

Special Education Directors' Competencies

The following list of competencies was created by Special Education Services of the Oklahoma State Department of Education in cooperation with directors from eleven school districts, ODSS, CCOSA, and the Personnel Improvement Center of the National Association of State Directors of Special Education as part of a project to develop a voluntary support program for school district Special Education Directors with two years or less of experience. These competencies are not intended to be all inclusive or to be listed in order of importance.

Leadership: Assuring continuous organizational development and improvement by motivating, influencing, and shaping individuals through management of attention, meaning, trust, and self.

- 1.1 Building a shared vision
- 1.2 Influencing change that is system focused
- 1.3 Advocating for individuals with disabilities and values-based principles
- 1.4 Promoting professional learning and best practices
- 1.5 Using effective communication strategies
- 1.6 Effectively resolving conflicts
- 1.7 Using personal interpersonal skills that build trust and foster cohesion
- 1.8 Organizing and setting priorities for the successful accomplishment of assigned responsibilities

2.0 Planning and Improving Curriculum and Instruction: Planning, implementing, and evaluating education programs in order to assure continuous program improvement.

- 2.1 Demonstrating an awareness of the total curriculum
- 2.2 Demonstrating a general understanding of effective instructional strategies (methods) and supports such as accommodations, modifications, teacher assistants, added staff, etc.) applicable to a wide range of individual student needs
- 2.3 Demonstrating an awareness of the strategies and supports offered through related services
- 2.4 Using technology in general and assistive technology specifically effectively
- 2.5 Developing a wide range of effective and supportive programs designed for both prevention and intervention

- 2.6 Designing and implementing effective strategies for the transitions of students
- 2.7 Collaborating to ensure appropriate inclusion of students
- 2.8 Setting and achieving appropriate program goals
- 2.9 Evaluating programs using valid and reliable data
- 2.10 Using a wide-base of research

3.0 Policies & Procedures: Developing and implementing policy and procedures through interpretation of federal and state laws and regulations to ensure individual student protections and promote consideration of the needs of exceptional children, including transportation.

- 3.1 Demonstrating an accurate and working knowledge of laws and regulations
- 3.2 Developing and implementing effective policies and procedures that comply with district, state, and federal regulations
- 3.3 Influencing and developing policy and legislation
- 3.4 Assuring effective procedures for compliance management
- 3.5 Using a variety of strategies to resolve conflicts

4.0 Community Relations: Having a working knowledge of community services and resources and developing professional partnerships with parents, business, organization and other agencies in order to build awareness, develop support and share resources.

- 4.1 Knowing about and using community resources effectively
- 4.2 Building networks with community and state agencies, organizations, and employers that allow for strengthening partnerships and quick access to pertinent information.
- 4.3 Developing and implementing interagency agreements
- 4.4 Involving parents in meaningful ways
- 4.5 Providing parent training in areas related to disability

5.0 Personnel Practices: Effectively recruiting, assigning, supervising, and supporting personnel in order to help assure availability of appropriate services for exceptional children.

- 5.1 Collaborating in the development and implementation of appropriate and effective recruitment strategies
- 5.2 Effectively allocating and assigning staff

- 5.3 Assuring appropriate certification and licensure
- 5.4 Implementing effective personnel supervision practices including evaluating, coaching, and developing plans for improvement
- 5.5 Establishing strong personnel development programs that include dissemination of information, provision of inservice, and collaboration with higher education
- 5.6 Ensuring compliance with contractual requirements

6.0 Fiscal Management: Seeking and managing fiscal resources for all exceptional children's programs in order to assure efficient delivery of services.

- 6.1 Developing appropriate budgets and effectively managing fiscal resources
- 6.2 Seeking opportunities for outside funding including grants
- 6.3 Developing and managing contractual services
- 6.4 Effectively accessing resources to benefit exceptional children (e.g. advocating for needed funds, and working collaboratively with vocational and general educators and other community sources).