## 005.03 Special Education Supervisor

005.03A Grade Levels: Birth through Grade 12

005.03B Endorsement Type: Field/Administrative

005.03C Persons with this endorsement may serve in all special education administrative and supervisory roles in Nebraska schools providing services for students with disabilities, birth through age 21.

005.03D Certification Endorsement Requirements: This endorsement requires a minimum of 36 graduate semester hours related to educational leadership and special education administration coursework, and includes an internship experience in special education supervision.

005.03D1 Additional requirements: For admission to the program of study leading to this endorsement, the applicant must have or be eligible to hold a valid regular teaching certificate with a special education endorsement.~~; and~~

~~005.03D2 Have completed two (2) years of teaching in an approved or accredited school system.~~

005.03E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.03F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION’S PLAN UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution must provide special education supervisor candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

**Administrator of Special Education Professional Leadership Standards**

**Standard 1: Vision, Mission, and Direction Setting**

Administrator of special education candidates advocate for the current and future success and well being of each student with exceptionalities and adults educating students with exceptionalities by applying the knowledge, skills, and commitments necessary to ensure the use of proven evidence-based leadership principles to communicate the vision and mission and set direction of programs and services for students with exceptionalities in accordance with the IDEA and other national policies Candidates develop and implement strategic plans aligned for programs and services for students with exceptionalities and the vision, mission, and direction of the larger education system in collaboration with key stakeholders representing disability and cultural diversity.

**Component 1.1** Candidates apply proven evidence-based leadership principles for setting direction and communicating the vision and mission of programs and services for students with exceptionalities.

**Component 1.2** Candidates develop and implement strategic plans for programs and services for students with exceptionalities in collaboration with general and special education leaders and educators, parents, students, and other key stakeholders representing disability and cultural diversity.

**Component 1.3** Candidates align the vision, mission, and direction for programs and services for students with exceptionalities with the context of the larger educational system.

**Standard 2: Implementation of Policy, Legal, and Ethical Practices for Special Education Programs and Services**

Administrator of special education candidates comply with international, federal, state, and local policy, laws, regulations, and procedures and adhere to ethical guidelines that govern the provision of programs and services for students with exceptionalities. Administrator of special education candidates model and promote ethical and professional behaviors and practices that benefit students with exceptionalities and their families.

**Component 2.1** Candidates comply with organizational by-laws and adhere to ethical guidelines governing the provision of programs and services for students with exceptionalities.

**Component 2.2** Candidates adhere to and execute national, state, and local policies, laws, regulations, and procedures as they apply to the provision of programs and services for students with exceptionalities.

**Component 2.3** Candidates model ethical leadership behavior through conduct, relationships with others, decision-making, and stewardship of resources for the benefit of students with exceptionalities and their families.

**Standard 3: Organizational Leadership and Management for Special Education**

Administrator of special education candidates utilize multiple leadership approaches to implement systems-change strategies to build capacity to support the education of students with exceptionalities. Administrator of special education candidates engage in research and inquiry to inform best practices for special education leadership using data-driven strategies/methods for the continual improvement of processes and educational outcomes of students with exceptionalities.

**Component 3.1** Candidates utilize multiple leadership approaches and strategies that support the delivery of specialized instruction and related services for students with exceptionalities.

**Component 3.2** Candidates implement systems-change strategies to build capacity to support the education of students with exceptionalities.

**Component 3.3** Candidates engage in research and inquiry to inform leadership practices that result in continual improvement of instruction, learning, and educational outcomes of students with exceptionalities.

**Component 3.4** Candidates design, implement, and manage data-informed systems to guide best leadership practices that improve the educational outcomes of students with exceptionalities.

**Standard 4: Program Oversight, Improvement, and Instructional Leadership for Special Education**

Administrator of special education candidates provide program oversight, improvement, and instructional leadership that provides access, equity, and opportunity in the provision of free and appropriate public education (FAPE) in the least restrictive environment (LRE). Candidates collaboratively design, implement, and evaluate systems to ensure appropriate programming for students with exceptionalities. Candidates utilize data to improve programs for students with exceptionalities.

**Component 4.1** Candidates use program evaluation and results-driven accountability for planning and implementing a continuum of specialized instruction and related services that guarantees access, equity, and opportunity in the provision of free and appropriate public education (FAPE) in the least restrictive environment (LRE).

**Component 4.2** Candidates collaboratively design and implement systems of support, utilizing assistive technologies and universal design for learning embedded in accommodations and modifications.

**Component 4.3** Candidates oversee culturally responsive and developmentally appropriate assessments, curriculum, and evaluations that support instruction, learning, and well-being for students with exceptionalities to ensure appropriate identification, placement, and instruction.

**Component 4.4** Candidates utilize collection, management, and analysis of data to improve learning outcomes for students with exceptionalities.

**Component 4.5** Candidates oversee resource allocation, planning and programming, and agency supports for transitions of students with exceptionalities.

**Standard 5: Human and Fiscal Resource Management of Special Education Programs and Services**

Administrator of special education candidates create, manage, assess, and oversee special education procedures, processes, and policies for programs and services for students with exceptionalities in compliance with human and fiscal management requirements and applicable laws and regulations. Fiscal and human resources are managed in consultation with facilities management personnel and collaboration with diverse stakeholders. Candidates oversee the hiring, management, and professional development of qualified professionals who educate students with exceptionalities.

**Component 5.1** Candidates create, implement, assess, and oversee budgets, grants, and contracts for programs and utilize multiple funding sources for services for students with exceptionalities in collaboration with key stakeholders.

**Component 5.2** Candidates develop and implement policies, processes, and procedures that comply with ADA or other national requirements through consultation with facilities management personnel and collaboration with diverse groups of stakeholders.

**Component 5.3** Candidates supervise and evaluate personnel educating students with exceptionalities using policies, processes, and procedures that are culturally responsive and embed adult development learning principles.

**Component 5.4** Candidates implement policies, processes, and procedures for recruiting, hiring, and retaining diverse, qualified professionals who educate students with exceptionalities.

**Component 5.5** Candidates design and implement professional development that is culturally responsive and embeds adult development learning principles to support professionals educating students with exceptionalities.

**Standard 6: Collaboration and Communication with Special Education Stakeholders**

Administrator of special education candidates engage diverse groups of stakeholders within local, intermediate, and state agencies in support of students with exceptionalities by cultivating and sustaining collaborative relationships. Candidates utilize conflict management, dispute resolution, and due process strategies to resolve differences with stakeholders to improve educational outcomes for students with exceptionalities.

**Component 6.1** Candidates communicate and collaborate with diverse groups of general and special educators and administrators and intermediate and state agencies in district efforts to support the learning of students with exceptionalities.

**Component 6.2** Candidates use facilitation, mediation, resolution sessions, and due process hearings to resolve differences and improve communication and collaboration with stakeholders supporting and educating students with exceptionalities.

**Standard 7: Equity and Cultural Responsiveness**

Administrator of special education candidates identify systemic inequities in relationship to identification, programming, and service delivery for students with exceptionalities. Candidates communicate fairly and equitably and apply democratic values that enhance cultural responsiveness, stress the imperative of high expectations, and support equity, inclusiveness, social justice, openness, caring, and trust for all students, families, educators, and stakeholders.

**Component 7.1** Candidates identify systemic inequities, e.g., gender, race, culture, language, age, disability, and socio-economic status, in relationship to identification, programming, and service delivery for students with exceptionalities.

**Component 7.2** Candidates communicate fairly and equitably with all students, families, educators, administrators, and stakeholders.

**Component 7.3** Candidates advocate for and apply democratic values that enhance cultural responsiveness, stress the imperative of high expectations, and support equity, inclusiveness, social justice, openness, caring, and trust for students with exceptionalities.

**Standard 8: Field and Clinical Experience**

Administrators of special education candidates complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in the Administrator of Special Education Standards 1-7 in ways that approximate the full range of responsibilities required of leaders of special education and enable them to promote the current and future success and well-being of each student with exceptionalities and adults who are responsible for their education.

**Component 8.1** Candidates are provided a variety of coherent, authentic, field, or clinical practicum or internship experiences within multiple district environments that afford opportunities to interact with culturally diverse stakeholders and synthesize and apply the content knowledge and develop and refine the professional standards articulated in each of the components of the Administrator of Special Education Professional Leadership Standards 1-7.

**Component 8.2** Candidates will meet their state clinical practicum or internship duration (e.g., hours, months, semesters) requirements codified for leaders of local education agencies for licensure.

**Component 8.3** Candidates are provided a mentor who holds appropriate state education licensure, a position as an administrator of special education within a local education agency district setting, and understands and models exemplary practices as defined by the Administrator of Special Education Professional Leadership Standards 1-7.

Guidelines based on the Council for Exceptional children (CEC), Advanced Preparation Standards (2022) and the CEC Advanced Special Education Administrator Specialty Set (2022).

**~~Standard 1. Assessment~~**

~~Special Education Supervisors use valid and reliable assessment practices to minimize bias.~~

~~Element 1.1 Special education supervisors minimize bias in assessment.~~

~~Element 1.2 Special education supervisors design and implement assessments to evaluate the effectiveness of practices and programs.~~

~~Indicators include, but are not limited to: (Advanced Common Core Indicators are assumed.)~~

~~a. Models, theories, and practices used to evaluate educational programs and personnel serving individuals with disabilities and their families.~~

~~b. Advocates for and implements procedures for the participation of individuals with disabilities in accountability systems.~~

~~c. Develops and implements ongoing evaluations of education programs and personnel.~~

~~d. Designs and implements evaluation procedures that improve instructional content and practices.~~

**~~Standard 2. Curricular Content Knowledge~~**

~~Special Education Supervisors use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.~~

~~Element 2.1 Special education supervisors align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities.~~

~~Element 2.2 Special education supervisors continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.~~

~~Element 2.3 Special education supervisors use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities.~~

~~Indicators include, but are not limited to:~~

~~a. Instruction and services needed to support access to the general curriculum for individuals with disabilities.~~

~~b. Develops and implements an administrative plan that supports the use of instructional and assistive technologies.~~

~~c. Provides ongoing supervision of personnel working with individuals with disabilities and their families.~~

**~~Standard 3. Programs, Services, and Outcomes~~**

~~Special Education Supervisors facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.~~

~~Element 3.1 Special education supervisors design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities.~~

~~Element 3.2 Special education supervisors use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with disabilities.~~

~~Element 3.3 Special education supervisors apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities.~~

~~Element 3.4 Special education supervisors use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities.~~

~~Element 3.5 Special education supervisors evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities.~~

~~Indicators include, but are not limited to:~~

~~a. Programs and services within the general curriculum to achieve positive school outcomes for individuals with disabilities.~~

~~b. Programs and strategies that promote positive school engagement for individuals with disabilities.~~

~~c. Develops and implements a flexible continuum of services based on effective practices for individuals with disabilities and their families.~~

~~d. Develops and implements programs and services that contribute to the prevention of unnecessary referrals.~~

~~e. Develops data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals and their families.~~

**~~Standard 4. Research and Inquiry~~**

~~Special Education Supervisors conduct, evaluate, and use inquiry to guide professional practice.~~

~~Element 4.1 Special education supervisors evaluate research and inquiry to identify effective practices.~~

~~Element 4.2 Special education supervisors use knowledge of the professional literature to improve practices with individuals with disabilities and their families.~~

~~Element 4.3 Special education supervisors foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.~~

~~Indicators include, but are not limited to:~~

~~a. Research in administrative practices that supports individuals with disabilities and their families.~~

~~b. Engages in data-based decision-making for the administration of educational programs and services that supports individuals with disabilities and their families.~~

~~c. Joins and participates in professional administrative organizations to guide administrative practices when working with individuals with disabilities and their families.~~

**~~Standard 5. Leadership and Policy~~**

~~Special Education Supervisors provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.~~

~~Element 5.1 Special education supervisors model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities.~~

~~Element 5.2 Special education supervisors support and use linguistically and culturally responsive practices.~~

~~Element 5.3 Special education supervisors create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families.~~

~~Element 5.4 Special education supervisors advocate for policies and practices that improve programs, services, and outcomes for individuals with~~

~~disabilities.~~

~~Element 5.5 Special education supervisors advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with disabilities.~~

~~Indicators include, but are not limited to:~~

~~a. Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with disabilities and their families.~~

~~b. 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 disabilities and their families.~~

~~c. Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with disabilities and their families.~~

~~d. Interprets and applies current laws, regulations, and policies as they apply to the administration of services to individuals with disabilities and their families.~~

~~e. Applies leadership, organization, and systems change theory to the provision of services for individuals with disabilities and their families.~~

~~f. Develops a budget in accordance with local, state, and national laws in~~~~education, social, and health agencies for the provision of services for individuals with disabilities and their families.~~

~~g. Engages in recruitment, hiring, and retention practices that comply with local, state, and national laws as they apply to personnel serving individuals with disabilities and their families.~~

~~h. Communicates a personal inclusive vision and mission for meeting the needs of individuals with disabilities and their families.~~

**~~Standard 6. Professional and Ethical Practice~~**

~~Special Education Supervisors use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with disabilities.~~

~~Element 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education supervisor leadership.~~

~~Element 6.2 Special education supervisors model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with disabilities and their families.~~

~~Element 6.3 Special education supervisors model and promote respect for all individuals and facilitate ethical professional practice.~~

~~Element 6.4 Special education supervisors actively participate in professional development and learning communities to increase professional knowledge and expertise.~~

~~Element 6.5 Special education supervisors plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.~~

~~Element 6.6 Special education supervisors actively facilitate and participate in the preparation and induction of prospective special educators.~~

~~Element 6.7 Special education supervisors actively promote the advancement of the profession.~~

~~Indicators include, but are not limited to:~~

~~a. Ethical theories and practices as they apply to the administration of programs and services with individuals with disabilities and their families.~~

~~b. Adult learning theories and models as they apply to professional development programs.~~

~~c. Professional development theories and practices that improve instruction and instructional content for individuals with disabilities.~~

~~d. Impact of diversity on educational programming expectations for individuals with disabilities.~~

~~e. Principles of representative governance that support the system of special education administration and supervision.~~

~~f. Communicates and demonstrates a high standard of ethical administrative practices when working with staff serving individuals with disabilities and their families.~~

~~g. Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for individuals with disabilities and their families.~~

**~~Standard 7. Collaboration~~**

~~Special Education Supervisors collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families.~~

~~Element 7.1 Special education supervisors use culturally responsive practices to enhance collaboration.~~

~~Element 7.2 Special education supervisors use collaborative skills to improve programs, services, and outcomes for individuals with disabilities.~~

~~Element 7.3 Special education supervisors collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with disabilities.~~

~~Indicators include, but are not limited to:~~

~~a. Collaborative theories and practices that support the administration and supervision of programs and services for individuals with disabilities and their families.~~

~~b. Administrative theories and models that facilitate communication among all stakeholders.~~

~~c. Importance and relevance of advocacy at the local, state, and national level for individuals with disabilities and their families.~~

~~d. Utilizes collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation.~~

~~e. Strengthens the role of parent and advocacy organizations as they support individuals with disabilities and their families.~~

~~f. Develops and implements intra- and interagency agreements that create programs with shared responsibility for individuals with disabilities and their families.~~

~~g. Develops seamless transitions of individuals with disabilities across educational continuum and other programs from birth through adulthood.~~

~~h. Implements collaborative administrative procedures and strategies to facilitate communication among all stakeholders.~~

~~i. Engages in leadership and supervision practices that support shared decision making.~~

~~j. Demonstrates the skills necessary to provide ongoing communication, education, and support for families of individuals with disabilities.~~

~~k. Consults and collaborates in administrative and instructional decisions at the school and district levels.~~

~~Guidelines based on the Council for Exceptional Children (CEC), Advanced Preparation Standards (2012) and the CEC Advanced Special Education Administrator Specialty Set (2013).~~