



COPSSSE: Center on Personnel Studies in Special Education

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COPSSSE: Center on Personnel Studies in Special Education

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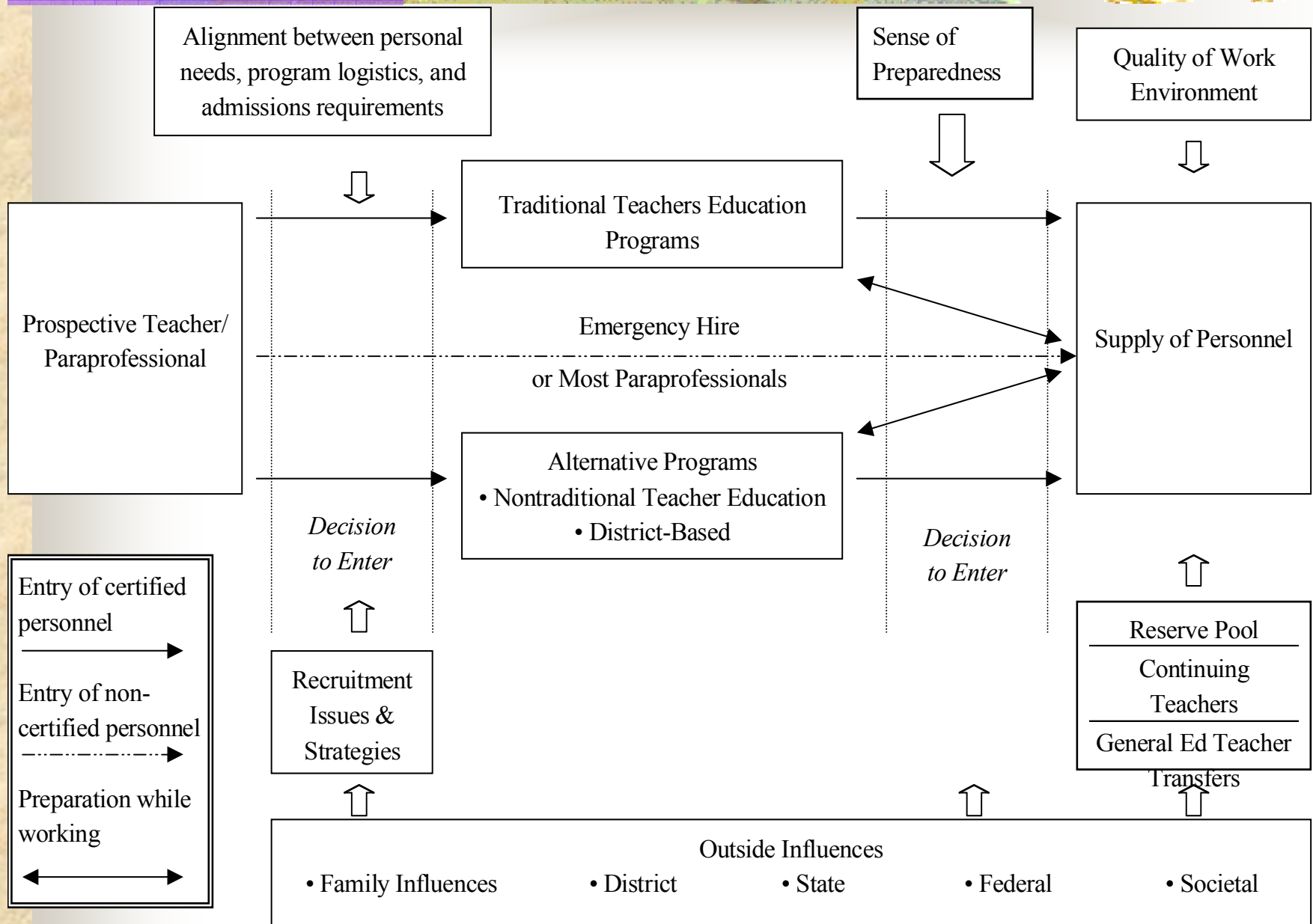
Deborah Smith and Naomi Tyler, Vanderbilt University



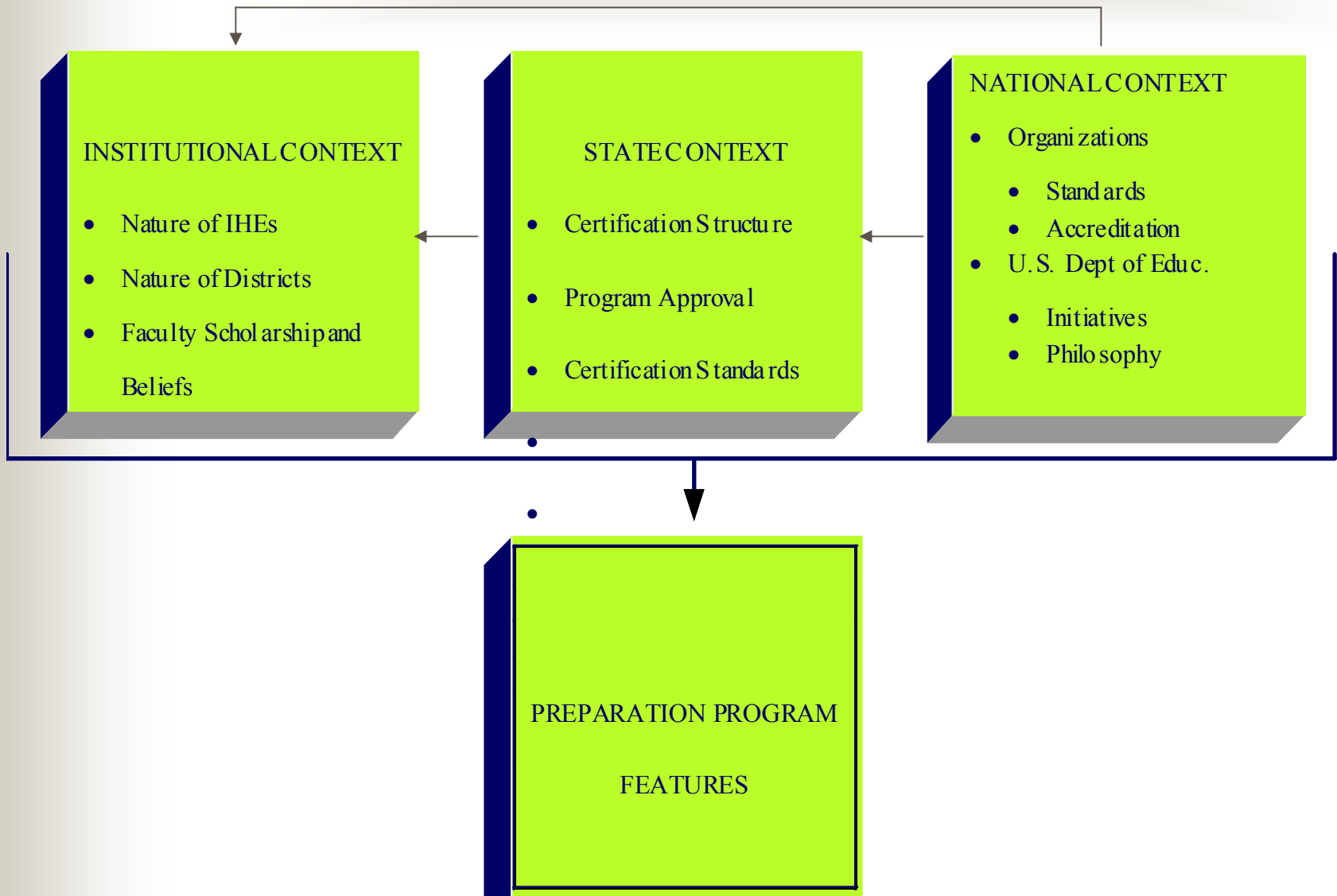
COPSSE Research Foci

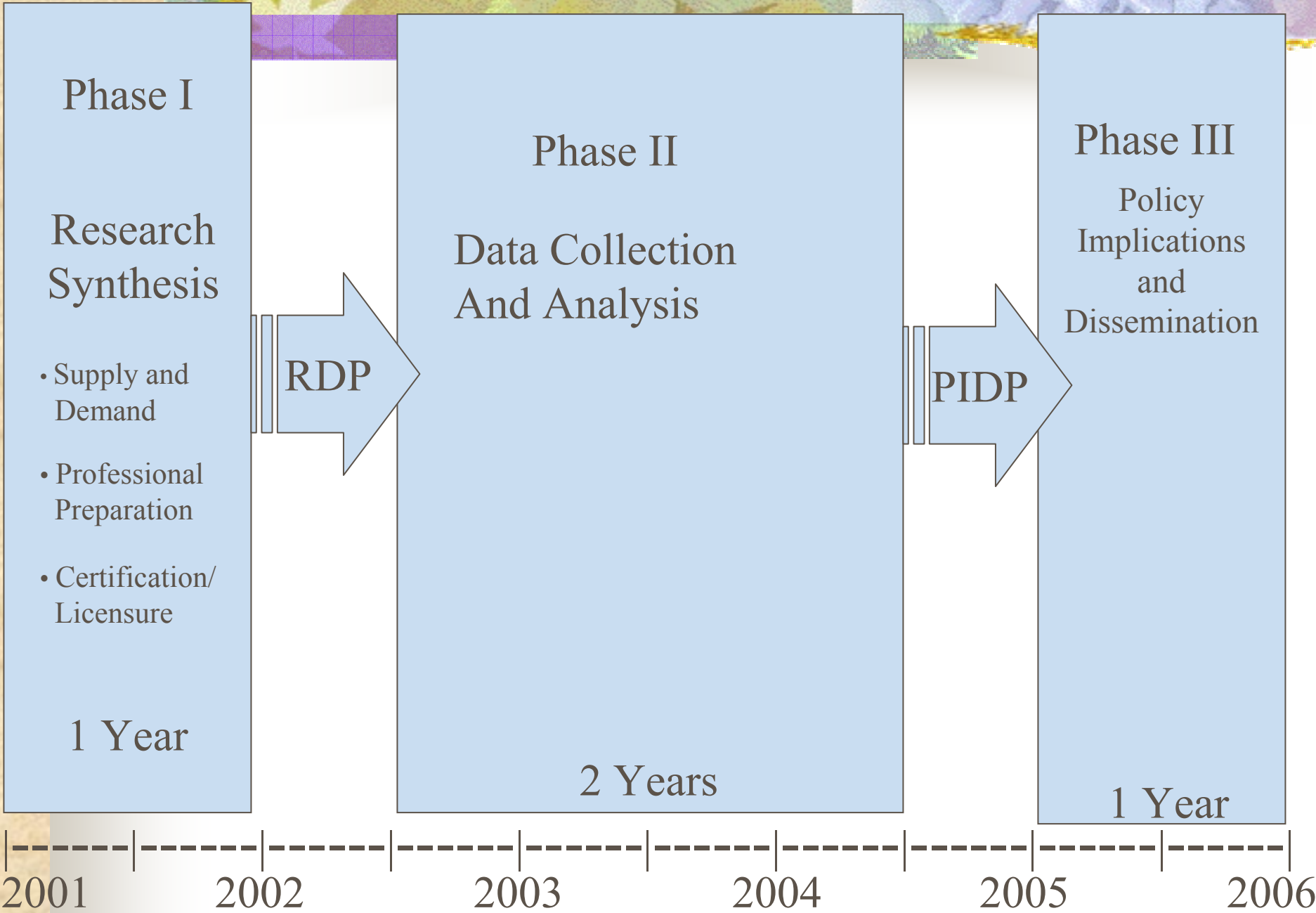
- Supply and Demand of Special Education Professionals
- Quality and Effectiveness of Professional Preparation
- Certification and Licensure

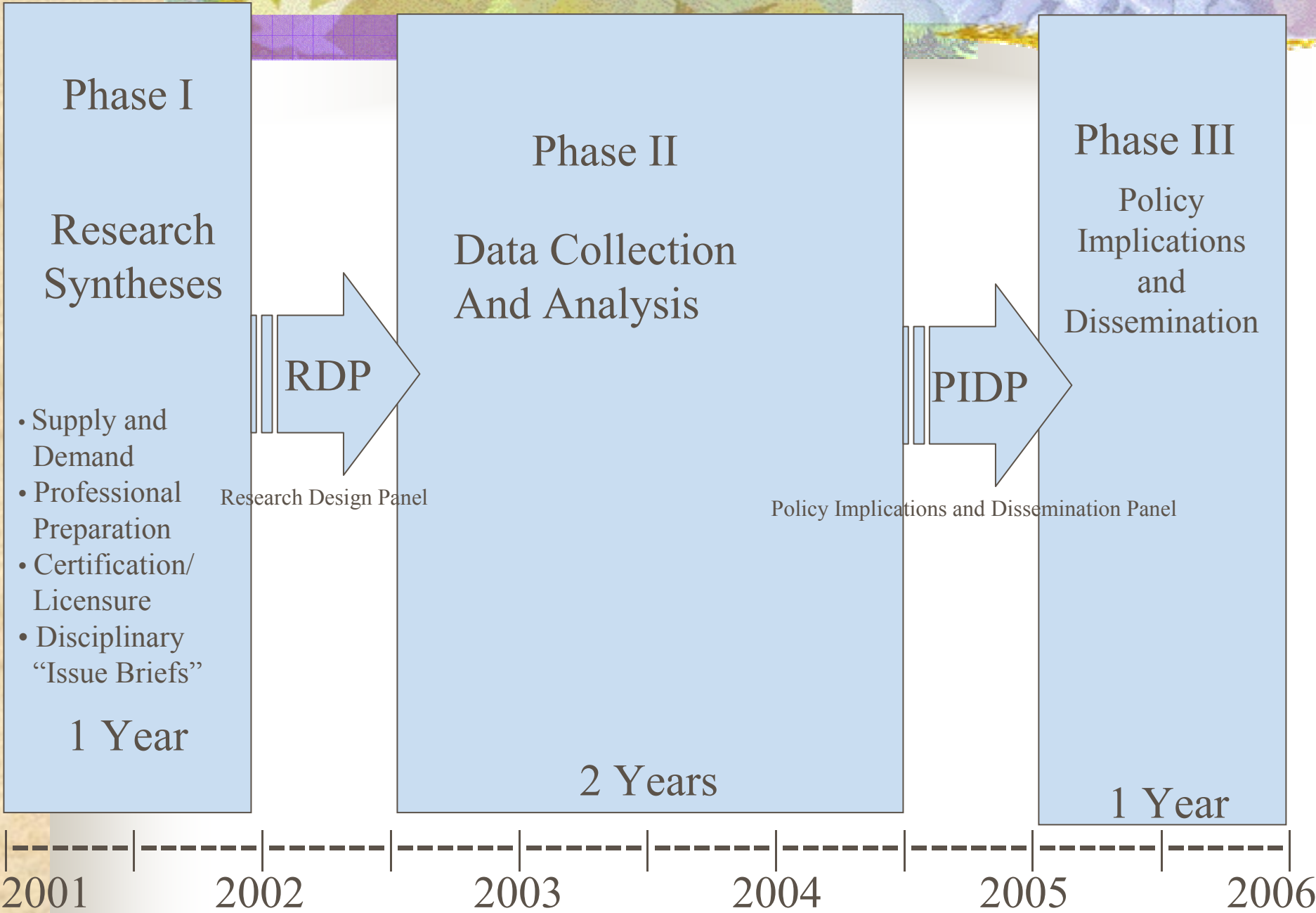
Conceptual Framework



Conceptual Framework









Phase I: Research Synthesis

- Identify inclusion criteria
- Identify best evidence
- Generate supplemental data
- Synthesize special education teacher education literature, general teacher education literature, and new findings
- Write research syntheses



Tiered Research Syntheses

- Data Generation
- General Teacher Education Literature
- Special Education Teacher Education Literature



Research Design Panel

Working from the research syntheses and the questions we generate. . .

- Identify important and feasible questions for study
- Design studies to address them
- Reorganize RTs and reallocate resources to address research agenda



Research Design Panel

Proposed membership:

- Rod Webb, UF, Qualitative Methodologist
- Georgine Pion, VIPPS, Survey Methodologist
- TBA, Quantitative Methodologist
- Consultants

Suggestions??



Phase II: Data Collection and Analysis

The Implementation Teams (ITs) will. . .

- Conduct research studies
- Collect and analyze data
- Prepare reports of research findings

The Project Team will. . .

- Synthesize findings from the three ITs
- Develop draft policy implications



Policy Implication and Dissemination Panel

- **With our synthesis of findings and the implications we identify. . .**
- Identify implications for policy and practice
- Develop a plan for disseminating findings to target audiences
- Reorganize teams and reallocate resources



Policy Implications and Dissemination Panel

Proposed Membership:

- Mike Hardman, University of Utah
- Maggie McLaughlin, University of Maryland
- Consultants
- Project Advisory Committee

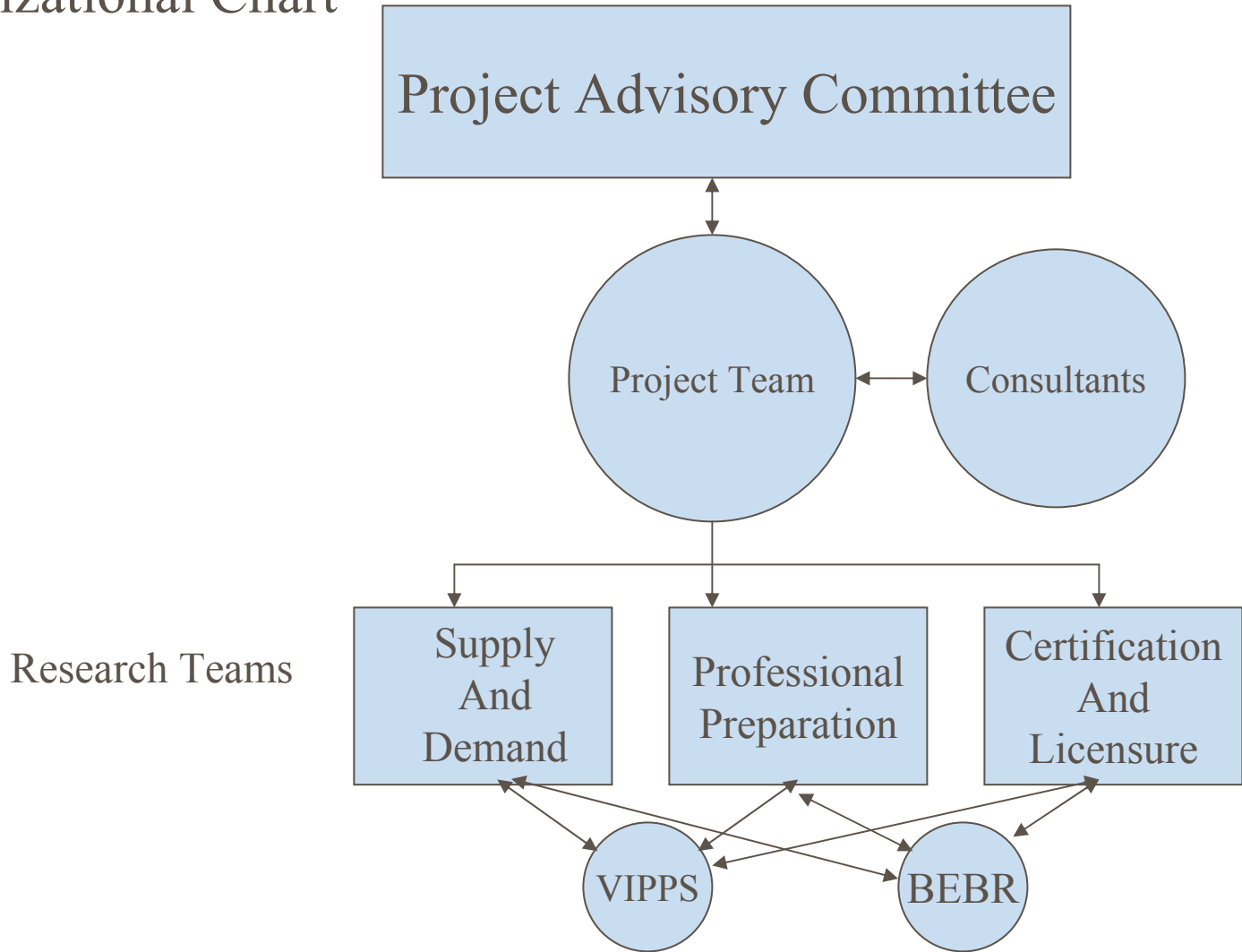
Suggestions??



Phase III: Policy Implications and Dissemination

- Tailor documents and oral reports for specific audiences
- Disseminate documents and present findings

Organizational Chart





Project Advisory Committee

Suzanne Shaw, **AFT**

Chuck Salzberg, **HECSE**

Jeri Longemann, **ASHA**

Bill East, **NASDSE**

Jo Thomason, **CASE**

Susan Gorin, **NASP**

Richard Mainzer, **CEC**

Suzanne Ripley, **NICHCY**

Carol Valdivieso, **FRC**

Bill Heller, **USF**



Project Team

University of Florida

- Paul Sindelar
- Mary Brownell
- Anne Bishop
- Vivian Correa
- James McLeskey
- Dorene Ross
- Nancy Waldron

Johns Hopkins Univ.

- Mike Rosenberg

Vanderbilt University

- Deb Smith
- Naomi Tyler



Project Advisory Committee

Responsibilities and functions. . .

- Meet annually in Washington, DC
- Reviews drafts of annual progress reports
- Reviews annual team reports
- Recommends changes in annual workplans
- Participates on the PIDP



Consultants and Other Resources

- Ed Boe, University of Pennsylvania
- Elaine Carlson, WESTAT
- Russell Gersten, University of Oregon

- VIPPS: Vanderbilt Institute for Public Policy Study (paper and pencil surveys)
- BEBR: Bureau of Economic and Business Research, UF (telephone surveys)



Consultants

Responsibilities and functions. . .

- Assist Research Teams and Implementation Teams as needed
- Assist the Project Team in preparing documents for the RDP and PIDP
- Participate as members of the RDP and PIDP



Supply and Demand

Research Team

Leaders: Deborah Smith and Naomi Tyler, VU

UF Representative: James McLeskey

Members: Lynn Boyer, Clearinghouse for the
Professions in Special Education

Ann Corn, Vanderbilt Univ.

Barbara Guillory, Southern University

Norma Lopez Reyna, Univ. of Illinois-Chicago

Karl Murray, NASDSE

David Riley, Urban SE Leadership Collaborative



Supply and Demand

Potential Research Questions

- ❖ How do supply and demand imbalances vary by district location and roles?
- ❖ What is the impact of recruitment practices on the supply of students into programs?
On the supply of teachers?
- ❖ What factors influence minority individuals to enter the special education professions?



Professional Preparation Research Team

Leader: Mary Brownell, UF

UF representatives: Vivian Correa and Dorene Ross

Members: Michael Hardman, Univ. of Utah
Christina Kimm, CSU Los Angeles

Marleen Pugach, Univ of Wisconsin, Milwaukee

Teri Wallace, NRC for Paraprofessionals in
Education and Related Services



Professional Preparation

Potential Research Questions

- ✓ How do program features such as content and training activities affect trainee outcomes?
- ✓ What is the current status of admissions standards, student demographics, and program features?
- ✓ How do institutional, state, and national contexts shape program features?



Certification and Licensure Research Team

Chair: Michael S. Rosenberg, JHU

UF Representatives: Paul Sindelar and Nancy
Waldron

Members: Richard Mainzer, CEC

Mary Jane Rapport, U of Colorado-Denver

Sue Sears, CSU Northridge

Jane West, HECSE and TED Consultant


Richard Wilson, Bowling Green St. Univ.



Certification and Licensure

Potential Research Questions

- How do alternative preparation routes affect the quality and quantity of personnel?
- How are special education professionals certified or licensed across the states?
- How do states' certification and licensure requirements align with national standards?
- How does certification structure affect supply and demand for SE professionals?



Phase I Work for Personnel Preparation Team

- Overarching research questions:
 - What are the defining characteristics of preparation programs that differentiate programs?
 - How are these characteristics related to indicators of teacher quality?
 - How does the school context enable or disable special education teachers in their practice?



Personnel Preparation Team continued ...

- Topics for Literature Reviews and/or
Concept Papers:
 - Exemplary Practices in General Teacher
Education
 - Teacher Induction
 - Conceptions of Beginning Teacher Quality



Phase I Work for Supply and Demand Team

- Overarching research questions:
 - To what extent does an imbalance between personnel supply and demand exist or will exist?
 - To what extent do shortages vary by personnel type and locality?
 - What factors influence the supply and demand of special education personnel?



Supply and Demand Team continued...

- Topics for Literature Reviews and/or Concept Papers:
 - Supply and Demand, including variation by location and personnel type
 - Other Factors That Influence Supply and Demand (recruitment, teacher education capacity, demographics, economy)
 - Retention and Attrition



Phase I Work for Certification and Licensure Team

- Overarching research question:
 - Are certification and licensure of special education teachers predictors of student achievement and other outcomes (e.g. discipline referrals, student dropout rates, student achievement)?



Certification and Licensure Team continued...

- Topics for Literature Reviews and/or
Concept Papers:
 - Certification Options in the States
 - Reciprocity Policy and Practice
 - Teaching as a Profession



Phase I Work for Related Services and Low Incidence Areas

- Overarching question:
 - What are the issues related to personnel preparation, certification and licensure, and supply and demand for related services and low incidence areas?



Related Services and Low Incidence Areas continued...

- Topics for Issues Briefs:
 - Related Services
 - OT/PT
 - School Psychology
 - Speech Pathology
 - School & Special Education Administration
 - Paraprofessionals
 - Low Incidence
 - Hearing Impairment
 - Visual Impairment



Research Syntheses

Supply and Demand Team

- Supply and Demand and Factors That Influence Them
- Retention and Attrition
- Diversifying the Workforce



Research Syntheses Certification and Licensure Team

- Certification Options
- Reciprocity Policy and Practice
- Teaching as a Profession



Research Syntheses

Personnel Preparation Team

- Exemplary Practices in Teacher Education
- Teacher Induction
- Conceptions of Beginning Teacher Quality



Research Syntheses

- Certification Options
- Reciprocity Policy and Practice
- Teaching as a Profession
- Exemplary Practices in Teacher Education
- Teacher Induction
- Conceptions of Beginning Teacher Quality
- Supply and Demand
- Retention and Attrition
- Diversifying the Workforce



Issue Briefs

Each Issue Brief will consider supply and demand, professional preparation, and certification and licensure.

■ Related Services

- Occupational Therapy
- Physical Therapy
- Paraprofessional Training
- School Psychology
- Speech Pathology
- School Administration
- Special Ed Administration

■ Low Incidence Areas

- Hearing Impairment
- Visual Impairment



Correlation Matrix Summary

All the following variables were correlated against all of the other variables on this list in an inter-correlation matrix.

- Percent of Students with Disabilities
- NAEP 4th grade Reading Assessment scores
- NAEP 8th grade Reading Assessment scores
- Percent of students with disabilities dropping out of special education
- Percent of students with a Specific Learning Disability who spend less than 21% of their time outside of the regular classroom (Inclusive environment).
- Percent of students with a Mental Handicap who spend less than 21% of their time outside of the regular classroom (Inclusive environment).
- Percent of students with a Emotional Handicap who spend less than 21% of their time outside of the regular classroom (Inclusive environment).
- Total Number of students enrolled
- Total Number of Teachers
- Total Number of Teacher Aides
- Total Number of LEA-Supervisors
- Per Pupil Expenditure
- Salary in Current Dollars (not corrected for cost of living)
- Number of NCATE/CEC approved programs to certify special education teachers
- Presence of a beginning teacher support system
- Student to Teacher ratio
- Student to Teacher aide ratio
- Student to LEA Supervisor ratio
- Satisfaction with Quality of Professional Preparation
- Percent of Teacher Education Graduates Who Remain Instate



NAEP Scores

- NAEP 4th grade scores correlated highly (0.6) with the percent of students with SLD who spend less than 21% of their time outside of regular education classes. They also show a 0.52 correlation with students with ED who spend less than 21% of their time outside of regular education classes.
- The NAEP 8th grade scores show equally high correlations (0.64, 0.54) with these same SLD and ED groups respectively.
- NAEP 8th grade scores were also moderately (-0.52) correlated with the student with disabilities to teacher aide ratio. The higher the ratio, the lower the test scores.



Inclusive Practices

- The percentage of times students spent outside of regular Ed was highly correlated among SLD, ED, and MR.



Student and Personnel Population

- The Total number of students was almost perfectly correlated with the number of teacher aides, the number of supervisors, and the number of NCATE/CEC Special Ed teacher prep programs.
- The number of Supervisors showed a .98 correlation with the # of NCATE/CEC approved programs, and a 0.42 correlation with the state's Per Pupil Expenditure.



Per Pupil Expenditure (PPE)

- PPE was strongly correlated (0.85) with the average teacher's salary (unadjusted) and moderately (and negatively) correlated (-0.36) with the student/teacher ratio.



Satisfaction with Professional Preparation

- Satisfaction was moderately (and negatively) correlated with student/teacher ratio (-.38) and student/supervisor ratio (-.39), suggesting that high satisfaction was associated with low ratios of students to professional staff.



% Teacher Education Graduates Remaining Instate

- Variables that were moderately (and negatively) related to the proportion of graduates remaining instate included number of teacher aides employed (-.38), per pupil expenditures (-.38), and satisfaction with preparation (-.47). The number of NCATE/CEC approved institutions (.39) and the student/teacher aide ratio (.39) were moderately (and positively) related to proportion remaining instate.