

Related Services Research Agenda

Prepared for the Center on Personnel Studies in Special Education

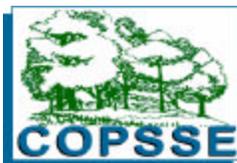
by

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Center on Personnel Studies in Special Education

UNIVERSITY OF FLORIDA

<http://www.copsse.org>

CENTER ON PERSONNEL STUDIES IN SPECIAL EDUCATION

UNIVERSITY OF FLORIDA

JOHNS HOPKINS UNIVERSITY

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UNIVERSITY OF COLORADO - BOULDER

INSTRUCTIONAL RESEARCH GROUP, LONG BEACH, CA

COPSSE research is focused on the preparation of special education professionals and its impact on beginning teacher quality and student outcomes. Our research is intended to inform scholars and policymakers about advantages and disadvantages of preparation alternatives and the effective use of public funds in addressing personnel shortages.

In addition to our authors and reviewers, many individuals and organizations have contributed substantially to our efforts, including Drs. Erling Boe of the University of Pennsylvania and Elaine Carlson of WESTAT. We also have benefited greatly from collaboration with the National Clearinghouse for the Professions in Special Education, the Policymakers Partnership, and their parent organizations, the Council for Exceptional Children and the National Association of State Directors of Special Education.

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CONTENTS

Introduction and Mission.....	4
Development of Research Agenda.....	4
Proposed Research Agenda.....	8
APPENDIXES	
Appendix A. COPSSE Special Education Services Research Design Panel Convened February 6 -7, 2003, in Washington, DC, and May 7- 9, 2003, in Jacksonville Beach, FL	9
Appendix B. Questions from Research Design Panel Meetings.....	11
Appendix C. Research Design Panel Meeting Schedules.....	13
Appendix D. Special Education Services Policy Summit August 19, 2003 in Washington, DC, Participants and Schedule	17
Appendix E. Proposed Research Questions and Ratings	20

INTRODUCTION AND MISSION

Like most other service systems with large infrastructures, education must grapple with the challenges of locating, hiring, and retaining high quality personnel. School personnel spend many hours every day in the classroom with children and so play a central role in student outcomes. Each day district- and building-level administrators are called on to face a myriad of personnel issues—issues that become increasingly complex when the students have special learning needs. To provide a free, appropriate public education for these students, special education teachers are joined by related service providers, paraprofessionals, and school administrators. Despite rapid development of special education practice, there continue to be many unanswered questions about personnel and how their preparation affects the quality of the services they provide.

The work of the Center on Personnel Studies in Special Education (COPSSE) is focused on improving our understanding of the preparation of school personnel who work with students with disabilities. The Center is currently supported by a cooperative agreement between the U. S. Department of Education, Office of Special Education Programs (OSEP), and the University of Florida, with subcontracts to several other research groups (see www.copsse.org). The mission of the Center is to synthesize the literature on supply and demand, professional preparation, and certification and licensure of special education teachers and related service providers; to identify key unanswered questions; and to undertake a program of research designed to answer these questions. The developmental work in teacher preparation is complete, and research is underway. Current initiatives include:

- a beginning teacher quality study that seeks to link initial preparation to student outcomes
- a study of the relative costs of preparing special educators through various routes
- development of an index of alternative route programs in special education across the U. S.
- an analysis of the School and Staffing Survey data to link initial preparation and beginning teachers' efficacy and preparedness.

DEVELOPMENT OF RESEARCH AGENDA

The questions these studies address derive from the COPSSE teacher education research agenda. Syntheses on 10 teacher preparation topics were prepared, and synthesis authors were asked to identify critical questions unanswered by existing research. The first step in developing the research agenda involved integrating potential research questions from the 10 syntheses. This list was presented to a Research Design Panel (RDP) comprised of methodologists, teacher education scholars, and special education scholars. The RDP helped us organize our findings into four guiding questions. We parsed these questions into sets of more specific research questions, which we presented to a summit of policymakers and representatives from practitioner organizations—the target audiences for our work. At this summit, we asked participants to add important questions missing from our list, to suggest revisions and clarifications to our questions, and then to rate all of the questions in terms of their importance to the constituencies they represented. With this process, we identified a set of 11 questions that has guided our teacher education research.

Issue Briefs

In identifying special education services research agendas, as we describe in this report, we used a similar process. We first contracted with authors to develop nine disciplinary Issue Briefs. Disciplines, which were identified at a Kick-Off Conference in March, 2000, are listed below. In their papers, authors were asked to address supply and demand, professional preparation, and certification and licensure. Their papers were reviewed by scholars in the disciplines and revised until reviewers' concerns were addressed. The Issue Briefs, in full length and executive summary versions, are available at www.copsse.org (by following the Publications and Issue Briefs links from the home page). Issue Brief disciplines include:

- School Administration
- Special Education Administration
- Teachers of Students Who Are Visually Impaired
- Teachers of Students Who Are Deaf or Hard of Hearing
- Paraprofessionals
- Audiology
- Occupational Therapy
- Physical Therapy
- Speech Language Pathology

Policy Briefs

Policy Briefs based on the Issue Briefs also are available on the website (by following the Workforce Watch link). Several of the Policy Briefs specifically address issues of greatest importance to the special education services:

- An Insufficient Supply and a Growing Demand for Qualified Special Education Personnel: What State Policymakers Should Know (Policy Brief #16)
- An Insufficient Supply and a Growing Demand for Qualified Special Education Personnel: What School Districts Should Know (Policy Brief #17)
- Paraprofessionals: What You Should Know About Ensuring a Highly Qualified Workforce (Policy Brief #20)
- An Insufficient Supply and a Growing Demand for Qualified Related Service Personnel: Are School Districts Prepared? (Policy Brief #21)

Research Design Panel (RDP) Activities

Like synthesis authors, Issue Brief authors were asked to identify key questions from gaps in the existing literature. These questions became the raw product with which RDPs developed agendas for the preparation of related service providers, paraprofessionals, administrators, and teachers of students with sensory impairments (i.e., hearing and vision). These agendas were presented to policymakers for feedback and modification.

In February of 2003, the Center convened a RDP composed of approximately 30 researchers, related services personnel trainers, and practitioners.

The RDP was organized into three subgroups:

- Related Service Providers (audiologists, occupational therapists, physical therapists, speech and language pathology therapists, and paraprofessionals)
- Sensory Impairments Teachers (teachers of students with hearing and visual impairments)
- Administrators (special education administrators and general education administrators).

For a complete list of the RDP participants, see **Appendix A**.

The purposes of the panel were to:

- identify critical unanswered research questions related to supply and demand, professional preparation, and certification and licensure
- identify potential funding sources for such research
- develop a plan for initiating and sustaining a strategic effort to obtain funding for such research
- determine how COPSSE might support this plan.

The panels were reconvened for a second meeting in May of 2003, where they began to build consensus on research agendas that addressed the most critical issues in their disciplines. Questions were ranked by importance and feasibility, and lists of key questions were created. (Lists for related service providers, sensory impairments teachers, and administrators are in **Appendix B**. **Appendix C** includes other items related to the work of the RDPs, including: (a) the agenda for February 6-7, 2003, RDP meeting in Washington; (b) notes from the wrap-up session at the Washington RDP meeting; and (c) the agenda for the May 7-9, 2003, RDP in Jacksonville Beach, FL).

Final Research Agenda Development

Questions from the RDP meetings were refined for clarity and then presented at a Policy Makers' Summit in Washington, DC, in August of 2003. The Summit was co-hosted by COPSSE and the National Association of State Directors of Special Education. Joanne Cashman of the Policy Makers' Partnership at NASDSE helped plan and run the Summit. The Washington Summit brought together organizations with a vested interest in special education services and the preparation of special education service providers. The Summit participants included representatives from the RDPs, state department officials, professional organization representatives, and practitioners. A complete list of Summit participants and the agenda for the meeting may be found in **Appendix D**.

Before the Summit, the decision was made to separate paraprofessional training from the related service preparation group. RDP discussions had made clear that paraprofessional training issues were distinct, and the addition of this group brought to four the number of panels. Two panels met concurrently during each of two breakout sessions, so each person attending the Summit had the opportunity to participate in two of the four subgroups.

In ranking the importance of the research questions, participants were instructed to:

- reflect on the concerns of their constituencies
- edit questions for clarity
- propose additional questions.

Summit participants then rated the importance of these newly created questions along with the questions from the original list generated at earlier RDP meetings. Ratings were tabulated by subgroup, and means and standard deviations were calculated for each question. To control for ratings differences across groups, we then computed z-scores.¹ For the means, standard deviations, and z-scores for all questions from the four design panels, see **Appendix E**.

We set a break point ($z \geq .72$) to identify in roughly equal numbers the most important questions for each of the four panels, and we revised these questions for clarity. We then sent the original list of questions, the Summit statistics, and the new lists with z-scores to RDP participants. They were asked to review and approve the edited and abbreviated lists. This step assisted in providing further verification that the questions emanating from the Summit and the post-Summit analysis continued to represent the essence of the groups' knowledge and thoughts about critical unanswered questions. Based on feedback from the group, few additional minor revisions were made. Generally, the RDP participants were pleased with the results of our revisions.

We are confident that the sets of questions we present below fairly and completely represent the concerns of the policy, research, education, and practice communities.

¹ For example, a question with a mean score of 4.2 and a standard deviation of .0862 was one of a set of 12 questions with a mean of 4.045. Thus, the Z-score represents the difference between 4.2 and 4.045 ($= 0.155$) divided by the standard deviation ($.155 \div .0862 = 1.798$).

PROPOSED RESEARCH AGENDA

Paraprofessionals

1. What are effective models for using paraprofessionals to deliver services to students with disabilities?
2. Within each model of service delivery, what does a paraprofessional need to know and be able to do?
3. What constitutes effective preparation of paraprofessionals as measured by satisfaction, use of evidenced-based practices, and retention?

Related Service Providers

1. What are the common factors in service delivery models that lead to positive student outcomes?
2. Which evidence-based or effective practices lead to positive outcomes for students and families?
3. How does effective preparation affect professionals' ability to implement effective related services practices?
4. How does effective related services preparation affect student and family outcomes?

Teachers of Students with Sensory Impairments

1. What is effective practice in educating students with sensory impairments?
2. What models of preparation have the biggest impact on teachers' knowledge and skills?
3. What models of preparation have the biggest impact on student outcomes?

Administrators

1. What are the factors influencing the attrition and retention of administrators?
2. To what extent are administrators prepared to meet the needs of all students?
3. What are the dimensions of instructional leadership in schools and school districts (LEAs) that have an impact on the performance of teachers responsible for instruction?
4. What are the dimensions of instructional leadership in schools and school districts (LEAs) that have an impact on outcomes for high- and low-achieving students?
5. What comprises the content, organization, and structure of an exemplary administration program?

APPENDIX A. COPSSE Special Education Services Research Design Panel Convened February 6 -7, 2003, in Washington, DC, and May 7- 9, 2003, in Jacksonville Beach, FL

Participant's Name	University or Organization	Role of Facilitator or Recorder	Meetings Attended DC = 2/03 FL = 5/03
<i>Related Service Providers Group (including Paraprofessionals)</i>			
Paul Sindelar	University of Florida	Facilitator	Both
Pam Williamson	University of Florida	Recorder	Both
Susan Effgen	University of Kentucky		Both
Diane Eger	Diacomm Consulting, Inc.		Both
Michael Giangreco	University of Vermont		Both
Mary Jane Rapport	University of Colorado		Both
Karen Spencer	Colorado State University		Both
Yvonne Swinth	University of Puget Sound		Both
Kathleen Whitmire	American Speech and Hearing Assoc.		Both
Nancy Waldron	University of Florida		Both
Susan Gorin	National Assoc. of School Psychologists		DC
Leslie Jackson	American Occupational Therapy Assoc.		DC
Jeri Longemann	Northwestern University		DC
Teri Wallace	University of Minnesota		DC
John Bernthal	University of Nebraska – Lincoln		DC
Michael Curtis	University of South Florida		DC
<i>Teachers of Students with Sensory Impairments</i>			
Vivian Correa	University of Florida	Facilitator	Both
Lisa Langley	University of Florida	Recorder	Both
Donna Mertens	Gallaudet University		Both
Susan Spungin	American Foundation for the Blind		DC
Harold Johnson	Kent State University		DC
Ann Corn	Vanderbilt University		DC
Susan Easterbrooks	Georgia State University		FL
Rosanne Silberman	Hunter College of CUNY		FL
<i>Administrators</i>			
James McLeskey	University of Florida	Facilitator	Both
Vince Connelly	University of New Hampshire	Recorder 1	DC
Michele Gill	University of Central Florida	Recorder 2	FL
Mary Lynn Boscardin	University of Massachusetts at Amherst		Both
Jean Crockett	Virginia Tech		Both
Michael DiPaola	The College of William and Mary		Both
Carl Lashley	University of N. C. at Greensboro		Both
David Bateman	Shippensburg University		DC
Chriss Walther-Thomas	University of Kansas		FL

Observers from the Center to Inform Personnel Preparation, Policy, and Practice in Early Intervention and Preschool Education

Deb Bubela	University of Connecticut		FL
Laurie Dinnebeil	University of Toledo		FL
Bonnie Keilty	University of Connecticut		FL
Vicki Stayton	Western Kentucky University		FL
<i>Project Officer</i>			
Helen Thornton	Office of Special Education Programs		DC

APPENDIX B. Questions from Research Design Panel Meetings

Related Services (including Paraprofessionals)

- What constitutes effective cross-disciplinary practices consistent with federal mandates (IDEA and NCLB)?
 - What do trainers and practitioners believe to be effective practices?
 - About which practices is there consensus?
- What fosters and detracts from the implementation of effective practices?
- How does the implementation of these effective practices affect professionals' satisfaction, performance, and retention?
- How does the implementation of these effective practices affect student and family outcomes?
- For each related service discipline, what constitutes effective initial preparation for school-based practice?
- What do IHE faculty and entry-level practitioners believe to be effective preparation?
- About which practices is there consensus?
- To what extent do professional preparation programs offer effective preparation?
- What fosters and detracts from the implementation of effective preparation?
- How does effective preparation affect professionals' ability to implement effective practices? Does it affect satisfaction and retention?
- How does effective preparation affect student and family outcomes?

Sensory Impairment Teachers

- What is the impact of NCLB on teacher preparation, accountability, and quality?
- What are the relative benefits of models of teacher preparation as measured by student outcomes?
- What models of preparation are efficacious in preparing teachers:
 - with general curriculum content knowledge?
 - who are language proficient ASL and English (also, English Language Learners)
 - with knowledge of educational and medical technology applications (e.g., cochlear implants, optical devices)
 - to work with interpreters and teacher assistants
 - to work with students with MH
 - to assess the learning of students based on data-driven decision making
- What is the economic impact of providing special education services for students with sensory impairments?
- What is the impact of school finance policy upon the availability of program options?
- What are the factors that influence supply and demand of teachers and related service (in sensory impairment)?
- What are the models of ARC and how effective are alternative routes to certification?
- What factors emerge as reasons why SEAs and LEAs do or do not ensure FAPE for students with sensory impairments in providing appropriate personnel?
- What is the supply and demand of leadership personnel in sensory impairments?
- What is the capacity for conducting research in sensory impairments?

Administrators

- How do national and state policies support the preparation of highly qualified administrators?
- To what extent are administrators prepared to meet the needs of all students?
- What is the content, organization, and structure of exemplary administration preparation programs?
- How is the creation of exemplary programs facilitated by national and state standards?

- State level: What kinds of state training and support are provided to new special education directors?
- Local: What are the sources of preparation and support for new special education directors?
- What are the sources of preparation and support for new principals?
- What are the factors influencing administrator attrition and retention?

- What are the dimensions of instructional leadership in schools that have an impact on outcomes for high- and low-achieving students?
- What are the dimensions of instructional leadership in schools that have an impact on the performance of teachers responsible for their instruction?
- What are the dimensions of instructional leadership in school districts that have an impact on outcomes for high- and low-achieving students?
- What are the dimensions of instructional leadership in school districts that have an impact on the performance of teachers responsible for their instruction?

- What dimensions of school context influenced by the principal have an impact on outcomes for high- and low-achieving students?
- What dimensions of school context influenced by the principal have an impact on the performance of teachers responsible for their instruction?
- What dimensions of district context influenced by the district-level administration have an impact on outcomes for high- and low-achieving students?
- What dimensions of district context influenced by the district-level administration have an impact on the performance of teachers responsible for their instruction?

- How is leadership for special education distributed across multiple personnel?
- What are the implications for:
 - Setting direction?
 - Developing people?
 - Developing the organization? (legal compliance and program management)
- How is the distribution of special education administration leadership tasks related to resource allocation?

- How do state-level structures influence policy development and resource allocation for the delivery of services to students with disabilities at the local level?
- How do state-level structures influence interventions and increase outcomes for students with disabilities?
- What is the relationship between state-level structures and the recruitment and retention of administrators and teachers of students with disabilities?

APPENDIX C. Research Design Panel Meeting Schedules

COPSSE Special Education Services Research Design Panels, February 6-7, 2003, Melrose Hotel, Washington, DC

Purposes

1. To identify critical unanswered research questions related to supply and demand, professional preparation, and certification and licensure in 10 special education service disciplines
2. To identify potential funding sources for such research
3. To develop a plan for initiating and sustaining a strategic effort to obtain funding for such research
4. To discuss how best COPSSE might support this strategic plan.

Thursday, February 6

pm

5:00 – 6:00 Reception

6:00 – 7:30 Plenary Session

Meeting and Project Overviews

Paul Sindelar

Welcome

Helen Thornton

Introduction of Executive Summaries

Paul Sindelar

Related Services

Mary Jane Rapport

Administration

Carl Lashley

Sensory Impairments

Harold Johnson

7:30 Dinner

Friday, February 7

am

8:00 – 9:00 Continental Breakfast

9:00 – 10:30 Identification of Key Unanswered Research Questions

10:30 am – 12:00 Rank Ordering by Importance and Feasibility

pm

12:00 - 1:00 Working Lunch

1:00 – 2:30 Identification of Potential Funding Sources and Key Individuals to

Individuals to Involve in the Process of Securing Funds

2:30 – 4:00 Strategic Planning: Next Steps

4:00 Wrap Up and Adjournment

Although the design panels will meet separately, all three will follow the same agenda, defined by a set of tasks each panel is charged to complete. The disciplines represented on each design panel are listed in the table below.

Panel	Participants	Meeting Room	Facilitator
Related Services	Audiology Occupational Therapy Paraprofessionals Physical Therapy School Psychology Speech/Language Pathology	William Penn	Paul Sindelar
Administration	School Administration Special Ed. Administration	Clifton	James McLeskey
Sensory Impairments	Deaf and Hard of Hearing Visual Impairments	Cabot	Vivian Correa

Questions for Reflection

In preparation for the meeting, we encourage you to read the Issue Briefs on the COPSSE web site (www.copsse.org) and to begin to consider these questions that your panel will be asked to answer.

1. What questions related to supply and demand, professional preparation, and certification and licensure have been answered by previous research in your discipline? What questions have not?
2. Which of these unanswered questions would you consider to be most important to address through research?
3. Which of these unanswered questions seem most feasible to address through research?
4. What funding sources are available to support such research?
5. Who else needs to be “at the table” in seeking research funding?
6. What can be done to initiate and sustain this process?

Wrap-up of Breakout Sessions

Related Services Personnel (OT, PT, SLP, audiology, paraprofessionals, school psychology) – Mary Jane Rapport

The group finished with six questions. They are not rank ordered.

1. To what extent do preparation programs provide the knowledge and skills needed by RSPs and paraprofessionals for successful employment in schools? (congruence)
2. What are the unique, defining characteristics of preparation that enable RSP and paraprofessionals to work effectively in all schools?
 - a. Curriculum support
 - b. Mentoring
 - c. Diversity/cultural competence
 - d. Department partnerships
 - e. LEA expectations
 - f. IHE/School partnerships
 - g. Collaboration

-
3. What is the impact of RSPs and paraprofessionals on appropriate student outcomes?
 4. To what extent are trainers using evidence-based practices? Why or why not?
 5. To what extent are RSPs and paraprofessionals being prepared in evidence-based practices for data-based decision making?
 6. What school/working conditions support implementation of evidence-based practices?
 - a. Effective induction, continued professional development
 - b. Attrition/retention

Sensory Impaired – Harold Johnson

1. What is the impact of NCLB on teacher preparation, accountability, and quality?
2. What are the relative benefits of models of teacher preparation as measured by student outcomes?

Assumes a field-based component
3. What is the economic impact of providing special education services for students with sensory impairments?
 - a. Perhaps these students, with a proper education, can contribute more meaningfully to society
4. What are the factors that influence supply and demand of teachers and related service (in sensory impairment)?
 - a. Personnel preparation
 - b. Alternative routes to certification
 - c. Recruitment
 - d. Retention
 - e. Subsections
 - i. Recruitment of diversity
 - ii. Roles of paraprofessionals
 - iii. Role of interpreters
5. What factors emerge as reasons why SEA and LEAs do or do not ensure FAPE for students with sensory impairments in providing appropriate personnel?
6. What is the supply and demand of leadership personnel in SI?
7. What is the capacity for conducting research in SI?
 - a. Teach/Service vs. Research
 - i. We are so busy teaching that we spend little time on research

Administration – Carl Lashley

1. What do instructional leaders do to improve a school so that outcomes for students with disabilities and teachers are enhanced?
2. What are the correlates of schools in which students with disabilities achieve at high levels of performance in academic and learning/social growth?
3. What is the role of instructional leadership in special education school improvement?
4. What are the dimensions of instructional leadership that impact students with disabilities and teachers:
 - a. Roles and responsibilities
 - b. Outcomes
 - c. Issues and practices
 - d. Gaps in knowledge base

**COPSSE Special Education Services Research Design Panels, May 7-9, 2003,
Sea Turtle Inn, Jacksonville Beach, FL**

Wednesday, May 7th

pm

6:00 Welcome and Introductions

6:15 COPSSE Overview: Policy Summit Process

7:00 Charge to the Panels

Develop concrete, researchable questions with implications for policy and practice

Develop plan for disseminating the Issue Briefs and the research agendas

Continue to strategic planning, maintain a log of good ideas

7:15 Dinner

Thursday, May 8th

am

7:00 Continental Breakfast

8:00 Whole Group Session

Recapitulations

Related Services—Mary Jane Rapport

Administration—Carl Lashley

Sensory Impairments—Vivian Correa

Synthesis—Mary Jane Rapport

9:30 Break

9:45 Convene in Panels

pm

12:00 Lunch Buffet

1:30 Reconvene in Panels

3:30 Adjournment

Dinner on your own

Friday, May 9th

am

7:00 Continental Breakfast

8:00 Panel Work Continues

10:00 Break and Room Checkout

10:30 Whole Group Session

Reports from the Groups

Next Steps: Format for the Policy Summit

12:00 Adjournment

APPENDIX D. Special Education Services Policy Summit, August 19, 2003, in Washington, DC Participants and Schedules

Participant's Name and Affiliation

Sharon Adams-Taylor, American Association of School Administrators
Eileen Ahearn, National Association of State Directors of Special Education
Betty Beale, Auburn University Montgomery, Southeast Regional Resource Center
Elaine Bonner-Tompkins, Council of Chief State Officers, Center for State Assistance
Mary Lynn Boscardin, University of Massachusetts at Amherst
Dee Braley, State Directors of Special Education, West Virginia
Bob Brick, Parent Advocacy Coalition for Educational Rights
Martha Brooks, Exceptional Children and Early Childhood Group
Mary Beth Bruder, University of Connecticut
Fred Brown, National Association of Elementary School Principals
Pat Burgess, Virginia Department of Education
Ollie Cantos, American Association of People with Disabilities
Joanne Cashman, Policymaker Partnership at National Association of State Directors of Special Education
Roseanne Clausen, American Speech-Language-Hearing Association
Iva Corbett, Chelsea School
Vivian Correa, University of Florida
Margie Crutchfield, Council for Exceptional Children
Fred DeMay, NY State Education Department
Laurie Dinnebeil, University of Toledo
Tom DiPaola, Rhode Island Department of Education
George Dowaliby, Connecticut State Department of Education
Stan Dublinske, American Speech-Language-Hearing Association
Penny Earley, George Mason University
Susan Easterbrooks, University of Georgia
Diane Eger, Diacomm Consulting, Inc.
Ruth Epprecht, Dunn Loring Center
Ted Feinberg, National Association of School Psychologists
Nancy French, University of Colorado at Denver
Max Freund, George Washington University
Paula Goldberg, Parent Advocacy Coalition for Education Rights
Barbara Hanft, The American Occupational Therapy Association, Inc.
Isadora Hare, Health Resources and Services Administration
Mariana Haynes, National Association of State Boards of Education
Mary Hodges, Dunn Loring Center
Leslie Jackson, American Occupational Therapy Association, Inc.
Terry L. Jackson, National Association of State Directors of Special Education
Dan Laitsch, Association for Supervision and Curriculum Development
Kim Lewis, Maryland State Department of Education
Norma Lopez-Reyna, University of Illinois
Richard Manzier, Council of Exceptional Children
Paul Marchand, Association of Retarded Citizens
Maureen McGuire-Kuletz, George Washington University
James McLeskey, University of Florida
Donna McNear, Rum Rivers Special Education Cooperative

Colleen McNerney, Council for Exceptional Children, IDEA Partnership
Jean Miller, Interstate New Teacher Assistance and Support Consortium
Steve Milliken, Director of Special Education, Westside Community Schools
Justin Moore, American Physical Therapy Association
Mary Podmostko, Institute for Educational Leadership
Gaylen Pugh, National Association of State Directors of Special Education
Luann Purcell, Fort Valley State University Council of Administrators of Special Education
Patti Ralabate, National Education Association
Mary Jane Rapport, University of Colorado
Kristin Reedy, Northeast Regional Resource Centers Learning Innovations at West Ed
Ellen Romett, Pennsylvania Training and Technical Assistance Network
Jamie Ruppman, Association for Persons with Severe Handicaps
Mironda Shepard, National Association of State Directors of Special Education
Dave Shreve, National Conference of State Legislators
Joe Simpson, Council of Chief State School Officers
Paul Sindelar, University of Florida
Connie Smith, Office of Special Education Programs and Services
Judy Smith-Davis, University of Illinois at Chicago
Steve Spector, Children and Adults with Attention-Deficit/Hyperactivity Disorder
Mary Summers, Salt Creek School District #48
Mike Thew, Eastern York School District
Lisa Thomas, American Federation of Teachers
Helen Thornton, Office of Special Education Programs, U. S. Dept. of Education
JoAnn Turner, Mamie D. Lee School
Terri Wallace, University of Minnesota
Fran Warkomski, Pennsylvania Department of Education
Karen Weston, University of Missouri
Larry Wexler, Office of Special Education Programs, U. S. Dept. of Education
Stephanie Wood-Garnett, Council for Exceptional Children

COPSSE / National Association of State Directors of Special Education Policy Partnership: Special Education Services Policy Summit, August 19, 2003 Agenda

August 19

am

8:00 Continental Breakfast

9:00 Opening Session

Paul Sindelar, COPSSE Overview

Joanne Cashman, Session Overview

9:45 Break

10:00 Concurrent Sessions

Sensory Impairments, Joanne Cashman

Administration, Stephanie Wood-Garnett

pm

12:00 Lunch

Presentation of Policy Briefs, Cynthia Warger

1:00 Break

1:15 Concurrent Sessions

Related Services, Joanne Cashman

Paraeducators, Colleen McNerny

3:15 Wrap-up and Next Steps

APPENDIX E. Proposed Research Questions and Ratings

Paraprofessional Group Questions	z-score	mean	s.d.
What is it that a paraprofessional needs to know and do?	1.99	4.59	0.87
What are the range of effective models for using paraprofessionals for delivering services for student with disabilities and the relationship of those different models to LRE, access to GE curriculum, etc.?	1.85	4.53	0.80
What constitutes effective initial preparation for paraprofessionals?	1.51	4.39	0.60
How does the implementation of these effective practices affect satisfaction, performance, and retention of paraprofessionals?	1.13	4.23	1.15
How does effective preparation affect paraprofessionals' classroom practices?	0.86	4.12	0.91
To what extent do preparation programs offer effective preparation for paraprofessionals?	0.55	3.99	0.78
What works best to create/nurture effective teamwork among paraprofessionals, teachers (gen. and SPED), related services, and parents?	0.44	3.95	0.77
What fosters and detracts from the implementation of effective paraprofessional practices?	0.29	3.88	0.93
What are the motivators for people who are in the system to make the next step? (from paraprofessional to classroom teacher)	0.12	3.81	0.40
How does effective preparation affect paraprofessionals' classroom practices?	>0.00	3.76	1.09
What fosters and detracts from the implementation of effective preparation of paraprofessionals?	-0.12	3.71	0.92
How could/do paraprofessionals contribute to an increasing supply of qualified teachers, especially teachers of color?	-0.41	3.59	1.00
What is the impact/cost of turnover?	-0.48	3.56	0.73
What other contextual factors influence the satisfaction, retention of paraprofessionals?	-0.48	3.56	0.73
Does effective preparation affect the satisfaction and retention of paraprofessionals?	-0.55	3.53	0.875
How does the implementation of these effective practices affect student and family outcomes?	-0.55	3.53	1.07
What is the cost benefit analysis of ineffective paraprofessional education?	-0.79	3.43	1.02
What are the relationships between the training that teachers get and performance of paraprofessionals?	-1.51	3.13	1.15
What is the relationship between effective practice by paraprofessionals and teacher satisfaction, performance, and retention?	-1.99	2.93	1.10

Related Services Group Questions	z-score	mean	s.d.
What are the common factors in models that lead to positive student outcomes?	1.61	4.83	0.41
Which evidence-based or effective practices lead to positive outcomes for students and families?	1.52	4.78	0.67
How does the implementation of these effective practices affect student and family outcomes?	0.81	4.4	0.70
How does effective related services preparation affect student and family outcomes?	0.56	4.27	0.91
How does effective preparation affect professionals' ability to implement effective related services practices? Does it affect satisfaction and retention?	0.53	4.25	0.89
For each related service discipline, what constitutes effective initial preparation for school-based practice?	0.43	4.20	0.92
What impact do different certification, licensure requirements have on recruitment/retention?	0.30	4.13	0.99
What fosters and detracts from the implementation of effective practices in the delivery of related services?	0.15	4.05	0.50
To what extent do professional preparation programs offer effective preparation for related services providers?	0.06	4.00	1.07
What fosters and detracts from the implementation of effective preparation of related services providers?	-0.32	3.80	0.63
How does the implementation of these effective practices affect satisfaction, performance, and retention of related service personnel?	-0.77	3.56	0.88
What do IHE faculty and entry level practitioners believe to be effective preparation for related service professionals?	-0.77	3.56	1.13
What does the research tell us about supporting inter-professional collaboration?	-0.77	3.56	0.88
About which related services practices is there consensus?	-1.55	3.14	0.90
How can families have input into preparation programs?	-1.81	3.00	1.58

Administration Group Questions	z-score	mean	s.d.
To what extent are administrators prepared to meet the needs of all students?	1.58	4.61	0.72
What are the factors influencing administration attrition and retention of administrators?	1.43	4.52	0.67
What are the dimensions of instructional leadership in schools that have an impact on the performance of teachers responsible for instruction?	1.17	4.36	0.39
What dimensions of instructional leadership in schools have an impact on outcomes for high and low achieving students?	0.96	4.23	0.81
What are the dimensions of instructional leadership in school districts that have an impact on the performance of teachers responsible for instruction?	0.96	4.23	1.15
What are the content, organization, and structure of exemplary administration programs?	0.86	4.17	0.89

What are the dimensions of instructional leadership in school districts (LEAs) that have an impact on outcomes for high and low achieving students?	0.73	4.09	0.87
What role does inservice, job embedded professional development for administrators play in the acquisition of skills that impact the performance of teachers and student achievement?	0.58	4.00	1.11
What policies at the state/local level are effective at attracting high quality administrators to high need districts/schools?	0.58	4.00	0.93
What are the sources of preparation and support for new principals?	0.30	3.83	1.23
What specific behaviors link to teacher retention and future outcomes?	0.30	3.83	0.94
How do national and state policies support the preparation of highly qualified administrators?	0.16	3.74	1.05
What roles do administrators play in the provision of special education services (e.g., resource allocation, program management, etc.)?	0.16	3.74	1.01
What are the sources of preparation and support for new special education directors?	-0.20	3.52	1.27
How do state and district policy support or hinder coordinated systems of professional development for general education and special education administrators?	-0.20	3.52	0.99
To what extent are new administrators familiar with the laws of special education?	-0.35	3.43	1.04
What are effective alternate routes for administrators?	-0.35	3.43	1.03
How is the creation of exemplary programs facilitated by national and state standards?	-0.41	3.39	0.83
What is the financial cost of administrator turnover?	-0.48	3.35	1.11
How do the universities impact the preparation of administrators (e.g., alternative certification or superficially address standard)?	-0.61	3.27	1.20
Can the attitudes of administrators toward students with disabilities be addressed and shaped through training or some other strategy?	-0.77	3.17	1.19
What is the relationship between state level structure and the recruitment and retention of administrators?	-0.90	3.09	1.20
In support of academic achievement, how do we find ways to enhance administrative leadership in the areas of safety, mental/physical health and S.E. development?	-1.13	2.95	1.13
How do local and state collaboration between outside agencies impact on the provision of SPED programs? (Refers to promotion of collaboration by administrator leadership.)	-1.52	2.71	1.01
What kind of SPED backgrounds do administrators of after-school and supplemental programs have? Are any states addressing this issue?	-2.83	1.91	0.95

Sensory Impairment Group Questions	z-score	mean	s.d.
What models of personnel preparations are effective in preparing teachers?	0.75	4.20	0.86
What are the relative benefits of models of teacher preparation as measured by student outcomes?	0.75	4.20	0.94
What models of teacher preparation have the biggest positive impact on student outcomes?	0.75	4.20	0.67
What does collaboration between GE and SE look like in providing FAPE for students with sensory impairments?	0.75	4.20	0.78
What are the implications for state policy makers as an integrated component of every research component?	0.75	4.20	0.89
What are models of evidence-based practices?	0.46	4.14	0.86
What are the factors that influence supply and demand of teachers and related service personnel in educating students with sensory impairment?	0.41	4.13	0.74
What are the models of effective communication between LEAs, SEAs, IHEs regarding preparation, development, and delivery?	0.12	4.07	0.96
What is the impact of NCLB on teacher preparation, accountability, and quality?	-0.22	4.00	0.85
What are the barriers related to personnel that SEAs and LEAs face in providing FAPE for students with sensory impairments?	-0.85	3.87	1.06
What are the various economic issues related to preparation of personnel for students with sensory impairments?	-1.53	3.73	1.10
What is the economic impact of having highly qualified personnel to provide FAPE for students with sensory impairments?	-2.16	3.60	0.99