



Transcript of Conference Call Presentation

Professional Development: Licensing Standards for New Teacher Preparation

presented by

Kathleen Paliokas, Senior Project Associate, Interstate New Teacher Assessment and Support Consortium, The Council of Chief State School Officers

Richard W. Mainzer, Jr., Assistant Executive Director for Professional Standards and Practice, The Council For Exceptional Children

November 30, 1999

Louise Meyer: Welcome, everyone. My name is Louise Meyer and I am the Senior Project Associate with the Council of Chief State School Officers (CCSSO). CCSSO is one of six partners that form the National Transition Alliance. Each month, NTA conducts an audio conference on a topic of interest to professionals and organizations as part of our technical assistance component. This month's presentation is entitled *Professional Development: Licensing Standards for New Teacher Preparation*. Today, we will hear from speakers presenting information on the standards for the licensure of new general and special education teachers.

Our first speaker is Ms. Kathleen Paliokas, Senior Project Associate with the Interstate New Teacher Assessment and Support Consortium, also called INTASC, at CCSSO. INTASC is a consortium of thirty-three states that are committed to improving the preparation, licensing, and ongoing professional development of teachers through standards-based reforms. Ms. Paliokas is overseeing INTASC's development of model teacher licensing standards for various subject matter areas and specific student populations, including special education.

Our second speaker is Dr. Richard Mainzer,

Assistant Executive Director for Professional Standards and Practice for the Council for Exceptional Children. Dr. Mainzer has worked in the field of education for over thirty years. His experience includes secondary classroom teacher, state level project director, special education administrator, and higher education faculty member. Recently, he delivered the keynote address at the Forum 2000 hosted by the National Institute for Special Education in Japan. Currently, he is helping CEC realign its professional standards with the framework used by INTASC to prepare for performance-oriented accreditation of special education teacher preparation.

We welcome both of our speakers today and we will start with Ms. Paliokas. Kathleen, would you like to start?

Kathleen Paliokas: Sure. I am happy to be here. I'm going to go ahead and describe the Interstate New Teacher Assessment and Support Consortium from square one since I'm not sure how familiar many of you are with us.

Basically, we are a group of thirty-three states that are interested in reforming their teacher licensing systems around performance-based standards. We hold three general meetings a year for the states

to come together and share ideas around policy. We are developing model licensing standards and assessments that states can use in designing their own licensing systems.

Let me tell you a little bit about how INTASC began. Basically, INTASC got started when both California and Connecticut were under legislative mandates to reform their teacher licensing systems, so they decided to start working together. They were working with Lee Shulman out in California on a grant provided by the National Governor's Association. That grant ran out and then the two states came to the Council of Chief State School Officers and asked us to house a project where they could continue that dialogue and bring in other interested states as well.

So, INTASC took the framework for the National Board for Professional Teaching Standards — which is set up to provide certification for expert teaching — and adapted it for beginning teachers. The states were anxious to move into assessments right away, but the first thing we asked them was, "Do you know what it is you want to test teachers for?" The first step is to come to some consensus around what beginning teachers should know and be able to do.

So, we convened a group of national experts from across the country to articulate a common core of knowledge that the beginning teacher should have. We published that in 1992 and that is known as our Blue Book, our Model Core Standards for Beginning Teacher Licensing and Development. Some of you may be familiar with these as they are fairly widespread in use. The standards defined what a beginning teacher should know and be able to do across all subject areas and across all grade levels. That was our starting point. It gave us

some vocabulary and dialogue to begin talking about the development of assessments for teachers.

What we are doing now is we are taking that general description of good beginning teaching and saying, what does that look like when you are teaching a specific subject area or when you are teaching a specific student population? We have identified seven areas that the states told us constitute the highest percentage of certification areas. So far, we have completed standards in math, science, and English/language arts. We are currently developing standards for social studies, the arts, elementary education, and special education.

Basically, we bring together experts in these subject areas — practicing teachers and teacher educators — and have them use the core principles as their framework to define what beginning teachers need to know in each of these subject areas or when working with specific student populations.

We tell the committees not to reinvent the wheel, but to use the good thinking that has already been done out there by the professional organizations and others. A lot of work has been done in these areas already. The committees use as resources the work of the professional organizations (the student and teaching standards), the National Board standards, and various state standards.

Then, once we have a set of standards, we begin developing assessments. We are developing portfolio assessments based on the National Board portfolio with similar artifacts.

Let me back up here a minute and say that INTASC recommends that states use three assessments for licensure. One assessment is a test of teaching knowledge, which is the basic pedagogical knowledge that the teacher should have. The second test is the subject matter knowledge. The

third test is a test of ability to perform in the classroom, to take what they know and actually apply it in the classroom. We would measure that through a portfolio.

The portfolio has a series of artifacts that the beginning teacher would have to complete and these include a description of their school and the demographic area, a lesson plan, a videotape of them teaching that lesson plan, an example of student work, their evaluation of the student work, and then a self-reflection piece on their teaching. Those are the five components in our portfolio. The portfolio is mapped against the core and subject matter standards.

We have in development right now — with the Education Testing Service — a test of teaching knowledge, which is mapped against the INTASC core principles. It is performance-based to the extent that it's a constructed response exam, not multiple choice. What the test-taker will have in front of them is a series of documents that will be a folio or a case study followed by a series of questions where they will have to apply their knowledge to a specific instance that they might run across in real life. The exam also includes some short answer questions. The goal of the exam is to get beneath the factual knowledge and get at the application of theory.

INTASC has also set up training academies around our portfolio where we invite teachers, teacher educators, and state policy people to come out to Milwaukee in July for a week-long training session. The academy provides an introduction to the portfolio and to the INTASC core principles, and then takes participants through the beginnings of scoring the portfolio so they can get inside and see exactly how the standards play out in the

assessment.

That's kind of a very quick look — and I hope I haven't given you too much information — at INTASC. What I would like to talk about now, briefly, is our Special Education Committee. We have convened a committee of twenty-five experts made up of practicing teachers and teacher educators, in both general education and the various subdisciplines of special education. The committee has met three times already. Their charge is to draft a set of standards that define what all general education teachers should know and be able to do when working with students with disabilities, and also what all special education teachers should know and be able to do.

The reason that INTASC is doing special education standards is because nine national education organizations that were interested in starting a dialog around special education and developing standards came to us. They came to us and asked us to cosponsor this process with them.

The unique part of the process is that we are addressing what general education teachers should know and be able to do. CEC and other organizations have addressed the issue of special educators. With the new federal legislation around IDEA, it has become more important, with the move toward inclusion, that general educators have some sort of foundation in special education. It's important that we try to define what it is reasonable to expect a general educator to know. Our committee is struggling with that issue right now. Again, they are mapping it against the INTASC standards.

We are hoping to come up with finished standards by next summer. The process is that the standards will be a draft document that will then be read by a small group of experts in the field, again,

to give it a careful once-over. Then it will go out for widespread public comment. We will send the standards out with a survey included to collect feedback. We will run structured focus groups in the INTASC states to collect feedback. All of this feedback will go toward the validity study on the standards. More importantly, the process is designed to generate dialogue and get everyone talking around these issues to see if we can't come to some consensus.

The goal of the INTASC standards is to embody the recommendations of the profession and articulate them in a way that makes sense to policymakers. This is a chance for the profession to speak to the policymakers and hopefully influence the process of licensing teachers.

I think I'm going to stop right there and let Richard take over. Richard will talk about what the Council for Exceptional Children is doing in the areas of special education and standards. Richard?

Richard Mainzer: Thanks, Kathleen. That was a really good synopsis. CEC, the Council for Exceptional Children, has been around a long time. Back in the original meeting in 1923, one of the primary aims of CEC was to give voice to the professional standards for teachers in the field of special education. We have been doing that most actively in the past ten to fifteen years. CEC also does the ethics and professional practice standards, along with standards for entry and continuing practice and so forth.

I was in a meeting with Joe Terrazzi this morning in which he said, "Hey, the professionalization of teaching is really not rocket science. It really has to do with having good teaching and good teachers." This was at a meeting of the executive directors of NCATE. It recalled for me the National

Commission: what teachers know and can do is the most important influence on what students learn. If you look at the context of special education for our standard setting and what we need to address, we are looking at at least three different forces interplaying here: quantity, quality, and diversity.

In the area of quantity, there are over thirty-three thousand people teaching without an appropriate quality credential in special education today. When you look at that in terms of the number of kids, the impact is enormous. Then, the Department of Labor is moderately projecting that we are going to need over two hundred thousand new special education teachers within the next five years. Put on top of that the fact that our universities right now are not producing a sufficient number of special educators. In addition, what the researchers call the reserve pool, the people out there that we can attract back, is going dry.

On top of that, the problem of reciprocity of licensure in the states is the most idiosyncratic of any discipline out there. It's sort of like everybody is doing their own thing. There are a few commonalities, but when you look at the data from the National Association of State Directors of Teacher Education and Certification, the number of terms and the number of categories and the number of frameworks are all over the place. It's not cost efficient. It reduces opportunities for recruitment across regions. It's frankly professionally demeaning. I always remember the story of the teacher who was fully trained and fully certified in Pennsylvania. She came down to Virginia and they wanted to hire her, but she had to take six additional courses to be qualified to teach in special education in Virginia. It really doesn't encourage professionalism or quality.

In addition, you have the problem of retention,

which is nothing new. However, it's especially bad in special education. Special educators are leaving the profession at about twice the rate of general educators. By the fifth year, almost half of special education teachers, who we have shortages of to begin with, are not there. They have left the profession. Then, of course, there is the issue of diversity.

We have got to burn the candle at both ends. We have got quantity and we've got quality problems and we can't do one in lieu of the other. One of the things that we believe here at CEC is that states and provinces have the authority and the responsibility for licensing teachers, but the standards for the profession must come from the profession itself. There are many, many opportunities for consensus-building alignment. That's what we are about and what we have been trying to do here at CEC for the last several years.

One of the ways we are doing this is we took a look at our standards that were, frankly, perceived as very categorical. In some ways they were, in terms of program accreditation. So, a couple of years ago we developed a new framework, a multicategorical framework, so that in those cases where you are licensing teachers or you want to accredit programs in a multicategorical fashion, you have a recommendation from the profession around which to begin. Hopefully, there can be some coalescence if you are going to do a multicategorical licensure framework.

In addition to that, you heard from Kathleen about the important work that INTASC is doing. Of two pieces, the first is, frankly, earth shattering. I am in awe. CEC, along with the eight other organizations, approached INTASC because we needed an outside organization. CEC is not in a position to dictate to other disciplines what their

knowledge and skill standards ought to be in terms of teaching exceptional children in regular classes. Certainly, we have some input on that, but we needed an agency or an organization like INTASC. If INTASC is successful on part one, those knowledge and skills should reverberate through every discipline and every state and in every professional organization as they look at standards for program accreditation. On the second piece, we are very interested in the coordination of CEC standards with what it is that special educators ought to know in addition to those standards for general education. We expect that there is certainly a large overlap there but not a perfect coalescence.

CEC publishes its standards and its ethics and practices in one publication entitled "What Every Special Educator Must Know." We are in our third edition, heading towards a fourth edition, frankly, because it is a dynamic document. We are revising and adding new standards as we talk. All of our standards, by the way, go through a large-scale field validation before they can even be considered for inclusion in "What Every Special Educator Must Know."

One of the areas where we have recently added new standards is special education technology specialists. It has become clear that we have moved beyond simply the assisted sort of technology and into instructional and management technology or case management technology. More and more school systems are adding that kind of person, so we have developed and field-validated standards in that area. All of these standards are beginning-level standards. Even if they are not beginning-level teachers, this would be a beginning-level special education technology specialist.

The other area has to do with our common

core. We have a piece of our framework that we expect that all special educators must be able to know or do. We have just recently completed validation of multicultural standards into the common core area.

There are several areas in which we are planning new standards. Plans and validation for those areas are underway. Frankly, we would welcome input from any of you to help us in identifying the knowledge base or ideas you have for knowledge and skills in those areas. The first is the whole area of transition specialist standards. We are just about at the end of completing that validation process. The committee is doing the finishing touches. This is going to be a set of standards that will help you to look at the quality of your transition specialists.

The next area would be a whole set of revisions we are doing to the common core; three of which I think you are going to have particular interest in. One is in the area of collaboration between general educators and special educators. The second is in the area of technology. Technology has moved from a nice-to-do level to a must-do. Teachers now must have the knowledge and skills to include technology in a number of ways in their instruction. The third area is that of access to general curriculum.

Kathleen mentioned the Individuals with Disabilities Education Act of 1997. That law really does put general curriculum in the forefront. It's really clear that special educators are looking or will be looking for kids with exceptionalities, not simply to be in the rooms or in the schools, but to have genuine access to the general curriculum. For this to happen, special educators must be collaborators and partners in helping the content specialists.

Finally, an area that we haven't started to look at but that is becoming clear through the work of the

National Commission here at CEC is the whole area of educational leaders and administrators. We have got principals and supervisors and coordinators and so forth who are having more and more responsibility for supervising and evaluating special education teachers and programs and they really don't have the knowledge and skills that they would like to have or need. When you look at the programs that prepare administrators, the knowledge and skills in the area of exceptional education/special education is meager.

Another area that I want to tell you about is our work with the Educational Testing Service. ETS has just recently made an agreement with NCATE. They are going to be redoing the PRAXIS series and for that they are going to be working very closely with each of the professional associations. For example, the PRAXIS in special education will be based on or highly coordinated with the CEC standards. That work has begun.

Another area that you are probably aware of is the NCATE 2000 project. We are moving from accrediting programs on inputs and processes to a much more results-oriented accreditation system that asks the question, "How well is a program preparing prospective special education teachers for the roles that they will assume in schools?"

Before I finish my comments here, I want to go back to the importance of the INTASC project. One of the things we are doing at CEC is taking our standards and reworking them into the INTASC framework and the INTASC principles. We are really committed at CEC to trying to offer an alignment and a consensus-building process among the National Board for Professional Teacher Standards, INTASC, and each of the states, and NCATE. It's our belief that program accreditation

and licensure really ought to be hand-in-glove so that universities can prepare for a folio and don't have to prepare for two or three different folios. If a person does the proper things to become licensed in a state, then we can have a much, much broader reciprocity across the states and hopefully, one of these days, even across the nation in the area of special education.

Let me end by making a couple of comments. We need to have beginning special educators who have a firm grasp on the core of the general curriculum and can strategically alter instructional variables in response to the needs of kids with exceptionalities. We need to have general educators who have a firm grasp on the general education curriculum and a core understanding of all of those instructional variables for accommodating the curriculum to kids with exceptionalities. We need to have general and special educators who are steeped in the practice of their disciplines, who value each others' disciplines, who are comfortable in both disciplinary and cross-disciplinary learning communities, and finally, that can collaborate and give the overwhelming majority of students with exceptionalities genuine access to the general education curriculum.

That's my real quick version so we can get to the questions and answers that you might have in response to what both Kathleen and I have put out there.

Louise Meyer: Thank you, Kathleen and Richard, for your excellent presentations.

Does anyone have a question or comment?

Carol Ann Bryer (Florida): This is Carol Ann Bryer in Florida. We finished our systems change grant, but one of the things that we put in as a recommendation — and I'd like a comment,

particularly from Richard because you touched on it — is the need for inclusion of transition skills in special needs teacher accreditation. We did this because we are finding that the area of special education and transition is becoming one more burden to these individuals rather than something intrinsic to their way of handling their profession. Could you comment on how you might be doing that? We have some interest from our board of regents in terms of adding that component, but we need some help.

Richard Mainzer: You are right. It's one of those areas, as the kids with exceptionalities grow up and we have learned that the transitions don't happen naturally, that we do have to plan explicitly. IDEA makes that more and more clear. Frankly, we have to start that earlier and earlier if we are going to be successful.

As I said, we are adding the technology specialist knowledge and skill standards. We do have transition knowledge and skills in our beginning teacher framework. So, you might want to get together with some of your special education folks and get our standards, or we can send them directly to you. You could begin to look at them and we could begin a dialogue. I would very much welcome that.

Carol Ann Bryer (Florida): Good.

Gina Sands (Colorado): This is Gina Sands and I am the Coordinator of the Special Education Program at the University of Colorado at Denver. My question goes out to both Richard and Kathleen. We have a federal grant project right now. One of the goals of that project is to merge our initial license in teacher education with the initial license in special education. In fact, one of the activities that we are about to embark on is to

conduct a series of focus groups across the state where we go to the questions, Kathleen, that you are looking at. What is it that general education teachers need to know and be able to do? What do special education teachers need to know and be able to do? Basically, we want to look schematically at the overlap there as well as to look at what falls out as being distinct to those two groups of teachers.

One of the questions that I have is whether or not you have a set of questions that you have already developed and are using with your committee of twenty-five that might be useful to us as we conduct focus groups with students with disabilities, family members, teachers in both general and special education, principals, and directors of special education.

Kathleen Paliokas: What I do have is a draft progress report of the committee's work. I have identified questions that have come out of the discussions. I would be happy to send you that as it might stir up some thoughts for you. It's a very, very interesting discussion. We do not have a specific list of questions that we are structuring discussion around, but I could see why you would definitely, in a focus group, want a little more structured discussion.

I would be happy to send this to you. I think you're on the right track in terms of having some questions to kind of keep the discussion focused and on track. What we have found in our discussions is that a lot of people tend to get off the topic at hand, although anecdotes can be very helpful. One thing that we're trying to do that is very specific to our standards is to get the committee to give us very concrete and specific examples from the classroom to demonstrate the standards in action. If you're going to say there is a distinction in the

pedagogical knowledge between special education and general education, give us an example of exactly what you mean. Is there a difference in pedagogy or is it just that special educators have knowledge of more strategies? Does the general educator have the skills that they need but have to understand how to apply them in a different context? Those kinds of subtle distinctions are what we're after.

That gets very, very interesting. Then there are the questions concerned with sheer volume: How much is it reasonable to expect the general educator to know about all the different disabilities? What do they need to know to recognize that they need to go for help? What kind of characteristics in a student should be a trigger for them to seek assistance?

Let me go ahead and tell you my e-mail address and that way, if any of you are interested in getting our progress report or more information about INTASC, I'll be happy to send it to you. It's kathyp@ccsso.org.

Debbie Parsons (Missouri): This is Debbie Parsons. I am the Director of Special Education Program Development with the Missouri Department of Education.

In listening to the descriptions that you have all gone through, this is just really great. Several years ago, we used the CEC competencies as we were reviewing our special education certification here in the state. Given that, trying to get standards approved for teachers is kind of a lengthy process. We completed the process two years ago and those standards are due to go into effect in the year 2004. Obviously, the institutions of higher education need time to begin instruction based on those competencies. They need time to gear up as well as to bring a class through the university system that would then be eligible for certification.

There were areas that we wrestled with more and more at that particular time in the area of transition and assistive technology. I was both happy and a little frustrated to hear that there are now some standards that are being developed along those lines. I guess my basic question is, what do you see happening in some of the other states on utilizing standards? We are probably in a position now of needing to redesign what we're going to call our certificates. Within our state, it is very difficult to review and revise so that the updates are in place for teacher standards. Do you have any suggestions for how to do this? How do you recommend utilizing some of that information?

Richard Mainzer: You have got a couple of good questions there. By the way, I think Missouri did a really good job with that. Dr. Michael Horvath is the chair of one of our standing committees and he was active in your process and kept us well apprised of the good work that Missouri was doing.

In terms of how you utilize those standards or how states are utilizing them, if you look at program accreditation, forty-six states now have some sort of partnership with NCATE. In a state like Maryland, if you are going to be accredited by Maryland, you have to come through the accreditation process, not just at the unit but at the program level. Then, in states where they have retained their responsibilities for evaluating programs for accreditation, we are working with them right now and they have made a commitment to move towards the professional association standards. That's not always easy, but we welcome that negotiation. So, that's happening in the area of program accreditation. The NCATE cycle is basically a ten-year cycle. Of course, we update and change standards more

frequently than each ten years, but we honor the standards that are in that ten-year cycle so we don't throw states for a loop in between. Some states really have wanted to move ahead of their ten-year cycle and, for instance, use the multi-categorical framework for program accreditation because they do their licensing in the multi-categorical way. It's just made a whole bunch more sense in those states to do that.

What was your other question?

Debbie Parsons (Missouri): It was: "How do we incorporate some of the changes in those standards?" We have incorporated some of the CEC standards for our certification already and they are set and due to go into play in 2004. As we continue to add things to the core, it is not easy to go in and add new things for requirements. I am wondering, are there other ways of certifying special education teachers out there? We still have some of the categorical areas here in Missouri. Are you seeing some designs on teacher certification that tend to be more flexible so that you can go in and add those standards more easily?

Richard Mainzer: Aside from putting requirements in bylaw or in statutory language, that gets to be really hard to change from year to year. Even in the NCATE cycle, I have indicated we do that on a ten-year basis because we really want to honor the level of difficulty involved in making the changes in the state that you are talking about.

A lot of states are doing a lot of work collaboratively between the state department and the higher education entities and the programs to move programs along in ways — whether it's PDS or whatever — that may not be part of NCATE or may not be part of your state mandates. If you begin to get a common vision going among your

deans, you can accomplish a lot through collaborative training efforts. Maybe some grants also encourage that.

Debbie Parsons (Missouri): Are most states moving towards more of a multi-categorical approach?

Richard Mainzer: Well, it's an interesting thing. If you look at the number of states that license multi-categorically, it's overwhelming. About ninety percent of the states have a multi-categorical framework, but if you look at the states that have also retained categorical licensure in special education, it's about at the same level.

As I talk to my colleagues in the states, the thing that I hear most often is, yes, we are moving towards multi-categorical. First, that is really what inclusion in IDEA is all about; and, second, that's the reality of the way kids come to us. They don't come to us with just these nice little categorical disabilities. They come as little human beings. However, we have to retain the categorical teachers either because of grandfathering or the politics in the higher education institutions.

Gina Sands (Colorado): This is Gina Sands again from Colorado. I can tell you that Colorado is moving in a very interesting direction, although we have got some state politics in terms of the state board of education and the commission of education that make me unsure of how they are going to respond.

We are moving toward basically one licensure, which is called a generalist. We'll always have hearing and we'll always have vision as separate, I'm quite sure, but we are moving in a direction where they might eliminate the profound needs specialization and incorporate that into this generalist position, at least for the initial license, for the provi-

sional license. There is discussion at the professional or Master's degree level that we might move to some categories that would be more specialized. However, it would be specializing around either affective needs or cognitive needs and then potentially having profound needs as a specialization.

Richard Mainzer: In that case, you would reference it to the curricular or instructional need of the child rather than the diagnostic category.

Gina Sands (Colorado): Exactly. We haven't had categorical certification since 1980 and so we are moving toward a generalist approach. I think it's also a response to the political environment in terms of trying to get more people out there. We have also got a state that's telling us that we have to be able to train initial teachers in thirty credit hours, and yet we have also had to have eight hundred hours of practicum and internship responsibilities attached to that.

It's moving very quickly and I can understand Missouri's frustration. As we are talking right now, I can think of many things that are changing in the state. It takes a three- to five-year cycle to bring about change.

Our University's response to that is anything that comes out of the state is viewed as the minimal standards that we have to abide by. We always look at what is best practice in terms of new things coming down the line, in terms of the technology standards that CEC will be issuing, and more details around the changes in specialists. I think at the university level there is a bit more latitude in terms of being able to go back in and add things that, again, would be considered adding on top of what the minimum standards are that come out of the state, or out of CEC for that matter.

Richard Mainzer: That's correct. I would be

remiss not to say right up front that CEC's position on going multi-categorical is one that should be retaining the richness of all of the knowledge and skill that we have gleaned over the years in terms of educating different exceptional children. If we are going to license or accredit multi-categorically, it's really to come up to the bar rather than to come down to the bar. Generic doesn't mean basic or watered down. It means really retaining that richness. That's what a multi-categorical framework really tries to do: to retain that richness while providing a framework that makes a whole lot more sense to a whole lot of folks out there.

Gina Sands (Colorado): The other thing, Richard, that just occurred to me, is that you could take some of these new standards that are coming down the line and possibly incorporate those into the CSPD at your state level and target those until you can get a new cycle of standards adopted at the state level or at IAG. You could also use some of those newer areas for ongoing professional development activities within the state.

Richard Mainzer: In the spring of 2001, we are doing our submission to NCATE of all of these standards for redo in moving to the performance orientation. So, to the degree that your universities come through NCATE accreditation, they will be measuring up to the new standards also.

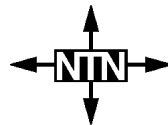
Gina Sands (Colorado): Right.

Richard Mainzer: Thank you all very much.

Louise Meyer: I think it would be a good time to close. We thank Kathy and Richard for offering their time today. You may contact me if you have any questions. I can get you any of the resources, addresses, phone numbers, fax numbers, or e-mails of anyone that presented or other information you would like today. My number is 202-336-7057.

National Transition Alliance audio teleconferences are coordinated by the National Transition Network.

This transcript is copyright free. Please duplicate and share with others. For a copy of this or other transcripts, contact us at:



National Transition Network
Institute on Community Integration
 110 Pattee Hall, 150 Pillsbury Drive SE
 Minneapolis MN 55455
 (612) 624-2079 (*phone*)
 (612) 624-9344 (*fax*)
 ntn@icimail.coled.umn.edu (*email*)
 ici2.umn.edu/ntn

For more information on the National Transition Alliance:



National Transition Alliance
Transition Research Institute at Illinois
 University of Illinois
 113 Children's Research Center
 51 Gerty Drive
 Champaign, IL 61820
 (217) 333-2325 (*phone*)
 (217)244-0851 (*fax*)
 www.dssc.org/nta