

## **Director of Special Education Competencies (MN Rules, Chapter 3512)**

Subp. 3. Program requirements. The approved program must include preparation that enables the candidate to acquire knowledge, understanding, and abilities in the following areas:

A. General 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;
- (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; and
- (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 nonthreatening 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 law 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 used nationally, and understand the models being used in Minnesota; and
- (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.