

MoSTEP 1.2.3: Building and District Administrator Competencies: SPECIAL EDUCATION DIRECTOR
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In addition to the knowledge and competencies identified for Principal, the beginning (preservice) Special Education Director will demonstrate knowledge of and/or competency in the following areas of study:

<p>1. Vision, Mission, and Goals: <i>Special Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.</i></p> <p>ELCC 1.1-1.5; CEC SA1S5, SA1K1, SA1K2; CCSSO: 1.A.1-4, 1.A.1-5, 1.A.1-7; MoSTEP 1.3.1; Praxis 1011: I.A, B, C, V.A.6-9; CR I.F.1.a, I.F.1.c, I.F.1.d, I.F.3.a, [secondary]: I.F.3.h, I.F.3.e</p> <p>NOTE: CEC (Council for Exceptional Children) coding derives from <i>CEC Advanced Standards for Special Education Administrators</i>.</p>	<p>NOTE: The coding at left combines Principal competencies AND special education director competencies. Matrices presented to DESE/MoSTEP <u>MUST</u> address both sets of competencies.</p>
	<p>1. (CEC SA1S5) characteristics of and strategies for communicating a personal inclusive vision and mission for meeting the needs of individuals with exceptional learning needs and their families.</p>
	<p>2. (CEC SA1K1) models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with exceptional learning needs and their families.</p>
	<p>3. (CEC SA1K2) the historical and social significance of the laws, regulations, and policies as they apply to the administration of programs and the provision of services for individuals with exceptional learning needs and their families.</p>
	<p>4. formulating initiatives necessary to motivate staff, students, and families to achieve the school's/district's vision for meeting the needs of individuals with exceptional learning needs and their families.</p>
<p>2. Teaching and Learning: <i>Special Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.</i></p> <p>ELCC 2.1-2.4; CEC SA2K2, SA2K4, SA2S1, SA2S2, SA3K1, SA3S1, SA4K1, SA4S2, SA4S3, SA4S4, SA5K2, SA5K3, SA5S2, SA2K1, SA2K2, SA2K3; CCSSO: 2.A.1-7, 2.B.1-4, 2.B.1-5; MoSTEP 1.3.2; Praxis 1011: II.A, B,</p>	<p>NOTE: The coding at left combines Principal competencies AND special education director competencies. Matrices presented to DESE/MoSTEP <u>MUST</u> address both sets of competencies.</p>
	<p>1. (CEC SA3K1, SA3S1) identifying and using research-based administrative practices and data-based decision-making for the administration of educational programs and services that support individuals with exceptional learning needs and their families.</p>
	<p>2. (CEC SA5K2, SA5K3, SA5S2) developing, implementing, and evaluating group and individual professional development activities and programs that improve instructional practices and lead to improved outcomes for students with exceptional learning needs and their families.</p>
	<p>3. (CEC SA2K1) analyzing and making recommendations regarding the design, implementation, and evaluation of the general curriculum to achieve positive school outcomes for individuals with exceptional learning needs.</p>

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<p>C, V.B.2.,3.,5.,8; CR I.F.1.c, I.F.3.a, I.F.3.c, I.F.3.k; I.F.3.i, I.F.3.h (I.F.3.f: secondary), I.F.3.e, [elementary]: I.F.3.f, [elementary]: I.F.3.j, [secondary]: I.F.3.k</p>	<p>4. (CEC SA2K3) identification of instruction and services needed to support access to the general curriculum for individuals with exceptional learning needs.</p> <p>5. (CEC SA2K2) identifying and evaluating programs and strategies that promote positive school engagement for individuals with exceptional learning needs.</p> <p>6. (CEC SA2S1) characteristics of a flexible continuum of services based on effective practices for individuals with exceptional learning needs and their families.</p> <p>7. (CEC SA2S2) identifying programs and services that contribute to the prevention of unnecessary referrals.</p> <p>8. (CEC SA4K1, SA4S2, SA4S3, SA4S4) applying principles for developing and implementing ongoing supervision and evaluation of education programs and personnel serving individuals with exceptional learning needs and their families (e.g., observations, collaborative reflection, and adult learning strategies).</p> <p>9. using effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous growth.</p> <p>10. developing Individual Education Plans and Individual Service Plans in accordance with IDEA.</p> <p>11. (CEC SA2K4) acquiring strategies for using appropriate technologies to enhance/provide instructional and assistive learning for all students.</p>
<p>3. Managing Organizational Systems and Safety: <i>Special Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.</i> ELCC 3.1-3.3; CEC SA1K3, SA1S1, SA1S2, SA1S3, SA1S4; CCSSO: 3.A.1-6, 3.B.1-7, 3.C.1-3; MoSTEP 1.3.3; Praxis 1011: III.A, B, C; CR I.F.1.b, I.F.3.e, I.F.3.g, I.F.3.b</p>	<p>NOTE: The coding at left combines Principal competencies AND special education director competencies. Matrices presented to DESE/MoSTEP <u>MUST</u> address both sets of competencies.</p> <p>1. (CEC SA1S2) strategies for applying leadership, organization, and systems change theory to the development of short- and long-range strategic plans and processes for the provision of services for individuals with exceptional learning needs and their families.</p> <p>2. (CEC SA1S4) strategies for recruiting, interviewing, hiring, and retaining personnel serving individuals with exceptional learning needs and their families that comply with local, state, and national laws.</p> <p>3. (CEC SA1K3) knowing local, state, and national fiscal policies and funding mechanisms in education as they apply to the provision of services for individuals with exceptional learning needs and their families (e.g., Medicaid).</p> <p>4. (CEC SA1S3) developing a budget in accordance with local, state, and federal laws in education for the provision of services for individuals with exceptional learning needs and their families.</p> <p>5. (CEC SA1S1) interpreting and applying current laws, regulations, and policies as they apply to the administration of services to individuals with exceptional learning needs and their families.</p>

	<p>6. developing, and providing to staff, forms, timelines and procedures designed to comply with the IDEA regulations and to provide children with disabilities and their families the safeguards required by that legislation.</p> <p>7. creating and maintaining student records in compliance with the IDEA, FERPA, and other applicable federal, state, and local requirements.</p> <p>8. establishing procedures for responding in a timely and accurate fashion to required federal, state, and local data submissions.</p> <p>9. (CEC SA2K4) strategies for developing plans for acquisition, maintenance, and appropriate use of instructional and assistive technologies.</p>
<p>4. Collaborating with Families and Stakeholders: <i>Special Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.</i></p> <p>ELCC 4.1-4.3; CEC SA6K1, SA6K2, SA6K3, SA6S1, SA6S2, SA6S3, SA6S4, SA6S5, SA6S6, SA6S7, SA6S8; CCSSO: 4.A.1-5, 4.B.1-5, 4.C.1-4; MoSTEP 1.3.4; Praxis 1011: IV.A, B, C; CR I.F.3.d, I.F.3.i, I.F.3.k, I.F.3.e</p>	<p>NOTE: The coding at left combines Principal competencies AND special education director competencies. Matrices presented to DESE/MoSTEP <u>MUST</u> address both sets of competencies.</p> <p>1. (CEC SA6K1, SA6S1) collaborative theories and practices that support the administration of programs and services for individuals with exceptional learning needs and their families.</p> <p>2. (CEC SA6K2, SA6S5, SA6S6) administrative theories and models that facilitate communication and shared decision-making among all stakeholders.</p> <p>3. (CEC SA6S8, SA6S7) consulting and collaborating in administrative and instructional decisions at the school and district levels.</p> <p>4. (CEC SA6K3) advocacy at the local, state, and national level for individuals with exceptional learning needs and their families.</p> <p>5. (CEC SA6S4) facilitating transition plans for individuals with exceptional learning needs across the educational continuum and other programs from birth through adulthood.</p> <p>6. (CEC SA6S3) developing and implements intra- and interagency agreements that create programs with shared responsibility for individuals with exceptional learning needs and their families.</p>
<p>5. Ethics, Integrity, and Fairness: <i>Special Education leaders ensure the success of all students by being ethical and acting with integrity.</i></p>	<p>NOTE: The coding at left combines Principal competencies AND special education director competencies. Matrices presented to DESE/MoSTEP <u>MUST</u> address both sets of competencies.</p> <p>1. (CEC SA5K1) ethical theories and practices as they apply to the administration of programs and services for individuals with exceptional learning needs and their families.</p>

<p>ELCC 5.1-5.3; CEC SA5K1, SA5K4, SA5S1; CCSSO: 5.A.1-3, 5.B.1-6, 5.C.1-5; MoSTEP 1.3.5; Praxis 1011: Praxis 1011: V.A, B, C; CR [not overtly addressed]</p>	<p>2. (CEC SA5S1) communicating a high standard of ethical administrative practice when working with staff serving individuals with exceptional learning needs and their families.</p>
<p>6. The Education System: <i>Special Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.</i> ELCC 6.1-6.3; CCSSO: 6.A.1-3, 6.B.1-4, 6.C.1-4; MoSTEP 1.3.6; Praxis 1011: VI.A, B; CR I.F.3.b, I.F.3.d;</p>	<p>NOTHING IN ADDITION TO PRINCIPAL</p> <p>NOTE: The coding at left combines Principal competencies AND special education director competencies. Matrices presented to DESE/MoSTEP <u>MUST</u> address BOTH sets of competencies.</p>