

1. **TITLE:** A Comparison of Elementary and Secondary Principals' Views of Non-Categorical Special Education Teacher Certification
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6. **ABSTRACT:**

A Comparison of Elementary and Secondary Principals' Views of Non-Categorical Special Education Teacher Certification

Inclusive schools are a result of school restructuring efforts. Numerous states have recently eliminated categorical certification areas in special education and have created generic certifications. The present study was designed to compare elementary and secondary principals' views of the non-categorical special education teacher certification. Results from a survey of 454 elementary and secondary principals in Alabama were collected and analyzed. Various issues examined in this cross-disciplinary study include methods of service, the need for collaboration between special educators and general educators, and adequate training for non-categorical special education teachers. A major concern identified in this study was the fact that 93% of the principals agreed general classroom teachers lack proper training to work effectively with the non-categorical special education teacher. Additional concerns to be addressed include the current shortage of special education teachers as well as preservice and in-service training issues related to non-categorical special education certification.