

**Department of Educational Leadership**  
Minnesota State University, Mankato  
Special Education Director

Per Minnesota State Board Rule 3512.4000 each candidate for licensure as a Special Education Director must demonstrate *entry level* competency in each of the 25 subject areas. The demonstration is of *knowledge, skill, and disposition* for each of the separate competencies. At MSU, Mankato, we require the demonstration at the end of the licensure program, in the graduate course Ed. Ad. 670, Situational Observation. Students will not be recommended for Special Education Director licensure until successful completion of the exit evaluation of the competencies.

Students should begin collecting evidence that may demonstrate their own *administrator's entry level competency* in a final portfolio review. It is important to note that it is to be an *administrator's portfolio, not a teacher's or counselor's or other professional portfolio*. Throughout the Educational Administration program, each graduate student will work to make the transition from a teacher/counselor/other professional to administrator.

To prepare for maximum learning during the educational program, we require an entry level assessment done in Ed Ad 633, School Administration. Following are the competencies for Special Education Director as listed by state rule.

**A. GENERAL EDUCATION ADMINISTRATION**

**Candidate has the ability to:**

- 1) Understand and be able to implement the principles and strategies that will result in meaningful involvement of parents or guardians in the educational process, including development of the verbal and nonverbal language that conveys an attitude of respect for what parents or guardians have to bring to the development of a working partnership with school personnel.
- 2) Understand the principles of personnel management, including determining personnel needs, recruitment, assignment, supervision and evaluation.
- 3) Understand state and federal laws and rules regarding education, including data privacy.
- 4) Understand the principles of social organization, including school-community relations and parent-school relations, and understand communication strategies.
- 5) Understand models of professional development and staff preparation.
- 6) Know and understand group process, communication and strategy skills, including conflict management and resolution, listening skills, speaking skills, principled negotiation, strategies for change and development of mission.
- 7) Know and understand individual or personal behavior styles and how they interact under normal and stress conditions.
- 8) Understand models of program planning, design, implementation, evaluation, including program design, data collection and data analysis.
- 9) Know and understand different management models and styles.
- 10) Know and understand the models of general school finance being used nationally and in Minnesota.
- 11) Know case law regarding general education.
- 12) Know school organization and administration models being used nationally and understand the models used in Minnesota.

- 13) Know and understand elementary and secondary curriculum.
- 14) Know and understand school effectiveness research and its effect on instructional programs.
- 15) Know and explore current technology tools designed to deliver instruction and manage student instructional data.
- 16) Understand human relations, including intercultural and interpersonal components.

**B. SPECIAL EDUCATION ADMINISTRATION MEANS THE ABILITY TO:**

- 1) Understand, and be able to implement, the principles and strategies that will result in meaningful involvement of parents or guardians in the educational process, including development of the verbal and nonverbal language that conveys an attitude of respect for what parents or guardians have to bring to the development of a working partnership with school personnel and strategies on how to present educational and due-process information in a clear, concise and non-threatening manner.
- 2) Understand the current state and federal laws and rules regarding the delivery of educational programs for pupils with a disability.
- 3) Understand the current state and federal laws, rules and procedures regarding special education finance, budgeting and accounting.
- 4) Understand case laws regarding special education and the education of pupils with a disability.
- 5) Understand special education instructional delivery service models, including methods and materials.
- 6) Understand special education program development, including needs assessment, program design and evaluation.
- 7) Understand the purpose of and resources available from agencies and organizations serving pupils with a disability and their parents.
- 8) Know special education administrative models being used in Minnesota.
- 9) Know and explore current technology tools designed specifically for the handicapped, including delivering instruction, student physical assistance, for example, communication and Braille translation, and managing student information.