



PROFESSIONAL STANDARDS

CEC Performance-Based Standards Special Education Administrator

Standard 1: Foundations
Knowledge:
Laws and policies for general and special education.
Evolution of laws and policies that impact the lives of individuals with exceptionalities and their families from birth through adulthood.
Political and economic issues that affect policy development.
Models, theories, and philosophies that provide the basis for educational systems.
Development and implementation of policies and regulations for individuals with exceptional learning needs and their families.
Laws and policies regarding assessment, program evaluation, and accountability related to individuals with exceptional learning needs.
General curriculum theories and implications for individuals with exceptional learning needs.
Research related to educational change.
Education, social and health agency fiscal policies.
Human resources management, recruitment, personnel assistance and development, and evaluation.
Sources of funding
Laws and policies governing the discipline of all students and implications for individuals with exceptional learning needs.
Legal and ethical issues of behavior management of individuals with exceptional learning needs.
Family systems and the role of families in supporting development and educational progress of the individual with exceptional learning needs.
Skills:
Interpret laws and policies pertaining to individuals with exceptional learning needs.
Standard 2: Development and characteristics of learners

Knowledge:
Human development, principles of learning, and the relationships to individuals with exceptional learning needs.
Characteristics of individuals with exceptional learning needs and implications for the development of programs and services.
Skills: None in addition to Common Core
Standard 3: Individual learning differences
Knowledge:
Impact of diversity on educational expectations and programming.
Skills: None in addition to Common Core
Standard 4: Instructional strategies
Knowledge: None in addition to Common Core
Skills: None in addition to Common Core
Standard 5: Learning environments/social interactions
Knowledge: None in addition to Common Core
Skills: None in addition to Common Core
Standard 6: Language
Knowledge: None in addition to Common Core
Skills: None in addition to Common Core
Standard 7: Instructional planning
Knowledge:
General curriculum, instruction, and how special education services support access to the general curriculum.
Skills:

Develop and implement a continuum of services that responds to individual educational needs and family characteristics.
Incorporate postschool outcomes for individuals with exceptional learning needs in the general curriculum standards.
Design and implement professional development and constructive evaluation procedures that are designed to improve instructional content and practices.
Develop and implement a plan to provide instructional and assistive technologies.
Develop collaborative programs that ensure that individuals with exceptional learning needs have access to and participate in the general curriculum.
Develop and implement flexible service delivery that addresses the range of needs of individuals with exceptional learning needs.
Develop and implement prevention strategies and programs.
Develop budgets to ensure the efficient and effective allocation of resources.
Use a variety of technologies to enhance management of resources and programs.
Develop and implement discipline policy and procedures for individuals with exceptional learning needs.
Implement a range of strategies that promote positive behavior, crisis intervention and family involvement and support.
Standard 8: Assessment
Knowledge: None in addition to Common Core
Skills:
Advocate for the participation of individuals with exceptional learning needs in accountability systems.
Implement procedures within the assessment accountability system to ensure the participation of individuals with exceptional learning needs.
Develop and implement ongoing evaluations of special education programs and practices.
Standard 9: Professional and ethical practice
Knowledge:
Organizations and publications relevant to the field of special education administration.
Skills:
Communicate a personal inclusive vision for meeting the needs of individuals with

exceptional learning needs.
Advocate for individuals with exceptional learning needs and their families
Respect and support individuals with exceptional learning needs in self-advocacy.
Communicate and demonstrate a high standard of ethical practice.
Make decisions concerning individuals with exceptional learning needs based on open communication, trust, mutual respect, and dignity.
Participate in the activities of the professional organization relevant to the field of Special Education Administration.
Standard 10: Collaboration
Knowledge:
Approaches for involving parents, family, and community members in educational planning, implementation, and evaluation.
Role of parent and advocacy organizations as they support individuals with exceptionalities and their families.
Skills:
Develop and implement intra- and interagency agreements that create programs with shared responsibility for individuals with exceptional learning needs.
Promote seamless transitions of individuals with exceptional learning needs across educational and other programs from birth through adulthood.
Implement administrative procedures to ensure clear communication among administrators, instructional staff and related service personnel.
Develop family education and other support programs.
Engage in shared decision making to support programs for individuals with exceptional learning needs.
Provide ongoing communication with families of individuals with exceptional learning needs.
Consult and collaborate in administrative and instructional settings.

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