

Supervisor of Special Education

The professional education program has well-defined criteria for admission, which assesses the candidates' potential for leadership through an examination of oral and written communication skills, academic preparation, qualifying work experience, and organizational ability.

I. Knowing the Content

The professional education program has a clearly articulated post-baccalaureate program that assesses the candidate's potential for supervision of special education programs through an examination of their oral and written communication skills, qualifying work experience, organization ability and personal motivation prior to admission. The program provides evidence that candidates for Special Education Supervisory certification demonstrate their knowledge of and competence in the fundamental concepts of supervising special education programs including:

I.A. Theories of curriculum design that are based upon:

- general education curriculum,
- typical and atypical development,
- effective practices in reading, writing, speaking and listening skills,
- instructional processes such as behavior intervention, adapting instruction and use of assistive technology,
- contemporary practices in special education,
- designing, utilizing and interpreting the results of assessment procedures,
- IEP development and its relation to program service

I.B. External Relations including:

- Child Find requirements and procedures,
- Resources, community agencies, and services supporting students with special needs

I.C. Education law including:

- federal, state and local requirements that guide the function of public education,
- application of special education regulations and standards to the development of plans, programs, and district level policies including due process, least restrictive environment, parent rights, and confidentiality,
- current legal interpretations and case law regarding trends affecting service provision (student discipline, Cordero/inability to be educated in a public setting, weapons, IDEA implementation, drug and alcohol possession, adjudicated youth)

I.D. Finance including:

- identify connections between program design and budget development,
- traditional systems for special education funding at the federal, state, and local levels,
- public school budget structures, and broad based budget issues concerning service to special needs students

I.E. School personnel management including:

- processes for recruitment, employment and retention of educators, support staff and contracted service staff,
- organizational design and administrative structure within the public school setting,
- work requirements and responsibilities for regular education and special education teachers, personnel,
- coordination of services with principals, central office staff, teachers, school board members support staff and related services personnel,
- development of district policies, which ensure the provision of quality services for children with disabilities

I.F. Facilities management including:

- concept of least restrictive environment and its application to facilities management,
- accessibility guidelines,
- federal and state regulations requiring appropriate facilities and classroom space for students with disabilities

II. Performances

The professional educator program provides evidence that the criteria and competencies for exit from the Special Education Supervisory program are assessed in coursework, field experiences and an internship. The professional education program also provides evidence that Special Education Supervisory certification candidates meet the established program goals and exit criteria during their participation in 60 hours of field experiences and a 300 hour practicum and can demonstrate their ability to perform the major task areas of policy determination, program development, and instructional supervision including:

- designing curriculum scope and sequence,
- interpreting student test scores and assessments,
- evaluating instructional methodologies and strategies,
- monitoring and developing alternative forms of student assessment,
- assessing instructional service delivery and evaluating program effectiveness,
- identifying staff development needs and resources,
- planning activities to address the needs of the educational program,
- integrating curriculum across multiple disciplines,
- budgetary planning for curriculum and personnel development

III. Professionalism

The professional educator program provides evidence that certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, publications and resources

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Collaborating with principals, central office staff, teachers, school board members, families, support staff and related service personnel

III.D. Communicating effectively with parents/guardians, other agencies and community at large to support learning by all students