

Special Education Administrator Education (Ed 506.07) Self-Assessment Worksheet

Ed 506.07 Special Education Administrator Education

Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

Ed 506.07 SPECIAL EDUCATION ADMINISTRATOR The following requirements shall apply to the certification of a special education administrator:	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
(a) To be certified as a special education administrator, a candidate shall meet the following entry level requirements relative to education and experience:		
(1) The candidate shall have at least a masters degree in education or administration, or a related field, such as the field of learning disabilities; and		
(2) The candidate shall have a minimum of 3 years of progressively responsible experience under a license or certification in related special education area(s), as documented by positive recommendations or evaluations from the candidate's supervisor(s) which demonstrate that the candidate has worked with students with disabilities in approved schools or programs.		
(b) Candidates for certification as a special education administrator shall have the following skills, competencies, and knowledge:		
(1) In the area of communications, the candidate shall have the following abilities:		

<p>a. Ability to listen, speak and write effectively concerning all of the areas of special education as defined in Ed 1102;</p>		
<p>b. Ability to communicate effectively with various constituencies throughout the school, community and state;</p>		
<p>c. Ability to promote public education and public relations regarding the educational needs of students with disabilities; and</p>		
<p>d. Ability to communicate with students, parents, and families in an appropriate and sensitive manner consistent with each student's individualized education program as defined in Ed 1102.56;</p>		
<p>(2) In the area of management of educational organization, the candidate shall have the following abilities and knowledge:</p>		
<p>a. Knowledge and management of the change process as it relates to the educational program of a special education student;</p>		
<p>b. Ability to organize and help groups accomplish objectives and bring about change;</p>		
<p>c. Ability to lead effective planning, implementation, and review of improvement processes; and</p>		
<p>d. Knowledge of systems and organizations, and their management theories;</p>		
<p>(3) In the area of personnel management and development, the candidate shall have the following abilities and knowledge:</p>		

a. Ability to manage personnel practices including recruitment, selection, performance evaluation, and improvement plans;		
b. Knowledge of legal and ethical issues, policies, and practices relative to personnel management;		
c. Ability to identify professional development needs at district, building, and individual levels;		
d. Knowledge of current issues, principles of adult learning, and models of effective professional development in educational settings; and		
e. Ability to design and implement professional development opportunities at district, building, and individual levels to improve results for students with disabilities;		
(4) In the area of school and community partnerships, the candidate shall have the following abilities and knowledge:		
a. Ability to identify key organizations and agencies and their functions in the community as they relate to the educational process;		
b. Ability to collaborate and engage in shared decision making with building and agency administrators to support appropriate programs for students with disabilities;		
c. Knowledge of all relevant interagency agreements;		

<p>d. Ability to involve students, parents, families, and community members in goal-based educational planning, implementation and evaluation; and</p>		
<p>e. Ability to establish and maintain quality partnerships with entities such as colleges, state-service and social-service agencies, and businesses with the goal of having these entities assist in providing effective educational programming;</p>		
<p>(5) In the area of budget and resource management, the candidate shall have the following abilities and knowledge:</p>		
<p>a. Ability to plan, develop, and monitor budgets, audit fiscal reports, and procure reimbursement from any state or federal sources which are available;</p>		
<p>b. Ability to monitor the use of federal and state categorical funds;</p>		
<p>c. Ability to monitor and interpret data used to calculate per pupil expenditures;</p>		
<p>d. Ability to develop financial records and accountability systems compatible with generally acceptable accounting principles;</p>		
<p>e. Ability to identify and procure resources and supplementary funding to support program development and enhancement; and</p>		

<p>f. Ability to identify, access, and utilize from all available national, state, and local agencies and organizations the following:</p> <ol style="list-style-type: none"> 1. Information; 2. Technical assistance; and 3. Resources; 		
<p>(6) In the area of compliance with laws, regulations and school policies, the candidate shall have the following abilities and knowledge:</p>		
<p>a. Ability to make decisions which reflect a thorough knowledge of current federal law and regulations and state laws and rules for students with disabilities;</p>		
<p>b. Ability to locate, use and cite New Hampshire laws and rules pertaining to the operation of schools; and</p>		
<p>c. Knowledge of local school policy and its implications for students with disabilities; and</p>		
<p>(7) In the area of ethical issues and cultural diversity, including issues of non-discrimination, the candidate shall have the following abilities:</p>		
<p>a. Knowledge of racial, ethnic, gender, disability, class and lifestyle issues that define the culture of the local community or state and their impact on educational expectations and programs for students with disabilities; and</p>		
<p>b. Ability to communicate and practice a high standard of professional behavior as documented by supervisors evaluating the candidate's on-the-job performance.</p>		

(c) In addition to the skills, competencies and knowledge requirements of paragraph (b), each candidate shall have the following abilities and knowledge in the field of special education:		
(1) In the area of characteristics of learners, the candidate shall have knowledge of:		
a. Theories of child and adolescent development and principles of learning; and		
b. Differential characteristics of individuals with various types and natures of disabilities, as well as the implications for the development and implementation of programs and services;		
(2) In the area of instructional theory, planning content and practice, the candidate shall have the following knowledge and ability:		
a. Knowledge of a wide array of curriculum and instructional practices designed for students with disabilities to promote the development of critical knowledge and skills in areas of: 1. Academics; 2. Functional living; 3. Career and employment; 4. Social and emotional well-being; and 5. Physical health and wellness; and		
b. Ability to develop and implement service-delivery programs based on effective practices which address the range of students with disabilities, including prevention strategies;		
(3) In the area of collaboration, the candidate shall have the following knowledge and ability:		
a. Ability to create and maintain professional relationships with general educators;		

<p>b. Ability to facilitate the participation of students with disabilities in all school activities; and</p>		
<p>c. Ability to promote service integration and coordination among educational services to all students;</p>		
<p>(4) In the area of emotional and behavioral support, including policies and resources, the candidate shall have the following knowledge and ability:</p>		
<p>a. Knowledge of federal law and regulations, and state law and rules, and district policies governing the discipline of all students and the implications for students with disabilities;</p>		
<p>b. Ability to support program sites in implementing a range of strategies that promote positive behavior, including crisis intervention, conflict resolution, and family support and involvement; and</p>		
<p>c. Ability to develop and maintain effective ongoing communication with students with disabilities, as well as with their parents and families;</p>		
<p>(5) In the area of assessment, diagnosis, and evaluation, the candidate shall have the following knowledge and ability:</p>		
<p>a. Knowledge of principles of assessment of students with disabilities including valid evaluation tools and their use in eligibility determination, development of individualized education plans, and monitoring student progress; and</p>		

<p>b. Ability to advocate for the participation of students with disabilities in the state and local accountability systems including the provision of accommodations or valid alternate assessments; and</p>		
<p>(6) In the area of compliance with special education federal law and regulations, and state law and rules, and local policies, the candidate shall have the following knowledge and abilities:</p>		
<p>a. Ability to contribute to the development, revision, and implementation of local school district policies and procedures in regard to the education of students with disabilities; and</p>		
<p>b. Ability to inform district personnel, school board members, parents, and the community about special education:</p> <ol style="list-style-type: none"> 1. Philosophies, 2. Policies, programs, and procedures; and 3. Developments and legal requirements. 		
<p>(d) Each candidate who has acquired the competencies, skills, and knowledge of a special education administrator may demonstrate those competencies, skills, and knowledge by meeting the requirements of Ed 505.03, as an alternative to meeting the requirements of paragraphs (b) and (c).</p>		
<p>(e) Each candidate currently employed in the capacity of a special education administrator may remain in that position, provided the candidate meets the requirements of Ed 505.04, excluding paragraph (a), within 3 years of the effective date of this rule.</p>		

Source. #7044, eff 7-1-99; amd by #7513, eff 7-1-01; paras (a), (b)(1)a.-c., (b)(2)-(7), and (c)-(e) EXPIRED: 7-1-07; ss by #9157, eff 7-1-08