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**A national study of professional standards in special education teacher preparation programs using the standards adopted by the National Council for Accreditation of Teacher Education and the Council for Exceptional Children**

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**A national study of professional standards in special education  
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the Council for Exceptional Children**

Waegerle, Dawn Colleen Johnson, Ed.D.

The College of William and Mary, 1990

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**A NATIONAL STUDY OF PROFESSIONAL STANDARDS IN  
SPECIAL EDUCATION TEACHER PREPARATION PROGRAMS  
USING THE STANDARDS ADOPTED BY THE NATIONAL  
COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION  
AND THE COUNCIL FOR EXCEPTIONAL CHILDREN**

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**A Dissertation Presented To  
The Faculty of the School of Education  
The College of William and Mary in Virginia**

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**In Partial Fulfillment  
Of the Requirements for the Degree  
Doctor of Education**

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**by  
Dawn Colleen Johnson Waegerle**

**July, 1990**

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## Abstract

Teacher preparation programs in special education are responding to demands for quality. Sources inside and outside the field of education have called for change. In 1986, the National Council for Accreditation of Teacher Education (NCATE) accreditation redesign was implemented. The Council For Exceptional Children (CEC) adopted Standards for the Preparation of Special Education Personnel in 1983 and these standards for special education programs have become a part of the NCATE redesign. This study proposes to answer the question of whether these professional standards and the NCATE redesign have had a direct impact on masters level special education teacher preparation program quality and development.

Research was conducted on a national level surveying teacher preparation programs for the mildly and moderately handicapped. The sample of 150 included members of NCATE due for program review in 1987-88 and those in 1990-91, as well as a sample of programs that are non-NCATE members. Analysis viewed differences in NCATE/non-NCATE teacher preparation programs, programs being reviewed for continuing accreditation in 1987-88 and 1990-91, and the extent to which the CEC standards for the Preparation of Personnel and Code of Ethics are addressed when comparing the NCATE and non-NCATE accredited institutions.



## Dedication

This dissertation is dedicated to my husband, Kevin,  
for his constant love and support and pride in this  
accomplishment.

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**VITA**

**ABSTRACT**

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## CHAPTER 1

### INTRODUCTION

Over the past 30 years, a number of movements have demanded change in our nation's educational system. In the 1950s, there was Sputnik and the space race with a push for science; in the 1960s, New Math; and in the 1970s a cry for more global courses relevant to student's needs. During the 1980s, there has been a shift back to the basics and public outcry for a high quality system of education. For many years, people felt confident in the American system of education, sure that a high school diploma was the ticket to a career or college and a happy life. Times have changed, and for the last decade, with education thrust into the political arena, both the general public and educators have been seeking the professionalization of teaching and the educational system.

During the 1980s, national reports began to surface which declared a crisis within education and the preparation of teachers. A 1983 report entitled A Nation at Risk: The Imperative for Educational Reform made specific indictments and recommendations for

reform in the American process of education. An official report, Tomorrow's Teachers, issued by the Holmes Group in 1986 called for radical changes in teacher education, including a strengthening of curricular and clinical experiences before entering the teaching force. The Carnegie Forum on Education and the Economy in 1986 issued A Nation Prepared: Teachers for the 21st Century, demanding establishment of educational standards and the creation of a strong teaching force. The National Education Association (NEA) also wrote a report in 1986 entitled Excellence in Our Schools: Teacher Education and then a year later published Establishing and Maintaining Standards for the Governance of the Teaching Profession. Imbedded within all these reports is a call for a strengthening of teacher education and establishing teaching as a profession. The development of rigorous standards of excellence in education, reform in academic preparation, restructuring of the teaching force, development of professional licensure, and the establishment of a national body to enforce self-governance of the profession are addressed in each report, but with variation as to suggested resolutions.

These calls for reform acknowledge the National Council for the Accreditation of Teacher Education (NCATE) as the national body responsible for accrediting institutions of higher education that train teachers for professional practice. This body was formed and officially began its accrediting operations in 1954 (Roames, 1987). NCATE has been in an evolutionary process since its inception and has not been exempt from cries for reform. In the last few years, NCATE has undergone a major redesign which is currently in the initial years of piloting. The standards developed from this redesign went into effect in 1988. Through all these changes and as part of the current redesign, NCATE has been cited as one of the controlling bodies with potential to change the quality of education in response to the reform movement.

The field of special education has been active in the pursuit of professionalization and has called for educational improvement for many years. In 1923, the Council for Exceptional Children (CEC) met for its first annual meeting. Listed as one of the goals of this new organization was the establishment of professional standards for educators in the field of



special education (Heller, 1982). CEC matured as a professional organization, but never addressed the establishment of any kind of standards until the middle 1960's when a Code of Ethics was developed. This code had little effect or significance for special education in practice (Heller, 1983). Then in 1975, a mandate came from the federal level, P.L.94-142, the Education for All Handicapped Children's Act, which required public schools to provide special education for the handicapped. This law marked a dramatic turning point in the delivery of services to exceptional children across the country. Public schools had to provide special education classes for all handicapped children, many whom had never been allowed to attend public school before. This change in public policy for education has been the catalyst for tremendous growth in the field of special education.

With special education flourishing, leaders in the field recognized two specific needs. One was to develop a well defined zone of responsibility and the other was to develop professional standards for both practice and personnel preparation (Birch & Reynolds, 1982). The Council for Exceptional Children responded

to these issues in 1983 when the Professional Standards Committee presented the organization's delegate assembly with three documents: a Code of Ethics, Standards for Professional Practice, and Standards for the Preparation of Special Education Personnel. The design of the Code of Ethics and Standards for Professional Practice is based on "universal ethical principles" where "special education professionals charge themselves with obligations to three parties: the exceptional student, the employer, and the profession" (taken from the Code of Ethics and Standards for Professional Practice as adopted by the CEC Delegate Assembly, April 1983, p.8). The Standards for the Preparation of Special Education Personnel "provide a structure for examining programs for the preparation of special education personnel within an institution of higher education or equivalent agency" (taken from the Standards for the Preparation of Special Education Personnel as adopted by the CEC Delegate Assembly, April 1983, p.8). These documents are viewed as the inauguration of a significant change, yet to come, within the field of special education (Heller, 1983).

### Need for the Study

The mission statement of the National Council for Accreditation of Teacher Education (NCATE) expresses two goals: "(1) to require a level of quality in professional education that fosters competent practice of its graduates, and (2) to encourage institutions to meet rigorous academic standards of excellence in professional education" (NCATE Redesign, 1985 draft, p. 10). As part of the mission under the redesign to accredit teacher education programs, NCATE has developed relationships with constituent professional organizations to review particular teacher training programs within each education unit.

The Council for Exceptional Children (CEC) is one of the constituent members acknowledged by NCATE with established personnel preparation standards. These standards are used by CEC to review special education teacher training programs as part of the precondition study for unit accreditation by NCATE. The CEC guidelines for program review were developed from their personnel preparation standards to correlate with NCATE standards and guidelines. Special education programs within a higher education unit or school of education

seeking NCATE accreditation must submit all appropriate information and documentation to CEC prior to a site visit by the NCATE Team. CEC then recommends special education program accreditation, stating program strengths or weakness, or denies recommendation for program approval.

NCATE, as an accrediting body, is self regulatory and institutional participation is purely voluntary. It is estimated that approximately 80% of all teacher training programs are members of NCATE (Roames, 1987). Institutions that do not participate in NCATE accreditation give many reasons describing difficulties with the cost of participation, faculty professional involvement, independence of the education unit, and difficulty complying with specific NCATE standards (Association of Teacher Educators, 1986). With NCATE accreditation using CEC as a constituent body, it seems critical for special education professionals to be members of the primary professional organization and be familiar with CEC standards. For special educators, CEC membership and participation is voluntary. Voluntary participation in any professional organization seems incongruent with calls for reform

and the struggle for the professionalization of teaching.

### Statement of the Problem

Calls for reform in education heard recently declare the need for major changes in the educational system. One of the changes declared as necessary for quality assurance is national accreditation, certification, and licensure of programs and individual teachers (National Education Association, 1987, Carnegie Forum, 1986). Accreditation would need to be secured for programs to be recognized by the profession. Implications of non-accreditation for teacher educators could have serious effects on the future of education. States could deny teaching certification to individuals completing programs from non-accredited institutions. Professional organizations could deny licensure, and school divisions could choose to not hire individuals with diplomas from non-accredited programs. All of these implications rest upon the assumption that non-accredited teacher preparation programs are inferior to those which secure NCATE approval.

In 1983, Gilman completed a study in Texas regarding the importance or value of NCATE accreditation. All teacher preparation programs throughout the state were included in the research, both NCATE and non-NCATE affiliated. Research respondents listed the excessive time and expense of the NCATE self-study process and team visit as the greatest disadvantage of seeking accreditation. Viewing quality as an issue, most accredited programs indicated that the self-study process for accreditation improved their programs, while those not participating indicated that accreditation would not increase quality. Gilman (1983) found no consensus among programs for requiring NCATE accreditation of all teacher preparation programs. Advantages linked to national accreditation included the prestige of being an NCATE affiliate and reciprocal certification benefits among states.

A nationwide study in 1986 (Hoover, Blasi, Geiger, Ritter, & Sileo, 1986) assessed undergraduate special education teacher preparation programs looking at the emphasis the undergraduate program placed upon specific training areas. The study found nonsignificant

relationships between program quality, content, and number of teachers certified each year when comparing NCATE affiliated programs with those not participating in national accreditation. To date, this researcher has found no study that uses the NCATE/CEC guidelines to research general quality and structure of teacher preparation programs participating in national accreditation with those that do not. The issue of quality comparison is one which must be studied before national accreditation, certification, or licensure could be considered further.

This study compares and contrasts general program quality and structure of NCATE accredited masters level teacher preparation programs with non-participating programs in special education. It seeks to determine the impact of the CEC Standards for the Preparation of Special Education Personnel as reflected in the current draft of the guidelines and matrix used by NCATE under the redesign on professional teacher education program accreditation, determining program components which predict participation in national accreditation. The questionnaire used for this research elicits

information reflecting program quality, curriculum, and commitment to CEC professional standards.

Major research questions include:

1. How do NCATE accredited masters level programs in special education compare with non-accredited programs considering quality indicators and curricular components determined by the current draft of the NCATE/CEC accreditation guideline standards?

2. How do accredited programs in special education scheduled for review in 1987-88 and 1990-91 compare considering quality indicators and curricular components?

3. Are the CEC Standards for the Preparation of Personnel and Code of Ethics addressed in masters level special education teacher preparation programs?

#### Definition of Terms

A number of terms require definition for the purpose of this research and literature review. The first set of definitions relate to accreditation.

Accreditation: Recognition given to an educational institution or program by a governing body or agency through compliance with standards or requirements.



**Advanced Programs:** Graduate level programs, both degree and non-degree, that prepare professionals to meet requirements for advanced certification/licensure (National Council for the Accreditation of Teacher Education, 1982).

**Basic Programs:** Undergraduate and graduate programs that prepare preservice professionals for initial certification/licensure (NCATE, 1982).

**Certification/Licensure:** Legal recognition by a state agency or professional organization for individuals who have met the approved guidelines with the state or organization.

**Criteria:** Written statements used to regulate or evaluate institutional/program quality or compliance with accrediting body standards.

**Curricular Components:** Parts of a program or course of study related to training in education generally and special education specifically. These curricular components have been identified by NCATE as guidelines for accreditation in the 1987 NCATE matrix and by CEC as part of their Standards for the Preparation of Personnel.

Multicultural Education: The "preparation for social, political, and economic realities that individuals experience in culturally diverse and complex human encounters" (NCATE, 1982, p.14).

Quality Indicators: The term for factors recognized by the field which are critical to determining program quality. They include program planning, implementation, content, personnel, and membership in the profession. These factors have been identified by both NCATE, CEC and NEA.

Regional Accreditation: Recognition of voluntary, institutional compliance to prescribed standards by one of the six regional accrediting associations.

Special Education: Teacher preparation programs that teach the "knowledge and skills necessary to respond to the individual differences of learners. These learners are persons who possess sufficiently unique educational needs to necessitate their being provided the quality of education and services needed to enable them to recognize their full potential" (NCATE, 1982, p.14-15).

Specialized or Program Accreditation: Recognition that a program, or curriculum of a particular college,

school, or department has met prescribed standards. Professional associations often prescribe this form of recognition. It also may be termed national accreditation.

The following terms relate to professional organizations frequently named within this study.

American Association of Colleges for Teacher Education (AACTE): The primary professional association for colleges, universities, and departments of education.

Council for Exceptional Children (CEC): The primary professional organization for those involved in the field of special education.

Council of Chief State School Officers (CCSSO): Professional association for the chief educational officers for states or territories.

National Association of State Directors of Teacher Education and Certification (NASDTEC): Professional association for the state directors of teacher education and certification.

National Council for the Accreditation of Teacher Education (NCATE): The national professional accrediting body for teacher education programs.

National Education Association (NEA): The national professional association for all educators.

#### Limitations of the Study

To date, this author has not identified other published research which addresses the issue of masters level teacher education program comparison using NCATE/CEC guidelines for institutions that are accredited nationally and those that are not. The following research review is based upon commentary, historical data, information received from NCATE and CEC, and other studies addressing educational reform in special education teacher preparation.

Ten institutions across the country piloted the redesign standards in 1987. The first full year for implementation of the NCATE approved curriculum guidelines was 1987-88. Data collected through this study reflects individual program response given through a questionnaire developed using the 1987 curriculum guidelines draft distributed and returned

June 1988 through January 1989. A study limitation is the questionnaire itself, which greatly simplifies and reduces data and information available in measuring curricular and program quality indicators. Another limitation, which is also an assumption, is that the NCATE/CEC curricular guidelines and quality indicators are appropriate and accurate measures and that a program meeting the criteria is one of high quality.

CHAPTER 2  
REVIEW OF LITERATURE

Historical Background of the National Council for  
Accreditation of Teacher Education

In 1951, educators at all levels sought an improvement in teacher education through creating a semi-autonomous body to accredit teacher education at the national level. The body was to be self-regulatory and voluntary for higher education programs. This search for quality education created the National Council for the Accreditation of Teacher Education (NCATE). Formation of NCATE was organized through representatives from the National Commission on Teacher Education and Professional Standards of the National Education Association (NEA), the American Association for Colleges of Teacher Education (AACTE), the Council of Chief State School Officers (CCSSO), and the National Association of State Directors of Teacher Education and Certification (NASDTEC) (Christensen, 1984; Roames, 1987). This representation identified NCATE as a political organization to represent the teaching profession. NCATE officially began its accrediting operations July 1, 1954. By 1978, eighty percent (80%) of all education personnel were

graduating from NCATE accredited institutions (Roames, 1987), though at this time, the number of programs affiliated with NCATE are a lower percentage (D. Gollnick, personal communication, November 18, 1987).

Two major goals were sighted for NCATE at its inception. These goals were to: (1) achieve recognition of education as a major profession, and (2) insure that institutions preparing personnel for education were providing adequate programs, facilities, and resources (Roames, 1987). In 1954, the NCATE council consisted of 21 members. State agency representation would include three representatives each from the National Association of State Directors of Teacher Education and Certification (NASDTEC) and the National Council of Chief State School Officers (NCCSSO). Practitioners would be represented by six members of the National Commission on Teacher Education and Standards. Boards of Education were to be represented by three members appointed by the National School Boards Association. Teacher educators would appoint six members of the American Association of Colleges of Teacher Education (AACTE) (Roames, 1987, p.222).

From 1954 until 1956, NCATE used AACTE standards until a separate set of standards could be developed. Later, the AACTE standards were revised for NCATE. These were less quantitative and more general than previous standards but retained the AACTE requirement of regional accreditation as a prerequisite for NCATE approval. In 1960, the standards were revised in response to rising tensions from constituent schools claiming an inconsistency in application of the standards for program approval. Standards were revised again in 1970 and in 1979, a standard was added requiring multicultural perspectives in education coursework.

The 1981 standards revision included an amendment to teacher education curriculum criteria emphasizing the individual and special needs of students, otherwise known as the special education standard. This standard revision came as a result of P.L. 94-142, the Education of the Handicapped Act. Initially, the special education standard included criteria that required institutions to "prepare educators to identify, assess and evaluate exceptional learners...and to design educational programs appropriate to needs" (NCATE Standards, 1981). The most recent global standard for



special education states that the "institution provides its graduates with the knowledge and skills necessary to provide an appropriate education for exceptional learners" (NCATE Standards, 1982).

The American Association of Colleges of Teacher Education (AACTE) developed a publication for use by teacher education programs examining their practices in the light of the special education standard. The publication, The Preparation of Education Professionals for Educating Exceptional Students (1982), asserts that NCATE's standard is not designed to focus on the preparation of those who major in special education; nor does it suggest that teacher education programs must have preparation programs in special education. Rather, it reflects a view that general educators are critical in providing education for exceptional students.

The NCATE and AACTE position states that in order to produce graduates professionally competent in recognizing and providing for individual needs, programs must:

1. Be infused with a philosophical commitment.
  2. Engender appropriate attitudes and values in students.
  3. Have a curriculum permeated with knowledge, skills, attitudes, and values necessary to develop the desired professional competence.
-

4. Provide models in education practices by the higher education faculty and administrators.
5. Prepare professionals to function effectively as members of differentiated instructional teams (The Preparation of Education Professionals for Educating Exceptional Students, 1982, p.13).

The last standard given relates specifically to special education, applying to both graduate and undergraduate programs and evaluated for all institutions seeking NCATE accreditation (Lilly, 1983). For the field of special education, this standard alone could never measure teacher education program quality, therefore professionals called for reform in national accreditation of programs in special education.

#### Redesign of the National Council for Accreditation of Teacher Education

Beginning in the early 1980s, a wave of discontent began building within NCATE membership. In 1982, the American Association of State Colleges and Universities found that within their membership a number of institutions had dropped or were planning to drop their NCATE membership (Roames, 1987). Criticism against NCATE included debate over accreditation standards and procedures that were viewed as "arbitrary, inconsistent, and redundant" (Currence, 1984, p.1). Many professional organizations called for NCATE reform since accreditation is the only aspect of quality

assurance owned by the profession itself (Christensen, 1984), and is a primary avenue to attaining quality. Though this may be true, "accreditation, being voluntary, fails to attract all of the institutions or programs that are eligible" (Christensen, 1987) and many teacher education programs choose to not participate in national accreditation. With quality assurance as one of the primary missions of NCATE and accreditation, some professionals asserted that NCATE ought to provide the impetus for institutions to make a real commitment to excellence in the preparation of teachers (Watts, 1984).

The Institute for Research on Teaching (IRT) supported a study in 1980 by Wheeler which reviewed NCATE accreditation. Wheeler (1980) found that those involved in the accreditation process responded seriously and benefitted from the review. Weaknesses found in the process included the presence or absence approach, a judgement that a particular function was being performed well when the review team may have only looked to see if the function was performed at all. Standards used for review were vague, institutions had some influence over information made available to NCATE team members which could affect the ability to judge a program, and dynamics of team visits made it

very difficult to accomplish an in-depth program examination (Wheeler, 1980).

The American Association of Accreditation of Teacher Education (AACTE) reacted critically to NCATE and planned to investigate alternatives to NCATE governance and standards. In November of 1981, AACTE organized a Committee on Accreditation Alternatives (CAA). The primary purpose of this committee was to "develop an alternative accreditation process designed to overcome the deficiencies of the existing NCATE system" (Roames, 1987). The committee report became the impetus for redesign of NCATE accreditation.

As a part of the AACTE research, major concerns over NCATE processes included:

1. Ambiguous standards that could not be applied uniformly.
2. The fact that the standards in use ignored factors essential to the quality of teacher education programs.
3. Evaluation teams were too large and expensive.
4. A failure to apply standards consistently, which caused judgements to lack reliability.
5. Redundancy in program reviews for national accreditation and for state approval.
6. The inability of NCATE to rate importance of different standards in making accreditation decisions.
7. The uneven application of standards and the fact that the accreditation process was sometimes biased against certain types of institutions (Gollnick and Kunkel, 1986, p.310).

Recommendations from the AACTE report include that NCATE adopt uniform standards, expand preconditions or eligibility requirements for programs seeking accreditation, identify quantifiable indicators of quality, distinguish accreditation of the professional education unit as a whole instead of program categories, and establish a board of examiners (Gollnick & Kunkel, 1986). Additional recommendations concluded that NCATE reduce the size of visiting teams, establish a process for annual program monitoring and review, adopt continuing accreditation, provide more information about participating institutions, provide comprehensive training for visiting team members, and develop better articulation between the processes of securing national accreditation and state approval (Gollnick & Kunkel, 1986).

In June 1983, the NCATE Council adopted six primary features of the AACTE proposal. They were viewed as "alternative principles" for the accrediting process set forth by NCATE. These principles were:

1. Accreditation decisions will be made for the teacher education unit.
2. Continuing accreditation will replace reaccreditation.
3. Communication will be provided between state approval and national accreditation.

4. NCATE visiting team members will be chosen from a Board of Examiners, members of which will be skilled in evaluation techniques and trained in NCATE processes and standards.
5. Five unit focused standards will replace the six families for basic and advanced programs.
6. The NCATE annual list will be expanded to include specifications of the unit and data which describe support levels for professional education programs (Kunkel, 1984).

The unit standards selected for use in both basic and advanced programs include: (1) knowledge base for professional education, (2) relationship to the world of practice, (3) students, (4) faculty, and (5) governance (NCATE, 1987). These standards, unlike those before, are quantifiable, thereby strengthening the entire NCATE accreditation process and demonstrate responsiveness to the demands for quality teacher training (Roames, 1987).

As part of this revision, changes were made in the NCATE council. The current NCATE constituent council consists of twenty-five voting members, with a role for state agencies and nineteen professional organizations (Yount, 1985). The constituent members include the American Association for Colleges for Teacher Education, the National Education Association, the National Association of State Boards of Education, the National School Boards Association, the Council of

Chief State School Officers, the American Association for Counseling and Development, the American Association of School Administrators, the Association of Teacher Educators, the Association of Educational Communication and Technology, the Association for Supervision and Curriculum Development, the Council for Exceptional Children, the International Reading Association, the International Technology Education Association/Council for Technology Teacher Education, the National Association for the Education of Young Children, the National Association of School Psychologists, the National Council for the Social Studies, the National Council of Teachers of English, the National Council of Teachers for Mathematics, the National Science Teachers Association, and the American Alliance for Health Physical Education, Recreation, and Dance (Gollnick & Kunkel, 1986, p.314).

Under the redesign, CEC, as a constituent member of NCATE, reviews programs in special education seeking national accreditation. Each program folio and matrix is reviewed by trained CEC members rating responses on quality indicators. Once the evaluations are completed, the evaluation is synthesized into a final report for use by NCATE and the visitation team.

This process, in effect, gives CEC an opportunity to enforce its own standards. A similar format is used by NCATE affiliated professional organizations for precondition approval by other specialty programs in education seeking national accreditation. This review by professional organizations is part of the tiered format for program approval developed in the redesign.

The National Education Association, in a document entitled Excellence in our Schools, Teacher Education: An Action Plan (NEA, 1982), states that teacher education should be approved at two levels, though the NEA approach differs from that adopted by NCATE. The NEA supports program approval at the national level through NCATE and at each state level through an agency such as a professional standards board. This bi-level approach ensures a comprehensive evaluation which assesses programs, facilities, governance, resources, personnel, budget, and other specific programmatic content issues related to quality assurance in preparing teachers.

The NEA supports NCATE procedures for securing approval, continuing with the on-site team viewing historical, descriptive, and observational data. In this same report, the NEA proposes the development of



state agencies specially designed to approve programs following specific standards from five groups which include: (1) program planning, (2) program implementation, (3) program personnel, (4) program content, and (5) membership in the profession. (NEA, 1982). These standards are similar to those already under the redesign unit review guidelines, but the NEA asserts that NCATE relinquish this level of standard evaluation to a state agency. The NEA standards offer criteria for compliance and evidence questions which could yield a more comprehensive assessment of program quality.

In securing and studying documents for this literature review, multitudes of editorial commentary were found which both affirmed and degraded the NCATE redesign. Much of the new accreditation process is questioned in regard to clarification and interpretation for implementation. Clarification and revision will occur as NCATE fully analyzes feedback from the pilot studies in 1987 and comments from programs using the format in the accreditation process in subsequent years. This analysis should produce enough empirical evidence to test the validity of the accrediting design (Roames, 1987).

The Council for Exceptional Children and the  
Development of Standards

In 1923, when the Council for Exceptional Children (CEC) had its first annual meeting, the idea of developing standards in special education was initiated as one of the purposes of the organization (Heller, 1982). Developing standards was seen then and now, as a mode for advocating appropriate educational services for exceptional children, an important service to members, and critical to professional recognition (Council for Exceptional Children, 1983). CEC, in 1960, determined to make the development of professional standards a high priority and efforts were made to collaborate with other organizations. Collaboration with NCATE and the National Education Association's (NEA) Commission on Teacher Education and Professional Standards (Barnes, 1986). It wasn't until many years later, as a part of a quest for professionalism, that the first standards were written. The 1966 CEC Delegate Assembly adopted the report entitled Professional Standards for Personnel in the Education of Exceptional Children (Heller, 1982). This report established standards for "teacher education, administration and supervision, doctoral

programs in special education, and continuing professional growth and responsibility" (Roames, 1987, p.13).

This cursory attempt at developing standards soon became outdated in the early 1970s. With the advent of P.L.99-457, major changes occurred in public education with the inclusion of exceptional students to the classroom. This change in public policy for education became a catalyst for tremendous growth in the field of special education. At that time, leaders in special education recognized two specific needs. There was a need to develop a well defined zone of responsibility and to revise the early efforts at standards development (Birch & Reynolds, 1982). Another standards revision was completed in 1975, but lacked in quality definition and consistency in practice. Leaders in the field of special education saw a need to initiate the process toward the professionalization of special education (Bateman, 1982; Heller, 1982; Birch & Reynolds, 1982; Horn, 1982).

Obtaining financial support from the Federal Bureau of Education for the Handicapped (now the Office of Special Education), CEC organized the Professional Standards Guidelines Project. Individuals working on

the project developed a report entitled Guidelines for Personnel in the Education of Exceptional Children.

This document, developed with much input from the field, formally adopted by the Council in 1979, had some problems due to the fact that it "lacked operational criteria for judging individual or program quality" (Heller, 1982, p.78).

Special educators recognized problems in the field relating to program and personnel quality. In 1981, the Virginia CEC Federation presented a resolution to the national CEC Delegate Assembly to direct the Professional Standards Committee to develop standards to govern preparation of teachers, professional practice, and a new code of ethics (Heller, 1983). From this directive, the committee presented three documents to the Delegate Assembly of the Council for Exceptional Children in April of 1983; a Code of Ethics, Standards for Professional Practice, and Standards for the Preparation of Special Education Personnel (Heller, 1983). These documents were unanimously accepted by CEC.

Barnes (1986), conducted a study viewing the acceptance of these CEC standards by practicing and pre-service teacher educators. The study was designed

to measure the perceived importance of the standards and determine which of the standards were being taught at the preservice level. Analysis showed a 51% or more agreement in importance on 59 of the 60 standards. Students in pre-service training reported 29 of the 60 standards as being taught (Barnes, 1986).

Since that time, with the redesign of NCATE, the CEC standards have become a part of the accreditation process. Guidelines for the accreditation of programs have been developed which implement the Personnel Preparation Standards. These guidelines were developed by the Professional Standards Committee and Teacher Education Division of CEC and accepted in October 1984 for use as a measure for precondition approval for special education programs seeking accreditation by NCATE.

#### Special Education as a Profession

The full development of professional standards in special education did not occur for many years due to the continuing question of whether education in general, and special education specifically, actually is a profession. Some individuals have gone so far as to characterize education as a semi-profession (Reynolds & Birch, 1982; Heller, 1982). Etzioni (1969)

describes a semi-profession as one in which there is shorter training, less legitimated status, less right to privileged communication established, less of a specialized body of knowledge, and less autonomy from supervision or societal control. Birch & Reynolds (1982) identified specific criteria which determined professional status, and found special education lacking in those areas which involved enforcement of standards, quality control of programs, and professional research. Birch and Reynolds (1982) indicated that with the establishment of enforceable standards, along with some restructuring of personnel preparation, it will be possible, with time, for special education to be identified as a profession.

Viewing these criteria for identifying a profession, it becomes clear that steps need to be taken to move special education forward in the professionalization process. The CEC standards are a beginning, but implementation and enforcement for compliance is critical (Stephens, 1985). Batemen (1982), stated that the existence of a code of professional standards or ethics may not reduce the dilemmas facing special education; however such a code would give direction and support. Reform in special

education is necessary to establish the profession and maintain high standards and control proliferation of the field (Hill, 1982). Heller (1983) stated that special educators "need not wait for all of education to respond to what has become a critical condition: rather, special education should act as a leader for our colleagues as we seek to professionalize a semi-profession" (p.201).

#### The National Education Reform Movement

Since the early 1980s, a number of reports and books have been published calling for major reforms in every aspect of teaching, from the classroom to the university. These reforms were designed to stem what was described as the "rising tide of mediocrity" in education. Special commissions were formed from federal government directive, groups of interested observers and professional organizations wrote formal reform reports. Although the groups that issued the reports differed in composition and purpose, they shared many common concerns which provide ground for the seed of change. The three most widely known reports will be discussed for the purpose of this study.

The first major reform report which captured the interest of all of the American public was entitled A Nation at Risk: The Imperative for Educational Reform released in April of 1983. The Secretary of the United States Department of Education created a commission two years earlier with the purpose to define problems in the American system of education and to offer viable solutions. The commission identified numerous educational risk factors ranging from lack of student achievement to the increasing numbers of functionally illiterate American adults. In response to these problems, the report states that "educational reform should focus on the goal of creating a Learning Society. At the heart of such a society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood" (p.7).

Recommendations from the Nation at Risk report endorse a strengthened basic education at the secondary level, significantly more time be allotted for schooling, and more rigorous and measurable standards and expectations for academic progress and student performance at all educational levels. Teacher



preparation at both preservice and inservice levels should become more rigorous relating to demonstrated competence. Teaching salaries should be increased and performance based related to a career ladder, lengthening contracts to 11 months to ensure time for professional development. Incentives should be made available to attract outstanding students to the teaching profession, training and retraining personnel in areas of critical need, such as math, science, and english. The report also suggests that master teachers be involved in designing teacher preparation programs and supervising teachers during their probationary years. The final recommendation calls for committed leadership and fiscal support for reforms in education at all levels (The Nation at Risk, 1983).

In 1983, deans of schools of education from 17 research oriented universities met to discuss ways of improving teacher education in their own universities. This initial meeting developed over three years to a global report entitled Tomorrow's Teachers: A Report From the Holme's Group (1986) which proposed reform in all of education. According to the report's preface, "the group wishes to see nothing less than the transformation of teaching from an occupation into a

genuine profession". There are five major goals of the report encompassing a wide range. These goals are:

1. To make the education of teachers intellectually sound.
2. To recognize differences in knowledge, skill, and commitment among teachers.
3. To create relevant and defensible standards of entry to the teaching profession.
4. To connect schools of education with elementary and secondary schools in their communities.
5. To make schools better places for practicing teachers to work and learn (Tom, 1987).

The Holme's Group report recommends a strengthening in the arts and sciences curriculum leading to an improved liberal arts education at the undergraduate level and moving teacher professional education to the graduate level. They offer another recommendation for a three tiered teaching force with instructors, professional teachers, and career professional teachers. There is an argument for developing relevant and defensible standards for entry into the profession, including multiple teacher evaluations, a masters degree, and a step for licensing. The report calls for a strengthening of ties between universities and local elementary or secondary schools providing collegial exchange for developing knowledge, research, and reflective practice. Suggestions offered for making schools better places to work and learn involves

changing the structure of schools, particularly the division of authority between administrators and teachers (Holme's Group Report, 1986).

Another 1986 report focusing on teaching as a profession is A Nation Prepared: Teachers for the 21st Century developed by a 14 member Carnegie Task Force. The ambitious and well organized report argues for educational reform from an economic viewpoint, though conclusions regarding necessary changes follow a similar vein as the Holme's report. The report argues that economic success "depends on achieving far more demanding educational standards than we have ever attempted to reach before" and "in creating a profession equal to the task - a profession of well educated teachers prepared to assume new powers and responsibilities to redesign schools for the future" (1986, p.4). A Nation Prepared calls for liberal arts undergraduate programs with masters programs leading to a Master in Teaching degree, a restructuring of the teaching profession with levels of teachers, creation of a board for professional teaching standards to establish certification or licensure requirements, an increase in teachers salaries and career opportunities to make teaching competitive, incentives for teachers related to student performance, and a move

to recruit members of minorities for teaching careers (Carnegie Report, 1986).

Most all of the recent national reports declaring a crisis in American education have not addressed special education in detail, "yet special education services, particularly those for students labeled mildly handicapped, occupy a more central role and use a greater share of fiscal and human resources in the schools than ever before" (Pugach & Sapon-Shevin, 1987, p.295). Mention is made of "improving education for all" (p.7) and that time must be spent to meet the needs of "slow learners, the gifted, and others who need more instructional diversity than can be accommodated during a conventional school day or school year" (A Nation at Risk, 1983, p.29).

While special education is omitted from the reform reports specifically, it must be seen in the context of current economic and political variables (Sapon-Shevin, 1987). Special education is perceived as "a separate, parallel enterprise that is only distantly related to general education" (Pugach & Sapon-Shevin, 1987, p.313). Philosophically, special education and meeting the needs of low-achieving students "runs counter to the new emphasis on excellence and higher standards" (Shepard, 1987, p.328). Increasingly, special educators "see themselves as members of the general

education community ... working toward more effective integration of special and general education" (Lily, 1987). Paramount to any global reform movement must be improving education for all, not just certain segments of the population. When consideration is given to reform reports and the NCATE redesign, primary emphasis is on improving the quality of the current teaching force as well as the content and structure of teacher preparation (Pugach, 1987).

#### The Special Education Reform Movement

Issues relating to excellence and the lack of enforceable professional standards had been evident to those in the field for years, not just as a result of national reform reports (Morsink, 1982; Stevens, 1985; Kelly, 1979; Birch & Reynolds, 1982; Heller, 1982). These issues were of concern to all in education, but particularly, since the advent of P.L. 94-142, special educators became acutely aware of weaknesses in the plan for educating handicapped children. Also, special educators needed to acknowledge changes in society and education as a whole since the 1970's and respond to alter the public view of education (Morsink, 1982). Problems that required attention included; poorly trained teachers, teacher shortages, wide variance of quality in programs, escalating litigation, and

unprofessional or unethical behavior of educators in the field.

The problem of poorly trained teachers in our country has existed for decades and has met with many challenges for reform, though none seem to have reaped lasting effects (Roames, 1987). The 1983 report, A Nation at Risk, recommended more stringent requirements for entry into teacher training and improvement in all teacher education programs, which special educators have been acknowledging for many years. In our country, teacher education has never been optimal; it has always been minimal, and state certification standards are designed to establish minimum criteria for qualification (Cross-Maple, 1983). Historically, Schools of Education have been looked down upon by academia for the lack of excellence in teacher training (Hebert & Miller, 1985). Heller (1983) states "if, indeed, teachers are the problem, it is incumbent upon them to provide the solution" (p.202). Measures need to be taken which build a fully qualified base of teachers.

Smith-Davis (1984) calls for improvements in personnel development in special education including a general upgrading of curriculum, lengthening of teacher education programs, expanding clinical or field experience, increasing admission standards, and

increased selectivity in admission, retention, and graduation of educators (Smith-Davis, 1984). This general design involves the need for creating free-standing professional schools of education.

Birch & Reynolds (1982) have proposed a model for the restructuring of regular and special education. This model consists of five levels of education programming.

- |           |  |
|-----------|--|
| 5th level | Research and development.  |
| 4th level | College and university programs for the preparation of personnel at all levels.  |
| 3rd level | Specialized consultant training staff who serve in a total school district or region (psychologists, parent education consultants, behavior analysts, teachers of braille, consultants on learning problems, etc.). They back up the 2nd level building-based special education staff. |
| 2nd level | Generic special educators and paraprofessionals who work fulltime at the building level in a unified, cross-categorical, multi-program structure operated in collaboration with regular teachers.  |
| 1st level | Regular teachers who are prepared for mainstreaming (p. 10).   |

This proposal acknowledges a unification of special and regular education and an assumption of strong leadership by broadly prepared administrative officers of each school system (Birch & Reynolds, 1982).

In 1980, AACTE developed a paper entitled A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education which addressed the need to redesign teacher education to accord with the principles of P.L. 94-142. The central focus intends to design a quality national teacher education plan which would help educators be fully competent to build a more inclusive and unified education system to serve all children. Incorporated in the plan are "clusters of capabilities" and recommendations, which provide an outline of professional competence important to educators who design and implement individualized instruction. These clusters include: curriculum, teaching basic skills, class management, professional consultation and communications, teacher-parent-student relationships, exceptional conditions, referral, individualized teaching, and professional values (A Common Body of Practice for Teachers, 1980). AACTE saw these concepts as appropriate for NCATE consideration in the redesign. The state of Pennsylvania has included the proposed "clusters of capabilities" as a part of their certification approval standards for teachers (Birch & Reynolds, 1982).

Through the years as teacher shortages became apparent, teacher training institutions and state certification boards often lowered entrance standards



(Morsink, 1982). As special education teachers have come into short supply, provisional certification, rather than full endorsement, has become the minimum standard in some areas (Cross-Maple, 1982).

Certification requirements vary from state to state, often with little regard for recommendations or standards developed by professional organizations (Heller, 1983).

Heller (1982) has proposed that licensing augment or replace certification for special education. This licensing could come through CEC or an organization similar to NCATE. With standards and a code of ethics in place, the profession assumes responsibility for governing or regulating itself. Licensing would become a step in career development. Heller (1982) lists advantages for licensure as:

1. Legal standing is given for the profession and its members.
2. The use of the title or designation special educator is regulated.
3. The extent, content, and purpose of the special education profession and expectations for members are defined.
4. The consumer can be provided with a directory of qualified professionals to perform specific services at specific levels.
5. The special educator will be held accountable to his or her peers through a licensing board.
6. A uniform credentialing procedure will be provided for all special education practitioners.
7. A mechanism is provided which could equalize salary structures based on professional level qualifications (p. 86).

Some states, such as Louisiana, Massachusetts, and California, have teacher education programs that are non-categorical for special education, while others require studies in particular exceptionalities for teacher certification. This controversy over whether teacher and program quality differs between non-categorical versus categorical remains heated within special education (Heller, 1983; Cross-Maple, 1983; Smith-Davis, 1984, Heller & Ridenhour, 1983).

The main focus of the excellence issue seems to be quantity versus quality since the current supply of graduates from teacher training institutions does not meet demand from the field and critical shortages in specific low incidence categories still exist (Morsink, 1982). These shortages prohibit selectivity in hiring. As the school-aged population increases in the near future, and if college and university enrollments in teacher education programs diminish, special education teacher shortages have the potential to become an even greater problem (Smith-Davis, 1984).

Regarding variance in quality of teachers, Hebert & Miller (1985) identified specific role conflict problems for state and local level special education supervisors finding ambiguity in titles and/or job descriptions, diverse state certification, few training programs, lack of theory base and lack of a strong

professional organization. Hill (1982) analysed teacher evaluation forms and found a clear lack of reliable standards and specific criterion for evaluation among school systems. This variability is clear in exposing external influences on the field of special education from both the federal government and the state departments of education (McLaughlin, Valdiviseo, Spence & Fuller, 1988).

Recently, the Institute for the Study of Exceptional Children and Youth, University of Maryland, completed a series of studies concerning personnel in special education. Their research suggests that "special education teacher training is being driven by forces such as certification policies that are largely out of the control of the profession and needs of local school districts" (McLaughlin et al, 1988). The studies were completed by personal or telephone interview and through mail survey. State education agency officials, higher education faculty and students participated in the research. Findings revealed

conflicting perceptions of teaching competencies, discrepancies between training and job expectations, lack of response to the present and near future job market, and the changing student population in graduate teacher education programs ( McLaughlin et al, 1988).

Over the past few years, "educators have been made painfully aware that the law defines, limits and prescribes many aspects of education" (Morsink, 1982). Schools are no longer protected domains where educators rule. Ours has become an age of litigation (McDaniel, 1979). Special education's relationship with the public has been established through legislation, and litigation is demanding action from the field of special education (Morsink, 1982). Much of this litigation is being brought because some exceptional children are not being provided with an appropriate education (Morsink, 1982). Other litigation has involved criminal conviction of high level special educators because of unprofessional or unethical behavior (Stephens, 1985). Because of this legal relationship with the public, all educators have a duty of the "highest order to know the law as it pertains to their professional practice" (Bateman, 1982).

With this research in mind, it appears that a clear indication is given to special educators to begin with the Professional Standards passed by CEC and actively

pursue the development of strategies for enforcement and implementation of the standards. Excellence will come to the field and special education will become a profession only through putting these strategies into action in a unified movement toward quality.

### Conclusion

For many years, educational reform has been a critical issue in this country. Our great experiment of public education for all has often been challenged by strong demands to respond to the needs of our ever changing society. Currently, educators are facing the call for quality education even though the struggle is met with many external road blocks. Unlike other professions who have complete, autonomous control over their destinies, education is buffeted by government bureaucracies, state and local constraints and demands, and constant scrutiny by the public-at-large. This ever burdgeoning inspection and complication of our professional responsibilities along with continuing research and input from professionals in education has the potential of improving the integrity and quality of education that has been lost over the years.

### CHAPTER 3 METHODOLOGY

#### Population and Sample

The population used for this study consisted of masters level teacher preparation programs in special education for the mild and moderately handicapped. The masters level was chosen as it limited the programs surveyed to a more manageable number. Programs were identified from the 1987 National Directory of Special Education Personnel Preparation Programs available from the Teacher Education Division (TED) of the Council for Exceptional Children. Masters level programs were targeted and then compared against the NCATE 33rd Annual List of Accredited Programs, 1987-88. Those programs identified as NCATE accredited were compiled into two subgroups, those with an NCATE review scheduled in 1987 and those with a review scheduled for 1990-91 review. The programs identified from the TED directory that were not listed as NCATE participants from the NCATE list became the third subgroup.

Using this procedure, 64 programs were identified as 1987 NCATE participants, 68 as 1990 participants, and 87 were identified as non-participants in NCATE. A random sample was drawn from each of the three groups

to give a similar number for each. 50 programs were selected randomly to represent each group with a total of 150 programs surveyed in this study.

#### Data Gathering Instrument

Data were gathered via a questionnaire developed for this study based upon the 1987 draft of the NCATE Guidelines and Matrix for Advanced Programs in Special Education. The questionnaire focused on basic professional standards for programs in special education including:

1. governance and resources
2. quality of faculty
3. quality of students
4. knowledge base for professional education
5. relationship to the world of practice

The survey itself was divided into two parts. Part one included questions about precondition information for the full school or department of education related to governance and resources. Part two included questions related to the masters level special education program specifically focusing on curricular and quality components as identified in the 1987 standards. Each question was designed to elicit a yes/no, or single response to specific elements

considered for NCATE review. This single response format simplified completion of the lengthy survey (6 pages) with the intent of increasing the return rate. The questionnaire was first piloted with 10 special education professionals in university settings or professional organizations, including CEC and NCATE. Revisions were made as recommended by the pilot study group before the final document was used for research purposes. Each questionnaire had a code number assigned which identified sample group and program number. This code was used to assist in survey follow-up only, assuring program confidentiality.

The questionnaire was the primary source of information for this study, but some programs elected to include completed portions of their NCATE folio, state or regional accreditation program reviews, school catalogs, course outlines, or other documentation with their completed survey. This documentation was reviewed and used to corroborate information given on the completed questionnaire, but no responses were changed on any questionnaire. A copy of the questionnaire used for this study is located in Appendix C.



### Question Design and Criteria

All questions designed for the survey document were conceived using the Guidelines and Matrix for Advanced Programs in Special Education (NCATE, 1987 draft) available in Appendix D and the CEC Standards for the Preparation of Special Education Personnel (CEC, 1983). These guidelines and standards were used as the quality indicators and curricular components for analysis. As possible, each guideline or standard given was modified into a question format that would yield a multiple choice response. A few additional questions were added as descriptor questions, ie. number of program graduates, public/private institution, NCATE accreditation year, masters degrees offered in which specialty. Three questions were used at the end of the survey as data related to instruction of professional values, ethics and support of CEC.

### Procedures

The questionnaire was sent to special education department chairman representing the programs identified in the three sample groups. A support letter for this study was obtained from the National Council for the Accreditation of Teacher Education and a copy was included with the cover letter accompanying

the survey instrument (see Appendix B). The initial mailing occurred in June of 1988, with a full response by July 1, 1988 of 35%. A reminder postcard was sent in mid-July to those programs who failed to reply to the initial mailing. Response to this reminder was minimal.

A decision was made to wait until the middle of the following fall semester to send out another mailing of the questionnaire. In November of 1988, programs who had not responded to either the first mailing or reminder postcard were sent another letter with a new copy of the survey. The response to this mailing increased the overall response rate to 60% and 62% in two of the three groups. The 1990 NCATE sample needed additional responses to meet the 60% response target rate, so a special mailing was conducted in January of 1989 for the remaining non-responding members of this group (specific response percentages are given in Chapter 4). The letters were addressed this time to Dean's of the Schools of Education. This mailing yielded additional survey responses which met the acceptable level of 60% return for purposes of this research.

### Treatment of the Data

Analysis of the data compared and contrasted program components and standards of the three sample populations, with emphasis on the difference between the two NCATE samples and non-NCATE participating programs. Data were analyzed using Manova and analysis of variance to compare for group differences. A wholley significant difference test (WSD) was the final analysis completed to determine the between group difference of the significant factors. All data were analyzed using SPSS-X (Norusis, 1986).

The primary purpose for this study was to determine whether there is a significant difference between masters level teacher education programs in special education that participate in national accreditation from those that do not using the current NCATE/CEC guideline standards. To achieve this purpose, the following hypothses were tested:

- $H_0^1$  There is no significant difference between NCATE accredited and non-accredited masters level programs in special education considering quality indicators and curricular components determined by the current draft of the NCATE/CEC accreditation

guidelines.

$H_0^2$  There is no difference between the NCATE accredited masters level programs in special education assigned review in 1987-88 with those assigned review in 1990-91.

$H_0^3$  There is no significant difference to the degree that the CEC Standards for the Preparation of Personnel and Code of Ethics are addressed in masters level special education teacher preparation programs that are NCATE accredited with those that are not accredited.

### Summary

The purpose of this study was to determine if significant factor differences in program quality exists between programs that are NCATE accredited and those that are not. For purposes of this study, data were collected via a survey document sent to special education teacher education programs and were analyzed for critical factors which showed similarities or differences between the three groups studied.

## CHAPTER 4

### ANALYSIS OF RESULTS

This chapter summarizes the responses to the questionnaire designed specifically for this study to determine whether there is a significant difference between masters level teacher education programs in special education that participate in national accreditation from those that do not using the current (1987) NCATE/CEC guideline standards.

The questionnaire designed to study these hypotheses used NCATE/CEC precondition information for accreditation with a focus on basic professional standards for programs in special education including:

1. knowledge base for professional education
2. relationship to the world of practice
3. quality of students
4. quality of faculty
5. governance and resources

Questions were based upon the 1987 draft of the NCATE Guidelines and Matrix for Advanced Programs in Special Education and CEC Standards for the Preparation of Special Education Personnel. There was a total of 77 questions on the survey. Questions were designed so

that answers would be yes/no, multiple choice, or single response to given stimulus.

The accessible population for this study included all masters level teacher preparation programs in special education due for NCATE review in 1987-88 and 1990-91 along with all other masters level special education programs that do not participate in national accreditation. Through random sampling, 50 from each of the three groups of teacher preparation programs were identified for purposes of this study for a total research sample of 150. Special education department chairman representing the programs identified in the three sample groups received the questionnaire. Of the total questionnaires distributed, after three mailings, 91 were returned, a 61% return rate. Table 1 delineates survey response total by mailing and group.

**Table 1**  
**Survey Response, Total, Group 1, Group 2, Group 3**

<b>Mailing</b>	<b>No. Mailed</b>	<b>No. Returned</b>	<b>Percentage</b>
6/88	150	52	35%
11/88	98	34	35%
1/89	10	5	50%
<b>Overall</b>	<b>150</b>	<b>91</b>	<b>61%</b>

<b>Group 1 NCATE 1987 accreditation</b>			
<b>No. Mailed</b>	<b>No. Returned</b>	<b>Percentage</b>	
50	30	60%	

<b>Group 2 NCATE 1990 accreditation</b>			
<b>No. Mailed</b>	<b>No. Returned</b>	<b>Percentage</b>	
50	31	62%	

<b>Group 3 Non-NCATE participating</b>			
<b>No. Mailed</b>	<b>No. Returned</b>	<b>Percentage</b>	
50	30	60%	

To reduce the volume of data obtained through the survey instrument into useable information for the purpose of this research, factor analysis, specifically principle components analysis was used. The first statistical analysis yielded a total of 19 factors with eigen values larger than one. These 19 factors accounted for 80% of the total variance of questions found on the survey document. The purpose of these factors was to reduce the 77 responses and determine specific question clustering or similarities to simplify analysis.

Each of the factors was then examined to determine the questionnaire items which contributed the most to that factor. Items with loadings larger than .35 were considered significant to a factor. Examination of the initial 19 factors revealed 11 reasonable factors which were named and used for further statistical analysis. Factor determination, naming, and definition could not occur until this step in the analysis. The name for each factor represents a title which best characterizes the nature or relationship of each significant question item to each other. These 11 factors were used further for analysis.



**Description of Factors**

**Factor 1 Governance - Questions which made up this factor primarily included responses on governance issues found in the first 7 questions of the survey document.**

**Factor 2 CEC Support - Items most specific to this factor included the presence or absence of teaching CEC values, ethics, or standards in coursework.**

**Factor 3 Evaluation Criteria - This factor picked up items related to overall program evaluation as well as evaluation of program graduates.**

**Factor 4 Teaching Best Practice - The presence of using effective teaching research in coursework, faculty involved in on-going research, and assessing student competencies primarily formed this factor.**

**Factor 5 Monitoring Program Quality - This factor included questions relating to screening internship sites, assessing student competencies, monitoring and identifying resources, and making unit decisions.**

**Factor 6 High Program Standards - Items in this factor related to faculty activity in scholarly work, evaluation of practicums, 3.0 GPA and admission committee required for entrance.**

**Factor 7 Accreditation - Primary to this factor included items regarding state accreditation and NCATE.**

**Factor 8 Program Quality Control - Questions used for this factor include evaluating program quality, using effective teaching in coursework, screening internship sites, and autonomy in setting goals for the unit.**

**Factor 9 Professional Organization Involvement - The two primary questions making up this factor include faculty presenting at conferences and meetings and teaching values and ethics in coursework.**

**Factor 10 State Program Approval - The presence of state approval for the program alone made up this factor.**

**Factor 11 Ethics and Standards - This factor included teaching values or ethics in coursework. The named factors and specific question items which are elements of each factor are reported in Table 2.**

**Table 2**  
**Table of Factors Giving Question and Loading Values**

<b>Factor 1 Governance</b>	
<b>Question</b>	<b>Loading</b>
mission statement	.36837
unit goals	.58945
establishing governance	.39133
program design	.54353
student selection	.64954
faculty professional development	.73374
resources	.53667
affiliations	.71387
dean	.56828
codified policies	.52156
policy manuals	.47079
evaluate program operation	.57583
evaluate program quality	.49419
aren't aware of NCATE redesign	-.39821
disagree with redesign	.39097
assess student competencies	.52519
field-based internships	.39003
professional courses with internships	.38438
<b>Factor 2 CEC Support</b>	
<b>Question</b>	<b>Loading</b>
program design	-.36568
making unit decisions	-.44153
constitution	.53370
by-laws	.39154
NCATE accredited	.54745
MR certification program	.54532
LD certification program	.60926
ED certification program	.66670
work with LEA's (research)	.48568
teach values/ethics in coursework	.44540
CEC ethics and standards taught	.39773
CEC ethics in coursework	.46446
CEC ethics taught experientially	.34342
ethics taught in CEC student chapter	.39773

Table Continues

**Table 2**  
**Table of Factors Continued**

**Factor 3 Evaluation Criteria**

<u>Question</u>	<u>Loading</u>
by-laws	.44118
systematic evaluation	-.52705
evaluate program operation	-.44633
evaluate program quality	-.59259
evaluate graduate effectiveness	-.46812
admission committee	.43339
MR certification program	.43452
multicultural emphasis in coursework	-.47165
follow-up studies with graduates	-.48815
don't address CEC ethics and standards	-.11127

**Factor 4 Teaching Best Practice**

<u>Question</u>	<u>Loading</u>
recommendation letters for entrance	-.35148
student competencies assessed	-.39515
effective teaching in coursework	.34660
faculty on-going research	.38132
CEC ethics and standards taught	-.52033
CEC ethics taught in coursework	-.46586
CEC ethics taught experientially	-.38307
don't address CEC ethics and standards	.39331
public institution	.55397

Table Continues

**Table 2**  
**Table of Factors Continued**

**Factor 5 Monitoring Program Quality**

<u>Question</u>	<u>Loading</u>
mission statement	.41280
making unit decisions	-.34843
resources	-.44742
agree with NCATE redesign	-.43266
established student competencies	.43890
student competencies assessed	.45160
screen internship sites	.43831

**Factor 6 High Program Standards**

<u>Question</u>	<u>Loading</u>
require 3.0 GPA for admission	.59417
admission committee	.40163
evaluate practicums	-.50909
faculty write articles	.54195
faculty write chapters or books	.35645
regular education initiative	.43744

**Factor 7 Accreditation**

<u>Question</u>	<u>Loading</u>
mission statement	.39183
codified policies and procedures	-.45012
by-laws	.47305
state accreditation	-.41144
disagree with NCATE redesign	-.36691
not aware of NCATE redesign	.48869
non-categorical certification	.55515
supervise and evaluate field practicums	-.42121

Table Continues

Table 2  
Table of Factors Continued

Factor 8 Program Quality Control

<u>Question</u>	<u>Loading</u>
set goals for education unit	.37988
dean	-.45012
systematic program evaluation	.46999
evaluate program quality	.36887
evaluate program operation	.35546
equal opportunity employer	-.42518
effective teaching in coursework	.42581
screen internship sites	-.35497

Factor 9 Professional Organization Involvement

<u>Question</u>	<u>Loading</u>
establishing governance	-.53784
faculty present at conferences	.39224
teach values/ethics in coursework	.38367

Factor 10 State Program Approval

<u>Question</u>	<u>Loading</u>
program approved by state	.53113

Factor 11 Ethics and Standards

<u>Question</u>	<u>Loading</u>
teach values/ethics in coursework	-.32665

Using the 11 factor scores as dependent variables, a multivariate test of significance gave a highly significant F (.000) value when comparing all three groups as reported in Table 3.

**Table 3**  
**Multivariate Test of Significance for Group**

<u>Source</u>	<u>Wilks Value</u>	<u>Approx.F</u>	<u>Sig. of F</u>
Group	.2591	3.944	.000 *

Note: .significance at .05

Further analysis using univariate F-tests revealed significant differences on three factors including governance, CEC support, and best practice. This analysis is presented on Table 4.

**Table 4**  
Univariate F-Tests with (2, 55) D.F. Revealing Significant Factors for Group

<u>Variable</u>	<u>F</u>	<u>Sig. of F</u>
Governance	3.81205	.028 *
CEC Support	10.59582	.000 *
Evaluation Criteria	3.02530	.057
Best Practice	4.47286	.016 *
Program Quality	1.38420	.259
Program Standards	1.87710	.163
Accreditation	2.15666	.125
Quality Control	.97078	.385
Professional Involvement	1.55481	.220
State Accreditation	.65194	.525
Ethics	2.60336	.083

Note: \* = significance at .05



Means and standard deviations for the three significant factors, governance, CEC support, and best practice, are presented in Table 5.

**Table 5**  
**Significant Factors by Group, Mean Scores and Standard Deviations**

<b>Governance</b>		
	<b>Mean</b>	<b>Standard Deviation</b>
<b>Group 1</b>	7.13	1.85
<b>Group 2</b>	8.25	.67
<b>Group 3</b>	7.26	1.80
<b>CEC Support</b>		
	<b>Mean</b>	<b>Standard Deviation</b>
<b>Group 1</b>	2.94	1.54
<b>Group 2</b>	2.47	1.46
<b>Group 3</b>	.86	.95
<b>Best Practice</b>		
	<b>Mean</b>	<b>Standard Deviation</b>
<b>Group 1</b>	.096	.68
<b>Group 2</b>	-.42	.69
<b>Group 3</b>	-.58	.72

To discover the pattern of specific differences, all three significant univariate F-tests were followed-up by Tukey tests or wholly significant difference (WSD) tests. The WSD analysis results are presented in Table 6.

**Table 6**  
**Wholly Significant Difference (WSD) Between Groups by Factor**

<b>Governance</b>	
WSD Value	1.1127
Relationship Between Groups	1 = 3 1 < 2 2 = 3
<b>CEC Support</b>	
WSD Value	1.0525
Relationship Between Groups	1 = 2 1 > 3 2 > 3
<b>Best Practice</b>	
WSD Value	.5388
Relationship Between Groups	1 = 2 1 > 3 2 = 3

### **Findings**

The purpose of this study was to determine whether there is a difference between masters level teacher education programs in special education that participate in national accreditation from those that do not using the current (1987) NCATE/CEC guideline standards. Specific factors were identified from the questionnaire through principle components analysis which clustered into 19 factors. These factors could not be identified from the questionnaire until this step in the statistical analysis was completed and then only at the point of identifying the final 11 factors could names be assigned. The named factors included governance, CEC support, evaluation criteria, teaching best practice, monitoring program quality, high program standards, accreditation, program quality control, professional organization involvement, state program approval, and ethics and standards. These factors were used in further analysis to determine if, in fact, group differences existed.

For purposes of this study, the following null hypotheses were tested:

$H_0^1$  There is no significant difference between NCATE accredited and non-accredited masters level programs in special education considering quality indicators and curricular components determined by the current draft of the NCATE/CEC accreditation guidelines.

$H_0^2$  There is no significant difference between the NCATE accredited masters level programs in special education assigned review in 1987-88 with those assigned review in 1990-91.

$H_0^3$  There is no significant difference in the extent that the CEC Standards for the Preparation of Personnel and Code of Ethics are addressed in masters level special education teacher preparation programs that are NCATE accredited with those that are not accredited.

### Hypothesis 1

There is no significant difference between NCATE accredited and non-accredited masters level programs in special education considering quality indicators and curricular components determined by the current draft of the NCATE/CEC accreditation guidelines.

The final WSD test was used to determine if there was a significant difference between accredited and non-accredited programs. This test indicated that in two of the three isolated factors, this hypothesis is accepted. The governance factor analysis yielded numeric indicators finding Group 1 (the 1987-88 NCATE group) equal to Group 3 (the non-NCATE group), slightly less strong in governance factors than Group 2, (the 1990-91 NCATE group) and Group 2 equal to Group 3. The best practice factor indicated Group 1 equal to 2, Group 1 greater than 3, and Group 2 equal to Group 3. The CEC support factor showed Group 1 equal to Group 2, Group 1 greater than Group 3 and Group 2 greater than 3. The CEC support factor indicated a difference between NCATE and non-NCATE programs (see Table 6).

### Hypothesis 2

There is no significant difference between the NCATE accredited masters level programs in special education assigned review in 1987-88 with those assigned review in 1990-91.

This hypothesis is accepted because WSD analysis found no significant difference between 1987-88 and 1990-91 NCATE programs. The governance factor yielded Group 1 equal to 3, Group 1 less than Group 2, however, Group 2 was found equal to Group 3. Both the CEC support and best practice analysis indicated Group 1 equal to Group 2 (see Table 6).

### Hypothesis 3

There is no significant difference to the degree that the CEC Standards for the Preparation of Personnel and Code of Ethics are addressed in masters level special education teacher preparation programs that are NCATE accredited with those that are not accredited.

Through the multiple statistical analyses used for this study, CEC support was isolated as a significant factor out of the initial 19 factors identified and remained significant through the univariate and multivariate analyses (see Tables 3, 4, 5 and 6). With the WSD analysis, viewing the CEC support factor alone,

numerical values indicated Group 1 and 2 (both NCATE groups) equal, and Groups 1 and 2 both greater than Group 3 (the non-NCATE group). Since CEC support was found statistically significant as a factor and considering the results of the WSD analysis, this hypothesis is rejected.

#### Summary

The purpose of this study was to identify similarities or differences between NCATE accredited and non-NCATE participating masters level teacher preparation programs in special education. A questionnaire was used as the primary data gathering method. This questionnaire was sent to 150 teacher education programs throughout the United States. The programs were divided into three groups. Data were analyzed using factor analysis. The initial principle components analysis identified 19 factors. These factors were examined and 11 factors remained for further study. Of the 11 factors, three were found significant when comparing the three groups.

**CHAPTER 5****SUMMARY**

Throughout the history of our nation, controversy over education has abounded, changing with social, economic, and political movements. The last decade has seen a movement for reform in education, demanding quality and a shift back to the basics. Both the general public and educators have seen a need for change and have called for the professionalization of education. Many reports throughout the eighties declared a crisis within public education and the preparation of teachers. Each reform report suggested the development of rigorous standards of excellence, restructuring the teaching force, development of professional licensure, and the establishment of a national body to enforce professional self-governance.

Since 1954, NCATE has been the established body responsible for accrediting institutions that train teachers. Over the last few years, this accrediting body has undergone a redesign, working with constituent organizations as partners in program reviews for accreditation. One of the constituent members of NCATE



is the Council for Exceptional Children, (CEC). CEC has established personnel preparation standards which correlate with NCATE standards and guidelines and are used to review teacher training programs in special education as part of the preconditions for unit approval. With national accreditation, certification and licensure major issues in educational reform, there is a critical need for research which looks at quality differences in teacher preparation programs themselves and that of their graduates.

It was the purpose of this study to determine if program quality differences exist between special education teacher preparation programs that are NCATE accredited with those that are not. Masters level special education teacher preparation programs were identified using the 1987 TED (Teacher Education Division) directory of programs. This list was compared against the 1987-88 NCATE 33rd Annual List of Accredited Programs. Programs identified as NCATE accredited were compiled in two groups, those scheduled for review in 1987-88, and those scheduled in 1990-91. All non-NCATE programs were listed as part of the third group. Fifty programs from each of the three groups

were selected randomly for a total of 150 programs surveyed for this study. A questionnaire was developed based upon the 1987 draft of the NCATE Guidelines and Matrix for Advanced Programs in Special Education and the CEC Standards for the Preparation of Special Education Personnel. Of the 150 questionnaires distributed, there was a 61% return rate.

Principle components analysis was used with the data collected through the questionnaire to identify question items which clustered around specific factors. Of the initial 19 factors identified, 11 were named and used for further analysis. From these 11, three factors were found significant across groups including governance, CEC support, and best practice. A WSD analysis gave numeric value to similarities or differences between the three groups when isolating each factor.

## Conclusions

### Hypothesis 1

The limitations of this study, which includes the questionnaire itself and the assumption that the NCATE/CEC curricular guidelines and quality indicators

are appropriate and accurate criteria for quality, make all conclusions about similarities or differences in programs subject to further validation. However, the results of this analysis provide some support for the conclusion that there is some difference between NCATE accredited and non-accredited programs in special education.

Statistical analysis found one difference in groups considering the three significant factors identified. The CEC support factor analysis found NCATE accredited programs more involved in national professional organizations and supporting or instructing CEC professional standards and ethics within program coursework and activities. This factor alone yielded a significant difference between NCATE accredited and non-accredited programs.

When considering the governance and best practice factor, interestingly, both NCATE groups were found equivalent to the non-NCATE group. In other words, according to this study, NCATE and non-NCATE programs are essentially similar in strength for providing strong governance and including effective teaching in coursework, assessing student competencies, having

faculty active in on-going research, and other best practice items.

### Hypothesis 2

There are some differences between NCATE accredited programs assigned review in 1987-88 with those assigned review in 1990-91. The WSD test found the 1990-91 group stronger on the governance factor than the 1987-88 group. This factor alone was significant and may be indicative of the evolution of programs assigned the later review in moving toward meeting the redesign criteria of the NCATE/CEC standards related to governance. On the other two factors of CEC support and best practice, both NCATE groups were found equivalent statistically.

### Hypothesis 3

There is a significant difference to the degree that the CEC Standards for the Preparation of Personnel and Code of Ethics are addressed when comparing NCATE accredited programs with those not accredited. Statistical analysis showed both NCATE groups equivalent and consistently stronger on the CEC support factor. Item loadings showed strong support for special education, collaboration with local school

systems, and instructing CEC values, ethics, and standards in coursework, experientially, and in student professional chapters of CEC.

### Implications

Examination of these findings suggests that there is only one difference between NCATE and non-NCATE programs when viewing standards and quality issues and this is CEC support. For the purposes of this study, the CEC support factor is defined as teaching CEC professional values, ethics, and standards or other commitments in coursework, experientially, or in student CEC groups. This study found that NCATE accredited programs place a much stronger emphasis on CEC professional values, ethics and standards than non-NCATE accredited programs. Other factors, such as program quality, governance and resources, faculty and students, and knowledge of professional practice which are imbedded in the NCATE/CEC accreditation guidelines, cannot be identified as critical differences between both types of programs. Prior to this study, no other research was found using specific NCATE/CEC guidelines to compare accredited and non-accredited programs.

The Gilman (1983) Texas study corroborates the finding of minimal perceived differences between accredited and non-accredited programs. He found accredited programs indicating the self-study process for accreditation improved their program, while those not participating indicating that accreditation would not. They were satisfied with program quality without accreditation. Hoover, Blasi, Gelger, Ritter, and Sileo (1986), when assessing undergraduate special education teacher preparation programs, also found nonsignificant relationships in program quality when comparing NCATE affiliated programs with those not affiliated.

Considering the research discussed above, if CEC support and instructing their adopted professional ethics and standards is the only difference between accredited and non-accredited programs, there remain a number of questions. First, do process-oriented standards, like NCATE and CEC's, critically distinguish a quality program? An assumption of this premise is that if all programs were to conduct themselves in a similar manner, then quality programming would exist throughout the country (Tom, 1987). Secondly, do

standards effect all programs, accredited or non-accredited, to reach toward a higher level of quality? Thirdly, is national accreditation the answer to achieving uniform excellence in teacher preparation?

Sanders' (1987) study looked at accreditation decisions between 1979-86, how those decisions were influenced by critical standards, and the proximity of time of the decision to a major alteration in standards. Governance issues were found critical for special education programs. Also found significant was the relationship existing between accreditation denial and year of NCATE standard change. In the October 4, 1989 issue of the Chronicle of Higher Education, an article stated that almost one third of institutions reviewed in academic year 1988-89, the first year of full redesign implementation, failed to meet new NCATE standards. This is a substantial increase over previous years, where the denial rate ran 10 to 15 percent.

Obviously, 1987-89 were years of change in the NCATE accreditation process, and the recent denial rate seems to corroborate Sanders' findings. Though governance was found critical for Sanders' study with

regard to special education programs and accreditation, governance was not found in this analysis as a factor which significantly distinguished accredited from non-accredited programs.

The challenge for all of education in this nation is to find ways to uphold standards of excellence while working within the constraints of a pluralistic society with multiple regional and state issues. The movement toward the professionalization of education is even more complex and accreditation can have its place in that movement. Nonetheless, when looking at accreditation one must remember that it alone does not make a quality college program or make a good teacher. Accreditation, being voluntary, fails to attract all of the institutions or programs that are eligible. Programs most secure in their offerings and finances may be the ones submitting to national accreditation. There can be no guarantees that all graduates from accredited institutions are well qualified and prepared to enter a profession, but accreditation does provide reasonable assurance that certain standards have been met and programs have been judged to meet specific expectations. Any systematic, conscientious



monitoring, like NCATE reviews, when done in a consistent manner, should have a positive effect on all teacher training programs throughout the country. This is due to the fact that all institutions, both accredited and non-accredited must compete for students, faculty, and dollars, consequently, each program must strive for excellence in that competition. Despite its deficiencies, accreditation involving voluntary professional education organizations and self-study seems to be the best assurance of a positive movement toward high standards which advance the teaching profession.

#### Recommendations for Future Research

In view of the results of this research, several recommendations are made for further study which would build on the findings and increase information on the effects, need, and other aspects of professional teaching standards, accreditation and quality issues in the preparation of special education professionals.

1. A study of the perception of importance or value of NCATE accreditation and effects of the

redesign standards comparing accredited institutions and those not participating in national accreditation.

2. A study comparing accreditation standards of state, regional and national accrediting bodies and cooperative relationships that have developed between them.

3. A study which looks at the cost factor of national accreditation for small teacher preparation programs.

4. A comparative study of the accreditation/review process in teacher training programs with that of other professions.

5. A study which looks at the validity and reliability of the NCATE criteria for evaluating teacher training programs.

6. An analysis of the NCATE redesign once it has been fully implemented which looks at operation and procedures and their effect on teacher training programs.

7. A study of whether national program accreditation in teacher training is necessary to improve the quality of education.

8. A longitudinal study which is directed at assessing the quality of prospective teachers at the time of exit from both NCATE accredited and non-accredited programs.

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**APPENDICES**

**APPENDIX A**

Dear -----,

I am a doctoral candidate pursuing dissertation research at the College of William and Mary. The topic of my research at William and Mary is comparison of NCATE participating teacher education programs in special education with non-NCATE participating programs.

To begin the data collection process, I am requesting your participation in a pilot-survey to help improve the questionnaire before the full study is begun. Please complete the questionnaire and return it in the enclosed self-addressed stamped envelope. Because the questionnaire is a preliminary draft of the final form, please suggest ways in which to improve the instrument. Indicate on the form itself which questions are poorly worded, ambiguous, or unanswerable. Specify changes that you believe would correct any problems you discover in the questionnaire. Also, feel free to add questions that you believe may be relevant to this study.

Please return the questionnaire by \_\_\_\_\_. I value your suggestions. Thank-you for your helpful participation.

Sincerely,

Dawn Waegerle  
Doctoral Candidate

^<Category 1Name>  
^<Title>  
^<School>  
^<Address>  
^<State>

Dear Colleague:

I am a doctoral candidate pursuing dissertation research at the College of William & Mary. The topic of my research is comparison of masters level NCATE participating special education teacher preparation programs with non-participating programs. As you may be aware, there is much discussion over the redesign of NCATE and accreditation using the constituent program approval process. In the field of special education, the Council for Exceptional Children, CEC, acts as the constituent program for special education unit approval. This year is the pilot year for using the current draft and matrix.

As part of my research, a survey instrument has been designed using the NCATE/CEC matrix to gather data viewing program structure and other features of institutions with special education programs. The purpose of this study is to view the differences, if any, between NCATE accredited and non-NCATE participating schools and their programs. Since quality in teacher preparation is a critical issue to all in education, I request your participation in this research by completing and promptly returning the enclosed questionnaire. Enclosed is a copy of an NCATE support letter describing the need for this study.

A vital concern to the William & Mary Committee on Research is confidentiality. Please notice a code number on the questionnaire which will be used solely for identification of the responding institution. This will be used to facilitate survey follow-up techniques. All data collected will be used in aggregate reporting. At no time will individuals or specific institutions be identified in the research study or following reports.

I appreciate your time and cooperation and look forward to receiving your completed questionnaire.

Sincerely,

Dawn Waegerle  
Doctoral Candidate

Doug Prillaman, Ed.D.  
Professor, Chairman  
Dissertation Committee



**APPENDIX B**

# NCATE

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION**  
2029 K Street, N.W., Suite 500, Washington, D.C. 20006 • (202) 466-7496

March 24, 1988

Ms. Dawn Waegerle  
9 Settlers Lane  
Williamsburg, VA 23185

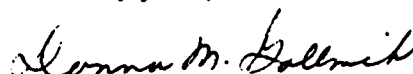
Dear Dawn:

We at NCATE are very supportive of your proposed dissertation research on professional standards for special education that are approved by NCATE (i.e., CEC's guidelines). At the present, many institutions are very concerned and upset about the CEC guidelines and reviews of folios. Other special education groups like HECSE have said that the CEC guidelines do not provide quality guidelines for special education programs, especially at the graduate level.

The research that you are proposing for your dissertation could provide valuable insights to NCATE. It also could help us and CEC improve both the professional guidelines and the process for reviewing curriculum folios.

We wish you success with your research. If we can provide additional assistance, please contact us.

Sincerely yours,



Donna M. Gollnick  
Deputy Executive Director

Constituent Members: American Alliance for Health, Physical Education, Recreation and Dance • American Association of Colleges for Teacher Education • American Association of School Administrators • American Federation of Teachers • American Library Association • Association for Educational Communication and Technology • Association for Supervision and Curriculum Development • Association of Teacher Educators • Council for Exceptional Children • Council of Chief State School Officers • International Reading Association • International Technology Education Association/Council for Technology Teacher Education • National Association for the Education of Young Children • National Association for Elementary School Principals • National Association of School Psychologists • National Council for the Social Studies • National Council of Teachers of English • National Council of Teachers of Mathematics • National Education Association • National Education Association-Student Programs • National School Boards Association • National Science Teachers Association



**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION**  
2029 K Street, N.W., Suite 500, Washington, D.C. 20006 • (202) 466-7496

July 29, 1988

Mr. Fred Weintraub  
Assistant Executive Director  
for Governmental Relations  
The Council for Exceptional Children  
1920 Association Drive  
Reston, VA 22091

Dear Fred:

Please accept this letter of apology for my comments in the letter to Ms. Dawn Waegerle that was mailed to the institutions in her study of professional standards for special education. My comments were meant to indicate to Ms. Waegerle that her study might provide data that would help NCATE improve its total folio review process. In addition, it might provide data that could be useful to The Council for Exceptional Children as its own standards and folio review process are reviewed in the future.

The staff at NCATE would like to continue to work with CEC and other constituent members with specialty guidelines to improve the total folio review process. We believe that the program reviews conducted by specialty groups as part of our preconditions process are a very important part of the accreditation process.

We sincerely appreciate the continued support of CEC in the improvement of professional education through national accreditation.

Sincerely yours,

Donna M. Gollnick  
Deputy Executive Director

cc: Jephtha Greer  
Bill Heller  
Joyce Barnes  
Dawn Waegerle  
Jim Patton  
Institutions in Ms. Waegerle's Study

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**APPENDIX C**

PLEASE RETURN TO: Dawn Waegerle  
8 Settlers Lane  
Williamsburg, VA 23185

**SPECIAL EDUCATION TEACHER EDUCATION PROGRAM SURVEY**

GENERAL INSTRUCTIONS

Please answer the following questions by placing a check next to the appropriate response or writing a short answer. Some questions may be answered by including copies of catalogs, review documents, course outlines, or program reviews.

**PART 1**

TOTAL TEACHER EDUCATION UNIT (full school or department of education, not just special education unit)

1. Does your education unit have a mission statement? yes \_\_\_  
no \_\_\_
  
2. Does the education unit have responsibility and authority for:
  - \* setting and achieving professional goals for the unit.. \_\_\_
  - \* establishing governance policies..... \_\_\_
  - \* designing and establishing programs..... \_\_\_
  - \* student selection for admission and retention..... \_\_\_
  - \* faculty selection and professional development..... \_\_\_
  - \* making decisions affecting the program unit..... \_\_\_
  - \* identifying, developing, and utilizing appropriate resources for professional education..... \_\_\_
  - \* developing and maintaining affiliations with units inside and outside your institution..... \_\_\_
  
3. Is there a dean, director, or chair who is officially designated to represent the unit and has authority and responsibility for administrative functions? yes \_\_\_  
no \_\_\_
  
4. Does your unit have codified policies and procedures? yes \_\_\_  
no \_\_\_
  
5. Does the education unit have:
  - \* policy manuals..... \_\_\_
  - \* a separate constitution.... \_\_\_
  - \* by-laws..... \_\_\_
  
6. Is there regular and systematic program evaluation? yes \_\_\_  
no \_\_\_
  
7. Does the unit review evaluate:
  - \* program operation..... \_\_\_
  - \* program quality..... \_\_\_
  - \* effectiveness of graduates.. \_\_\_
  
8. What is your average number of program graduates each year? \_\_\_

9. Do admission requirements to your masters program in education include:
- \* professional recommendation letters.....\_\_\_\_\_
  - \* passing score on GRE. MAT or another standardized test..\_\_\_\_\_
  - \* a 3.0 GPA in undergraduate coursework.....\_\_\_\_\_
  - \* education admission committee recommendation.....\_\_\_\_\_
  - \* other\_\_\_\_\_
10. What is the total number of faculty members in the school of education?
- \* full time..\_\_\_\_\_
  - \* part time..\_\_\_\_\_
  - \* adjunct....\_\_\_\_\_
- 11a. Does your program have to be approved by a state education agency?
- yes\_\_\_\_\_
- no\_\_\_\_\_
- b. Is your program approved?
- yes\_\_\_\_\_
- no\_\_\_\_\_
12. Is your institution fully accredited by a regional accrediting agency?
- yes\_\_\_\_\_
- no\_\_\_\_\_
13. Is your school of education fully accredited by NCATE?
- yes\_\_\_\_\_
- no\_\_\_\_\_
14. When is your next NCATE accreditation year? \_\_\_\_\_
15. How does your program faculty regard the redesign of NCATE?
- \* agree.....\_\_\_\_\_
  - \* disagree.....\_\_\_\_\_
  - \* agree with reservations.....\_\_\_\_\_
  - \* not aware of the redesign...\_\_\_\_\_
  - \* other\_\_\_\_\_
16. Is your institution an equal opportunity employer that does not discriminate on the basis of race. sex. color. religion. age, or handicap?
- yes\_\_\_\_\_
- no\_\_\_\_\_

**PART 2**  
**SPECIAL EDUCATION UNIT ONLY/MASTERS LEVEL PROGRAMS**

**GENERAL INSTRUCTIONS**

Please answer the following questions by placing a check next to the appropriate response or writing a short answer. Some questions may be answered by including copies of catalogs, review documents, course outlines, or program reviews.

- 1. Your school offers masters degree programs in which of the following specialty areas?
  - \* mentally retarded.....\_\_\_
  - \* learning disabled.....\_\_\_
  - \* non-categorical Sp.Ed.....\_\_\_
  - \* mild/moderate handicaps....\_\_\_
  - \* emotionally disturbed.....\_\_\_

For each area, please include program descriptions, including objectives and degree plans with the returned survey.

- 2. Are there identified competencies associated with program completion for students?
  - yes\_\_\_
  - no\_\_\_
- 3. Are these competencies assessed?
  - yes\_\_\_
  - no\_\_\_
- 4. Does each program at the masters level include study and experiences related to culturally diverse populations, viewing multicultural and global perspectives?
  - yes\_\_\_
  - no\_\_\_
- 5. Does your program include research about effective teaching and characteristics of effective schools in coursework?
  - yes\_\_\_
  - no\_\_\_
- 6. Does each program include field-based internships or clinicals?
  - yes\_\_\_
  - no\_\_\_
- 7. For your masters level programs, what is the number of:
  - \* practicum clock hours.....\_\_\_
  - \* practicum semester hours..\_\_\_
  - \* internship clock hours....\_\_\_
  - \* internship semester hours. \_\_\_
  - \* weeks of student teaching. \_\_\_
- 8. What is the ratio of faculty to students for supervision of internships and other field-based experiences?
 

\_\_\_faculty member to \_\_\_students
- 9. Do students take professional education courses concurrently with internship/clinical experiences?
  - yes\_\_\_
  - no\_\_\_

10. Are sites for internships/clinicals screened and selected to match program objectives before student placement?      yes\_\_\_  
no\_\_\_

Please describe the selection process:

11. Viewing field-based internships and clinicals. are both field-based and university personnel involved in supervision and evaluation of the student?      yes\_\_\_  
no\_\_\_

12. Are special education faculty involved in supervision and evaluation of special education students in the field?      yes\_\_\_  
no\_\_\_

13. Do the local schools and your special education program faculty work together to develop research studies or strategies which affect local policy or programs?      yes\_\_\_  
no\_\_\_

If yes, please describe one such effort:

14. What is the total number of faculty members within the department of special education?      \* full time....\_\_\_  
\* part time....\_\_\_  
\* adjunct.....\_\_\_

15. What is the number of faculty members in the special education program with:      \* terminal degrees.....\_\_\_  
\* CAGS or Ed.S.....\_\_\_  
\* masters degrees.....\_\_\_

16. Within the last year, did members of your Sp.Ed. faculty:      \* present at state and national conferences.....\_\_\_  
\* have articles published.....\_\_\_  
\* have books or chapters published.....\_\_\_  
\* conduct on-going research.....\_\_\_

- 17a. Are faculty members from regular education involved in curricular decisions for Sp.Ed. program requirements, objectives, and policy making?      yes\_\_\_  
no\_\_\_

b. If yes, in what ways are regular education faculty involved?



18a. Does your program conduct follow-up studies with your graduates to assess the professional education program to modify and/or improve content and quality?  
yes\_\_\_\_  
no\_\_\_\_

b. If yes, describe a change that has been made as a result of the survey process:

19. Using a 4.0 grading scale, what percentage of your students graduate from masters coursework with GPA's of:  
\* 3.5-4.0.....\_\_\_\_  
\* 3.0-3.5.....\_\_\_\_  
\* 2.5-3.0.....\_\_\_\_  
\* 2.0-2.5.....\_\_\_\_  
\* less than 2.0..\_\_\_\_

20. Does your special education program require courses where professional values, ethics, or commitments are instructed?  
yes\_\_\_\_  
no\_\_\_\_

IF YES, PLEASE INCLUDE A COPY OF THESE COURSE DESCRIPTION(S).

21. Within your program, are the Professional Standards and Code of Ethics adopted by the Council for Exceptional Children taught and addressed?  
yes\_\_\_\_  
no\_\_\_\_

22. How are the CEC Professional Standards and Code of Ethics Addressed?  
\* in coursework.....\_\_\_\_  
\* experientially.....\_\_\_\_  
\* local student CEC chapter.....\_\_\_\_  
\* other\_\_\_\_\_\_\_\_\_  
\* not addressed at all.....\_\_\_\_

23. Is your institution.....\* public/state run..\_\_\_\_  
\* private.....\_\_\_\_

Please use this space to write additional comments regarding the content of this survey.

**\*\*\*NOTE\*\*\***

Code numbers are being used to identify survey respondents to assist with follow-up. Confidentiality is guaranteed and information will be used for research purposes only. Thank you for your participation.

**PLEASE RETURN TO:** Dawn Waegerle  
8 Settlers Lane  
Williamsburg, VA 23185

Check here if you would like a copy of data generated through this research.

**APPENDIX D**

Guidelines and Matrix  
ADVANCED PROGRAMS IN SPECIAL EDUCATION

Programs that offer preservice (entry) to special education students at the master's degree level must clearly differentiate such programs from the regular graduate program at the master's degree level. For definition purposes, a preservice master's degree program is one that provides initial certification in special education or does not build upon an undergraduate certification or degree program in special education. The task of differentiation is the responsibility of the institution with regard to both the program folio and the guidelines.

The matrix should be preceded by the following information about the advanced programs in special education:-

- I. For all advanced programs offered at the institution, include the following:
  - A. Programs that lead to initial certification at the master's degree level. List by specialty area.
  - B. Programs that lead to master's degrees. List by specialty area.
  - C. Programs that lead to Education Specialist or Post-masters (non-degree). List by specialty area.
  - D. Programs that lead to doctoral degrees. List by role for which students are preparing (teacher education, administration, research, etc.).
- II. Identify the goal(s) and objectives of each advanced degree program(s) in special education.
- III. Identify the roles and functions to be performed by graduates of each advanced degree program.
- IV. Identify the competencies associated with each of the professional roles for which graduates are prepared by degree program level.

Guidelines	Evidence that guideline is met (list courses, describe experiences, and refer to attached printed documents)
1 All roles performed by graduates reflect both the skills and abilities that have emerged as a result of advanced preparation in scholarship, teaching, and leadership.	

Guidelines	Evidence that guideline is met (list courses, describe experiences, and refer to attached printed documents)
<p>2 The advanced curriculum links general education, professional studies, and specialty studies to support the preparation of competent professional educators. The essential knowledge represents three types of learning: (a) cognitive knowledge acquired through academic study, (b) process knowledge concerning professional practices and methods of inquiry, and (c) behavioral knowledge reflected in professional values, ethics, and commitments.</p>	
<p>3 Competencies expected of students at the advanced level are assessed.</p>	
<p>4 Each advanced program includes study and experiences related to culturally diverse populations. All programs incorporate multicultural and global perspectives.</p>	
<p>5 Established and current educational research and essential knowledge of sound professional practice are emphasized in all advanced programs.</p>	
<p>6 Courses and experiences at the advanced level support the development of independent thinking, effective communication, the making of relevant judgments, professional collaboration, effective participation in the educational system, and the discrimination of values in the educational arena.</p>	

Guidelines	Evidence that guideline is met (list courses, describe experiences, and refer to attached printed documents)
<p>7 Students attain a high level of professional competence and understanding in their area(s) of specialization. This mastery can be demonstrated by academic achievement in the specialty area, assessments of professional skills, and evaluations of student's abilities to apply the knowledge base to actual conditions of professional practice.</p>	
<p>8 The advanced curriculum includes field-based internship(s), clinical and other relevant experiences throughout the professional preparation program.</p>	
<p>9 These experiences are carefully selected to provide sufficient opportunities for the application and evaluation of theories being taught.</p>	
<p>10 Experiences are sequenced, graduated in difficulty, and occur concurrently with the professional curriculum.</p>	
<p>11 Sites for all field experiences are carefully selected so that the experiences relate to the objectives of the advanced program.</p>	
<p>12 Criteria for the selection of the internship or clinical sites are established and applied to ensure appropriate and successful experiences.</p>	

Evidence that guideline is met (list courses, describe experiences, and refer to attached printed documents)

Guidelines

13 Supervision of the field-based internships and other experiences is provided by both university and field-based advisors.

14 The advanced program and local schools cooperatively develop research questions and inquiry strategies to encourage the involvement of practicing professionals with advanced special education faculty to further develop and refine the knowledge base.

15 Faculty keep abreast of current work and debates about research on teaching, instruction, teacher education, and administration in special education.

16 Practitioners of the various professional education roles are involved in determining advanced program requirements and objectives for the program. The advanced program has a systematic plan for ensuring the involvement of teachers and other education professionals in policy-making and advisory bodies that pertain to the program.

17 Collaborative program planning and evaluation of specialty studies occur between advanced faculty in the professional education unit and faculty who teach the specialty studies from another academic unit.

18 A professional instructional quality control mechanism is maintained for the advanced program.

Guidelines	Evidence that guideline is met (list courses, describe experiences, and refer to attached printed documents)
<p>19 Follow-up studies of graduates from advanced programs are used by the program to assess the relevance of the professional education program(s) and to modify and improve content and quality.</p>	

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**VITA**

**Dawn Colleen Johnson Waegerle**

**Birthdate:** March 23, 1955

**Birthplace:** Buffalo, New York

**Education:**

1984 - 1990 The College of William and Mary  
Williamsburg, Virginia  
Doctor of Education

1982 - 1983 Oral Roberts University  
Tulsa, Oklahoma  
Master of Arts in Education

1973 - 1980 Oral Roberts University  
Tulsa, Oklahoma  
Bachelor of Arts in Education