

CHAPTER 3510
STATE BOARD OF EDUCATION
LICENSURE OF SCHOOL PERSONNEL

LICENSURE FOR DIRECTORS OF SPECIAL
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LICENSURE FOR DIRECTORS OF SPECIAL EDUCATION

3510.9100 DIRECTORS OF SPECIAL EDUCATION.

Subpart 1. Scope. A person who serves or performs the duties of a director or assistant director of special education as specified in part 3525.2405, shall hold a license as a director of special education. A program supervisor is not required to hold this license. A person holding a Minnesota life license as a supervisor of special education may serve as a director or an assistant director of special education.

Subp. 2. Licensure requirements. An applicant for licensure as a director of special education shall:

A. have three years of teaching experience in special education while holding a license valid for the position or positions in which the experience was gained;

B. satisfactorily complete a specialist or doctoral program, or a program consisting of a master's degree plus 45 quarter credits unless up to 30 credits are waived under subpart 4, in a preparation program approved by the commissioner of education that is offered at a regionally accredited Minnesota graduate school; and

C. be recommended for licensure as a director of special education by a Minnesota college or university that, in making the recommendation, attests to the satisfactory completion by the applicant of the approved program, and the evaluation process.

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

A. General education administration:

(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, speaking, principled negotiation, strategies for change, and development of mission.

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(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 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.

B. Special education administration:

(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 handicapped pupils.

(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 handicapped students.

(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 handicapped pupils and their parents.

(8) Know special education administrative models used nationally, and understand the 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.

C. The program must provide the candidate with a practicum or field experience, that must include a minimum of 200 hours in an administrative position under the immediate supervision of a functioning director of special education. During the field experience, the candidate shall demonstrate the ability to apply the knowledge and understandings enumerated in items A and B. A person prepared in another state as a director of special education may substitute one year of full-time experience as a director or assistant director of special education in another state for the field experience required by this provision.

Subp. 4. Institutional requirement.

A. An institution applying to the commissioner of education for approval of a program leading to licensure of directors of special education shall comply

with part 3510.3300. An approved program must include a description of how licensure candidates may have their experience and preparation, in those areas listed in subpart 3, evaluated by the institution.

B. The initial evaluation must include representation from college departments involved with the licensure program and must include practicing directors of special education. The evaluation must occur before the candidate's program is filed with the institution. The evaluation must result in an individual plan for the applicant to attain the necessary knowledge, skills, abilities, and understandings noted in subpart 3, items A and B. If an applicant can demonstrate competencies based on an evaluation of prior experience and training, that has a direct relationship to the requirements noted in subparts 2 and 3, this plan may include a reduction of up to 30 of the required quarter credits. The plan may also include a listing of additional areas of skill development in which the candidate shall consider additional preparation. The structure of the plan must clearly show which experiences or activities relate to which skills.

C. An approved program for the competency and situational observation component must include an exit evaluation that requires a licensure candidate to demonstrate facility with the knowledge and understanding components listed in subpart 3, items A and B. The exit evaluation must focus on those skill components not previously demonstrated during completion of the practicum requirement. One acceptable model for evaluating facility with those components can be achieved by placing the candidate in a series of realistic hypothetical problem solving situations while being observed by a team of at least two to four persons competent to evaluate the candidate's facility and knowledge of the skill areas. This exit evaluation must allow the candidate to demonstrate facility with the knowledge areas within a reasonable time frame.

Subp. 5. Issuance and renewal of licenses. A license must be issued according to part 3510.2800. A continuing license must be renewed according to parts 3510.8500, 3510.8600, and 3510.8700.

Subp. 6. Continuing license. A person who meets any one of the following requirements shall, upon application, be granted a continuing license as a director of special education. Later continuing licenses must be renewed according to part 3510.8500.

A. Holds a valid license as a supervisor of special education before July 1, 1990.

B. Holds a valid license as a supervisor of a special education disability area and before July 1, 1990, has a minimum of one year of experience as a director or assistant director of special education.

C. Holds a valid administrative license and before July 1, 1990, has been reimbursed by the department of education as a supervisor or director of special education for a period of at least three years.

Subp. 7. Out of state applicants. A person prepared as a director of special education in states other than Minnesota shall meet the requirements of part 3510.3900 for the issuance of an entrance license.

Subp. 8. Effective date. This part is effective July 1, 1990, for an applicant for licensure as a director of special education.

Statutory Authority: *MS s 121.11 subd 12; 125.05 subd 1*

History: *12 SR 1065*