



## **Education Directors and Principals Professional Development Group Core Competencies**

**A. The Education Director/Principal (ED/P) understands the role of the special education teacher and manages both licensed and non-licensed educational personnel. The ED/P manages the administrative responsibilities of that position.**

1. Staff Hiring, Supervision and Development
  - a) Criminal Offender Record Information (CORI) and fingerprinting
  - b) Teacher qualifications
  - c) Orientation and training of new staff
    - a. mentoring
  - d) Evaluations
  - e) Waivers and professional development plans
  - f) Supervision
  - g) Employee relations and staff retention
  - h) Managing conflict
  - i) Shared professional development opportunities
    - a. Track training for professional development plans
  - j) Teacher certification issues, licensure
  - k) Corrective action plans, staff discipline
  - l) Annual updates to the Department of education (DOE) security portal
2. Administrative responsibilities
  - a) Circuit breaker, public school reimbursement
  - b) Awareness of licensing requirements of other disciplines that serve on each student's team
  - c) Board involvement
  - d) Strategic planning
  - e) Succession planning
  - f) Lock downs, safety protocols, fire drills
  - g) Submission of annual reports to appropriate agencies

**B. The ED/P knows the private special education field and understands and complies with all local, state and federal laws, regulations and mandates governing Chapter 766 approved private special education schools.**

1. The Climate of Private Special Education
  - a) History of special education (MA Chapter 766 and IDEA)
  - b) Legislation, state budget, federal mandates
  - c) Civil rights
  - d) Anti-bullying legislation and planning, training for parents, students and staff

- e) What are the trends/needs in public schools, as they relate to the future in special education
2. Special Education Disability Law and Regulations
    - a) Student discipline
    - b) Application of laws to SPED Schools
    - c) Coordination of responsibilities between districts and maaps schools, knowing your contract specifications
  
  3. DESE Approvals and EEC licensing
    - a) Three year, Six year, Annual updates
    - b) Waivers
    - c) Staff roster
    - d) Form 1 and Form 2
    - e) Calendar submission to districts
    - f) Admissions process
    - g) Knowing when EEC is re-licensing (for Residential Schools)
  
  4. Districts, Towns, other agencies
    - a) Local Education Authority (LEA) Communication
    - b) Circuit breaker
    - c) Understanding tuition, and private payers
    - d) Quarterly report cards
    - e) Transportation (including during the school day)
    - f) Inclement weather decision-making
    - g) On-going communication with licensing and/or public agencies
      1. Department of Elementary and Secondary Education (DESE)
      2. Department of Early Education and Care (EEC),
      3. Department of Children and Families (DCF), Caring Together Initiative
      4. Department of Mental Health (DMH), Caring Together Initiative
      5. Department of Developmental Disabilities (DDS),
      6. Department of Public Health (DPH)
      7. Massachusetts Rehabilitation Commission (Mass Rehab)
  
  5. Family, Guardian Relations
    - a) Getting parents involved
    - b) Becoming parent-friendly
    - c) The parents' process with the system(s), assisting with communication with all parties involved with the student
    - d) Updating family handbook
    - e) Fielding parental concerns
    - f) Understanding custodial issues and who makes final decisions
    - g) How Parent Advisory Committees' function, requirements for meeting

**C. The ED/P has a thorough understanding of the goals and objectives of curricula used in the school**

1. Curriculum

- a) Aligning with Frameworks and Common Core Standards
  - a. Supporting differentiation on instruction and time on task

- b) Vendors
- c) Assessments\*\*
- d) Evidence based practices and fidelity to model

**D. The ED/P knows special education program development, implementation and delivery of appropriate educational services to the student body.**

1. Program Development

- a) Best Practices, Evidence Based Practice
- b) Changing student populations
- c) Assessment and development of new and existing programs
- d) Transitional Programs
- e) Grant writing
- f) Oversight of new initiatives
- g) Awareness of trends

2. Education Technology

- a) Technology in the classroom, including assistive technology
- b) Technology grants and how to purchase technology
- c) Electronic IEP programs and progress reports
- d) Scheduling software
- e) Student information system management, progress reports
- f) Maintaining technology infrastructure, awareness of trends in educational technology
- g) Cyberbullying and social media policies for students and staff
- h) Bring Your Own Device (BYOD) policies for students and staff

3. MCAS (Massachusetts Comprehensive Assessment System) and PARCC (Partnership for Assessment of Readiness for College and Career)

- a) Alternate Assessment
- b) Accommodations
- c) Universal Design
- d) Chain of custody, security of test materials
- e) Staff training

4. Transitioning students in and out of the program

- a) Admissions process involvement
- b) Graduation requirements
- c) Measuring out comes
- d) Transition to adult services
- e) Other options for students

**E. The ED/P, where appropriate, understands and manages the relationship between the educational department and all other departments in the organization, and with outside agencies.**

- a) Managing interdepartmental communication
  - a. Sharing shift and incident reports
- b) Communicating with licensing entities
- c) Collaboration with outside clinicians/consultants who serve on each student's team

\*\* see the last page for more on assessments

## Assessment

### What it means?

Assessments and who performs them are determined by the contract with the public schools. If the assessments are not stipulated as part of the contract it is the view that public schools are responsible. Some schools will provide some but not all of the assessments required for a three year re-evaluation depending upon the set up of the program. It is the right of the public schools to request that the private special education school perform the assessment, but this is with the understanding that it come at an additional cost to the sending school district.

### Best Practices

Document all conversation with the school district regarding who and what assessments will be performed for the student.

Follow up phone conversations with a letter to the sped director documenting what was verbally agreed upon.

### ***Follow the contract***

Perform Assessments that are normed and pertinent to the student

Be in compliance with the dates and times

Sync dates and times with the sending school district

Have list of consents with assessments present at the IEP meeting

Nothing is clearly stated in law or regulation regarding which party is responsible for the students assessments, both parties will be sited for non-compliance

### Funding Sources

In the majority of the cases the public school district will be responsible for funding the assessments, unless otherwise stipulated in the contract.

MassHealth will pay for some assessments but finding someone to provide the assessment at the rate determined by MassHealth is near impossible

### Types of Assessments

Educational Assessment

Vocational Assessment

Cognitive Assessment

Neurological Assessment

Social Skills Assessment

Functional Behavioral Assessment

Vision Assessment

Hearing Assessment

Mobility Assessment

Music Assessment

Speech Therapy Assessment

Occupational Therapy Assessment

Physical Therapy Assessment