 28.3
55	10 4.8	14 6.7	22 10.5	46 22.0	71 34.0	46 22.0	126 60.3	18 8.6	65 31.1
56	12 5.7	25 12.0	21 10.0	25 12.0	70 33.5	56 26.8	122 58.4	17 8.1	70 33.5

Table 16.--Continued.

Task No.	Frequency of Performance						Level of Agreement With Inclusion		
	Blank	Daily	Weekly	Monthly	Less	Not Done	Agree	Dis-agree	Unde-cided
8.0 <u>Financial Structure</u>									
58	2 1.0	19 9.1	24 11.5	70 33.5	69 33.0	25 12.0	182 87.1	7 3.3	20 9.5
59	2 1.0	7 3.3	12 5.7	53 25.4	108 51.7	27 12.9	180 86.1	7 3.3	22 10.6
60	5 2.4	12 5.7	12 5.7	41 19.6	103 49.3	36 17.2	165 79.0	12 5.7	32 15.3
61	6 2.9	46 22.0	20 9.6	40 19.1	56 26.8	41 19.6	154 73.7	14 6.7	41 19.6
62	7 3.3	4 1.9	7 3.3	20 10.0	100 47.8	70 33.5	115 67.9	19 9.1	48 23.0
63	4 1.9	47 22.5	30 14.4	41 19.6	63 30.1	24 11.5	177 84.6	3 1.4	25 11.9
64	2 1.0	30 14.4	21 10.0	37 17.7	80 38.3	39 18.7	139 66.5	22 10.5	48 23.0
9.0 <u>School Law</u>									
66	3 1.4	85 40.7	62 29.7	34 16.3	22 10.5	3 1.4	188 89.9	4 1.9	17 8.2
67	2 1.0	128 61.2	39 18.7	19 9.1	18 8.6	3 1.4	187 89.4	6 2.9	16 7.6
68	3 1.4	28 13.4	22 10.5	40 19.1	84 40.2	32 15.3	163 78.0	11 5.3	35 16.8
69	7 3.3	10 4.8	5 2.4	27 12.9	114 54.5	46 22.0	123 58.8	20 9.5	66 31.5

Table 16.--Continued.

Task No.	Frequency of Performance						Level of Agreement With Inclusion		
	Blank	Daily	Weekly	Monthly	Less	Not Done	Agree	Dis-agree	Unde-cided
10.0	<u>Program Management</u>								
70	6 2.9	59 28.2	57 27.3	41 19.6	27 12.9	19 9.1	179 85.6	9 4.3	21 10.0
71	6 2.9	49 23.4	56 26.8	44 21.1	38 18.2	16 7.7	171 81.8	12 5.8	26 12.4
72	10 4.8	4 1.9	7 3.3	3 1.4	24 11.5	161 77.0	40 19.2	90 43.1	79 37.8
73	8 3.8	60 28.7	54 25.8	36 17.2	27 12.9	24 11.5	165 78.9	9 4.3	35 16.8
74	8 3.8	54 25.8	55 26.3	38 18.2	40 19.1	14 6.7	183 87.5	5 2.4	21 10.0
75	8 3.8	43 20.6	55 26.3	48 23.0	35 16.7	20 9.6	167 79.9	9 4.3	33 15.8
76	8 3.8	106 50.7	29 13.9	24 11.5	19 9.1	23 11.0	165 78.9	12 5.7	32 15.3
77	8 3.8	53 25.4	28 13.4	61 29.2	40 19.1	19 9.1	156 74.6	15 7.2	38 18.2
				Employing District					
				Intermediate			Local	Other	
154.				108 51.7			95 45.5	6 2.9	

Table 16.--Continued.

		Student Population						
		950-3,999	4,000-6,999	7,000-9,999	10,000-16,999	17,000-25,999	26,000+	Blank
155.	Local							
		17 8.1	18 8.6	9 4.3	21 10.0	21 10.0	14 6.7	109 52.2
		Student Population						
		0-20,999	21,000-39,999	40,000-99,999	100,000+			Blank
156.	Intermediate							
		37 17.7	30 14.4	15 7.2	27 12.9			100 47.8
		Position Title						
		Supervisor	Director	Principal	Coordinator			Other
158.		114 54.5	22 10.5	27 12.9	19 9.1			25 12.0
		Approval Status						
		Full Approval		Interim	Other			Blank
159.		149 71.3		43 20.6	12 5.7			5 2.4
		Years of Experience						
		0-1	2-5	6-10	11+			Blank
160.		32 15.3	93 44.5	62 29.7	20 9.6			2 1.0

Table 16.--Continued.

	Staff					Blank
	1-10	11-25	26-50	51-90	90+	
161.	8 3.8	30 14.4	39 18.7	52 24.9	67 32.1	13 6.2
	Supervisory Staff					Blank
	0	1-3	4-7	8-11	12+	
162.	6 2.9	73 34.9	77 36.8	23 11.0	19 9.0	11 5.3
	Professionals Supervised					Blank
	1-10	11-25	26-50	51-90	91+	
163. Spec. ed. teachers	65 31.1	68 32.5	22 11.5	7 3.3	1 .5	46 22.0
164. Psychologists	111 53.1	1 .5	0 0	0 0	0 0	97 46.4
165. School social workers	108 51.7	10 4.8	0 0	0 0	0 0	91 43.5
166. Physical therapists/ occup. therapists	88 42.1	8 3.8	0 0	0 0	0 0	113 54.1
167. Speech therapists	114 54.5	17 8.1	0 0	0 0	0 0	78 37.3
168. Teacher consultants	95 45.5	9 4.3	1 .5	0 0	0 0	104 49.8
169. Other	72 34.4	3 1.4	1 .5	0 0	0 0	132 63.2

Table 16.--Continued.

	Programs Directly Supervised										
	0	1	2	3	4	5	6	7	8	9	10
	16 8.0	35 17.0	36 17.0	42 20.0	39 18.5	19 9.0	6 3.0	8 4.0	5 2.0	3 1.4	1 .4
								Yes	Blank		
170. Educable mentally impaired								68 32.5	141 67.6		
171. Trainable mentally impaired								72 34.4	137 65.6		
172. Severely mentally impaired								67 32.1	142 67.9		
173. Speech and language								74 33.4	135 64.6		
174. Physically or otherwise health impaired								51 24.4	158 75.6		
175. Learning disabled								68 32.5	141 67.5		
176. Emotionally impaired								86 41.1	123 58.9		
177. Hearing impaired								43 20.6	166 79.4		
178. Visually impaired								33 15.8	176 84.2		
179. Other								89 42.6	120 57.4		

APPENDIX C

INFORMATION FOR FIGURE 1

APPENDIX C

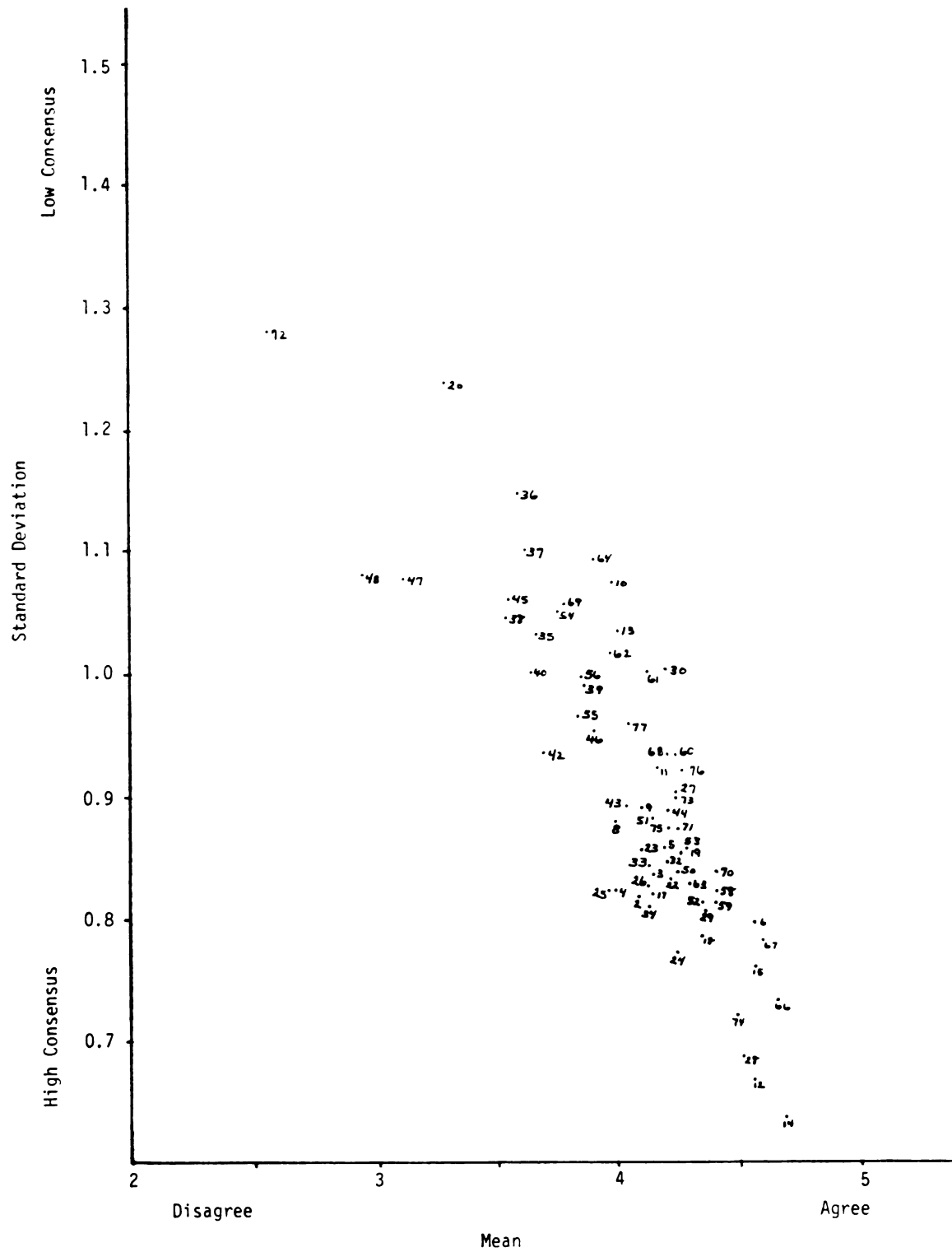


Figure 3.--Plotting of tasks by group level of agreement and consensus.

Table 17.--Means and standard deviations for each item, numbers 2 through 77; question 2: approval.

Item	Mean	SD
2. Analyze the formal and informal structures for instruction.	4.103	.818
3. Design formal changes to improve instruction.	4.188	.833
4. Adapt instructional policies to correspond with the changing organizational structure.	4.000	.802
5. Facilitate the implementation of effective instructional change practices.	4.207	.856
6. Promote and develop working relationships between regular and special education personnel.	4.508	.794
8. Propose plans for filling staff vacancies to improve instruction.	4.050	.875
9. Write competency specifications for instructional staff positions.	4.103	.887
10. Recruit qualified candidates for available positions.	3.985	1.067
11. Recommend most competent, qualified person(s) for employment.	4.194	.920
12. Participate in the evaluation of personnel.	4.599	.664
13. Assign and reassign staff.	4.010	1.031
14. Utilize personnel management skills to foster and build staff morale and relations.	4.717	.632
15. Provide consultation services on staff problems.	4.579	.757

Table 17.--Continued.

Item	Mean	SD
17. Analyze the support services available.	4.165	.801
18. Develop plans for providing needed services.	4.263	.782
19. Design delivery systems for maximizing service contributions to instructional improvement.	4.109	.850
20. Assess transportation needs, determine best transportation means, arrange appropriate transportation schedules, and provide necessary personnel.	3.289	1.231
22. Analyze needs for inservice opportunities for the staff.	4.219	.828
23. Select activities for inclusion in inservice plans.	4.128	.853
24. Design effective inservice programs to meet staff needs.	4.268	.769
25. Direct and lead beneficial inservice education activities.	3.990	.823
26. Plan inservice education programs as part of larger strategies for instructional improvement.	4.151	.827
27. Orient and induct new staff members through information and assistance.	4.250	.902
28. Supervising through a process of classroom observation, feedback, planning.	4.520	.683
29. Planning for individual staff growth through the development of objectives, sequential experiences and evaluation.	4.380	.803
30. Act as a liaison between main office, principal and teacher.	4.222	1.000

Table 17.--Continued.

Task		Mean	SD
32.	Analyze the current curriculum.	4.219	.852
33.	Develop criteria for curriculum development.	4.152	.842
34.	Coordinate the formulation of curriculum goals.	4.151	.814
35.	Select content material.	3.698	1.026
36.	Write instructional objectives.	3.598	1.143
37.	Design and sequence learning activities.	3.610	1.095
38.	Coordinate field testing of material.	3.545	1.042
39.	Disseminate and implement revised curriculum.	3.899	.984
40.	Adapt and implement curricula from outside district.	3.650	.977
42.	Propose and justify a materials selection process.	3.714	.932
43.	Identify sources of funds and materials.	4.058	.894
44.	Prepare budget and administer for needed materials.	4.254	.899
45.	Plan procedures for maintaining and securing media and equipment.	3.545	1.058
46.	Inform staff concerning available resources.	3.923	.950
47.	Design non-print learning resources that contribute to a curriculum.	3.118	1.074
48.	Produce various forms of non-print media.	2.944	1.076

Table 17.--Continued.

Task	Mean	SD
50. Inform public of school program.	4.284	.833
51. Involve public in school programs.	4.167	.888
52. Recognize impact of public opinion on schools.	4.384	.809
53. Establish community contacts.	4.293	.852
54. Participate in community programs for benefit of youth.	3.768	1.049
55. Influence community decisions relevant to school programs or youth in the community.	3.871	.961
56. Alleviate conflicts affecting schools.	3.863	.990
58. Assess budgetary needs for supervised areas.	4.421	.815
59. Prepare and justify budgetary recommendations.	4.404	.811
60. Specify line item allocations and priorities for areas involved.	4.240	.933
61. Assist in administration of federally funded programs.	4.135	.999
62. Seek additional sources of funding through grant procurement.	3.973	1.010
63. Assist in administration of budgetary allocations for areas supervised.	4.305	.826
64. Maintain inventories of instructional supplies and equipment.	3.905	1.089
66. Interpret school law and codes to others.	4.672	.725

Table 17.--Continued.

Task		Mean	SD
67.	Enforce state and federal special education standards for program operation.	4.620	.780
68.	Develop policy to implement special education/civil rights legislation.	4.223	.934
69.	Stimulate the development of needed legislation and work toward the accomplishment of this legislation.	3.798	1.050
70.	Assist teachers and other personnel in identifying exceptional children.	4.418	.834
71.	Assist teachers and other personnel in utilizing diagnostic techniques.	4.265	.872
72.	Administer appropriate standardized intelligence or psychological tests.	2.549	1.276
73.	Assure that information obtained through testing is interpreted and made available to appropriate individuals.	4.226	.889
74.	Establish criteria for the placement of exceptional children in appropriate classes and settings using mandated regulations.	4.516	.716
75.	Assist teachers and others in evaluating pupil progress.	4.234	.870
76.	Maintain appropriate central office pupil records.	4.296	.921
77.	Assist teachers in maintaining pupil records.	4.084	.956

Table 18.--Frequency of item means and item variances; question 2: approval.

Mean	Frequency		Variance	Frequency
4.717	1		0.63	2
4.672	1		0.66	1
4.620	1		0.68	1
4.599	1		0.72	1
4.579	1	Top	0.725	1
4.520	1	33-1/3%	0.76	1
4.516	1		0.77	1
4.508	1		0.78	2
4.421	1	High	0.79	1
4.418	1		0.80	3
4.404	1	Agree	0.81	2
4.384	1		0.815	1
4.380	1		0.82	2
4.305	1		0.83	6
4.296	1		0.84	1
4.293	1		0.85	4
4.284	1		0.86	1
4.265	1		0.87	2
4.268	1		0.875	1
4.263	1		0.88	3
4.254	1		0.89	1
4.250	1		0.90	2
4.240	1		0.92	2
4.234	1		0.93	3
4.226	1		0.95	1
4.223	1		0.96	2
4.222	1		0.98	2
4.219	2	Low	0.99	1
4.207	1		1.00	2
4.194	1		1.01	1

Table 18.--Continued.

Mean	Frequency	Variance	Frequency
4.188	1	1.03	2
4.167	1	1.04	1
4.165	1	1.05	2
4.152	1	1.06	1
4.151	2	1.07	2
4.135	1	1.08	1
4.128	1	1.09	1
4.109	1	1.095	1
4.103	2	1.14	1
4.084	1	1.23	1
4.058	1	1.28	1
4.050	1		
4.010	1		
4.000	1		
3.985	1		
3.973	1		
3.923	1		
3.905	1		
3.899	1		
3.871	1	Bottom	
3.863	1	33-1/3%	
3.798	1	Disagree	
3.768	1		
3.714	1		
3.698	1		
3.650	1		
3.610	1		
3.598	1		
3.545	1		
3.289	1		

Table 18.--Continued.

Mean	Frequency	Variance	Frequency
3.118	1		
2.944	1		
2.549	1		

APPENDIX D

PERCENTAGE OF SUBJECT TASK PERFORMANCE GROUPED
BY DEMOGRAPHIC VARIABLES

APPENDIX D

Table 19.--Percentage of subject task performance grouped by demographic variables.

Task No.	District		Local (N=100) ^a			ISD (N=109) ^a			
	ISD N=108	Local N=95	1 N=35	2 N=30	3 N=35	1 N=37	2 N=30	3 N=15	4 N=27
10	82.4	89.5	85.7	90.0	91.4	89.2	90.0	93.3	59.3
20	52.9	60.0	62.9	56.7	60.0	64.9	56.7	46.7	37.0
25	86.1	88.4	85.7	83.3	97.1	91.9	90.0	86.7	74.1
35	65.7	65.3	57.1	66.7	77.1	73.0	73.3	53.3	55.6
36	55.6	52.6	45.7	53.3	65.7	62.2	66.7	40.0	40.7
37	52.8	56.8	48.6	53.3	68.6	62.2	60.0	33.3	44.4
38	49.1	64.2	51.4	63.3	77.1	56.8	60.0	26.7	40.7
39	67.6	80.0	71.4	76.7	88.6	70.3	76.7	66.7	55.6
40	63.0	71.6	65.7	66.7	80.0	73.0	70.0	60.0	44.4
42	72.2	73.7	77.1	76.7	71.4	86.5	66.7	86.7	51.9
45	71.3	73.7	77.1	76.7	68.6	75.7	63.3	40.0	59.3
46	88.9	91.6	94.3	80.0	97.1	97.3	86.7	73.3	74.1
47	45.5	47.4	42.9	46.7	51.4	51.4	43.3	46.7	40.7
48	40.7	35.8	31.4	36.7	40.0	48.6	40.0	46.7	25.9
54	77.8	82.1	71.4	86.7	88.6	86.5	76.7	93.3	59.3
55	69.4	75.8	68.6	73.3	91.4	73.0	70.0	86.7	51.9
56	63.9	70.5	65.7	76.7	74.3	73.0	66.7	66.7	44.4
62	59.3	67.4	65.7	63.3	71.4	45.9	66.7	93.3	51.9
64	78.7	83.2	88.6	73.3	82.9	75.7	80.0	80.0	81.5
69	71.3	76.8	71.4	90.0	74.3	73.0	73.3	86.7	59.3
72	12.0	24.2	34.3	30.0	11.4	16.2	13.3	0	11.1

Table 19.--Continued.

Task No.	Position Title					Years' Experience			
	Super- visor N=114	Direc- tor N=22	Prin- cipal N=27	Coordi- nator N=19	Other N=25	1 N=32	2 N=93	3 N=62	4 N=20
10	89.5	100.0	85.2	78.9	64.0	84.4	86.0	85.5	85.5
20	57.9	63.6	55.6	52.6	44.0	62.5	49.5	61.3	60.0
25	89.5	90.9	85.2	84.2	80.0	81.2	89.2	88.7	90.0
35	66.7	72.7	81.5	52.6	52.0	56.2	67.7	69.4	65.0
36	57.0	50.0	59.3	57.9	40.0	50.0	59.1	54.8	45.0
37	54.4	59.1	59.3	57.9	44.0	43.8	61.3	53.2	50.0
38	59.6	63.6	59.3	47.4	36.0	43.8	54.8	69.4	50.0
39	72.8	81.8	85.2	63.2	60.0	62.5	73.1	79.0	75.0
40	70.2	77.3	63.0	57.9	52.0	53.1	67.7	74.2	65.0
42	78.1	86.4	63.0	73.7	52.0	65.6	79.6	69.4	75.0
45	73.7	90.9	77.8	57.9	66.0	65.6	77.4	69.4	80.0
46	93.0	63.6	92.6	84.2	68.0	90.6	92.5	87.1	90.0
47	50.0	50.0	37.0	26.3	48.0	40.6	47.3	50.0	45.0
48	42.1	36.4	33.3	31.6	38.0	31.2	41.9	38.7	35.0
54	80.7	95.5	77.8	68.4	72.0	84.4	77.4	85.5	70.0
55	75.4	81.8	74.1	57.9	64.0	84.4	71.0	72.6	70.0
56	72.8	68.2	59.3	52.6	60.0	68.7	65.6	69.4	70.0
62	64.0	86.4	55.6	47.4	64.0	50.0	64.5	66.1	70.0
64	77.2	90.9	92.6	84.2	72.0	75.0	80.6	77.4	95.0
69	76.3	86.4	59.3	73.7	76.0	71.9	74.2	74.2	90.0
72	18.4	22.7	18.5	26.3	8.0	12.5	25.8	11.3	10.0

^aStudent population.

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