

Using the CEC Advanced Preparation Standards for Special Education Administration to Examine Competencies for Special Education Directors

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- Little is known about how current special education administration preparation standards are perceived by special education personnel.
- This survey examined the perceived importance of the Council for Exceptional Children's most current standards for special education administration competencies.
- Findings suggested that ratings of the importance of the Council for Exceptional Children's special education administration specialty skills were similar between directors and their stakeholders.
- Strengthening the role of parent and advocacy agencies and participating in professional administrative organizations were rated the lowest across all respondents.
- The findings and implications can help special education administration preparation programs and relevant professional organizations to devise more effective training and professional development to enhance competencies.

Key words: Special Education Leadership, Special Education Director, Special Education Administration.

Effective leadership and administrative support for special education in today's U.S. public schools has gained increasing attention in the literature (Crockett, Becker, & Quinn, 2009; Rinehart, 2017; Thompson, 2017). In a school district, the highest special education administrative position is usually called a director of special education/special programs. This specific administrator oversees the entire special education department, including programs, services, personnel, and budgets. The director also supervises other administrators such as special education coordinators who directly work under the director (Boscardin, 2005; Special Education Guide, n.d.). Although the scope of work responsibilities among special education directors may vary, their leadership is critical for providing

students with exceptionalities with adequate access to a free and appropriate public education (FAPE; DiPaola, Tschannen-Moran, & Walther-Thomas, 2004; Individuals With Disabilities Education Improvement Act [IDEA], 2004; Thompson, 2017). Boscardin (2005) noted that special education directors support school-based special education administrators by fostering collaboration among all service providers to ensure effective implementation of special education programs while maintaining compliance with federal law and state regulations.

To understand the knowledge base supporting the practice of special education leadership and administration, Crockett et al. (2009) analyzed 474 abstracts of articles published in professional journals from 1970 to 2009. The top five identified themes

Preparation For Special Education Administration

James M. Kauffman, Daniel P. Hallahan



Preparation For Special Education Administration:

Handbook of Leadership and Administration for Special Education Jean B. Crockett, Bonnie Billingsley, Mary Lynn Boscardin, 2018-07-03 The Handbook of Leadership and Administration for Special Education brings together research informing practice in leading special education from preschool through transition into postsecondary settings The second edition of this comprehensive handbook has been fully updated to provide coverage of disability policy historical roots policy and legal perspectives as well as effective collaborative and instructional leadership practices that support the administration of special education It can be used as a reference volume for scholars administrators practitioners and policy makers as well as a textbook for graduate courses related to the administration of special education Handbook of Special Education

James M. Kauffman, Daniel P. Hallahan, 2011-05-15 Special education is now an established part of public education in the United States by law and by custom However it is still widely misunderstood and continues to be dogged by controversies related to such things as categorization grouping assessment placement funding instruction and a variety of legal issues The purpose of this 13 part 57 chapter handbook is to help profile and bring greater clarity to this sprawling and growing field To ensure consistency across the volume chapter authors review and integrate existing research identify strengths and weaknesses note gaps in the literature and discuss implications for practice and future research Key features include Comprehensive Coverage Fifty seven chapters cover all aspects of special education in the United States including cultural and international comparisons Issues Trends In addition to synthesizing empirical findings and providing a critical analysis of the status and direction of current research chapter authors discuss issues related to practice and reflect on trends in thinking Categorical Chapters In order to provide a comprehensive and comparative treatment of the twelve categorical chapters in section IV chapter authors were asked to follow a consistent outline Definition Causal Factors Identification Behavioral Characteristics Assessment Educational Programming and Trends and Issues Expertise Edited by two of the most accomplished scholars in special education chapter authors include a carefully chosen mixture of established and rising young stars in the field This book is an appropriate reference volume for anyone researchers scholars graduate students practitioners policy makers and parents interested in the state of special education today its research base current issues and practices and future trends It is also appropriate as a textbook for graduate level courses in special education Inclusive Educational Administration

Mary Konya Weishaar, John C. Borsa, Phillip M. Weishaar, 2007-03-08 Regular and special education administrators regularly encounter problems when attempting to work together to create and maintain successful special education programs This updated and improved second edition seeks to overcome this obstacle by training readers in shared problem solving Each chapter focuses on a specific issue including school reform fiscal and human resource matters school governance identification and placement conflict resolution program evaluation transportation and discipline followed by real life case studies and questions designed to encourage inclusive thinking and discussion within a cohort These real life

case studies are an ideal way to hone problem solving skills in the safety of the classroom and prepare for real world situations The second edition integrates new legislation such as IDEA 2004 and No Child Left Behind and discusses contemporary developments including Response to Intervention RtI Enhanced graphics and semantic maps effectively highlight key terms and concepts The authors have added a new section featuring concept maps and key vocabulary terms for each case study Instructors will appreciate this invaluable tool to facilitate discussion and promote critical thinking about the elements presented in each chapter

Handbook of Research on Special Education Teacher Preparation Paul T. Sindelar, Erica D. McCray, Mary T. Brownell, Benjamin Lignugaris/Kraft, 2014-03-05 Compilations of research on teacher preparation often include no more than a cursory mention of the specific roles and needs of special education teachers Although the work that special education teachers perform does indeed differ from the work of classroom teachers teacher preparation in the two fields has much in common The purpose of this seven part handbook is to expand our knowledge of teacher education broadly by providing an in depth look at the most up to date research on special education teacher preparation Opening chapters ground the collection in political and economic context while subsequent sections delve deeply into issues related to the current state of our special education workforce and offer insights into how to best prepare and sustain that workforce Ultimately by illuminating the particularities of special education teacher preparation this landmark handbook addresses the state of current research in the field and sets an agenda for future scholarship

Current Trends and Legal Issues in Special Education David F. Bateman, Mitchell L. Yell, 2019-04-25 Building and supporting effective special education programs School leaders and special educators are expected to be experts on all levels and types of special education law and services types of disability and aspects of academic and functional programming With the increasing demands of the job and the ever changing legal and educational climate many administrators and teachers are overwhelmed and few feel adequately prepared to meet the demands Trends and Legal Issues in Special Education helps you build and support timely legally sound and effective special education services and programs Readers will find the most up to date information on how to effectively implement special education programs processes and procedures examination of a wide variety of issues from developing and implementing individual education programs IEPs that confer a free appropriate public education Section 504 least restrictive environment LRE and successfully collaborating with parents to issues regarding accountability staffing bullying early childhood special education multi tiered systems of support MTSS evidence based practices transition discipline and the school to prison pipeline extensive references and resources Written as a comprehensive reference for all who work with students with disabilities this book offers the most up to date research and field tested strategies from a range of experts that special education professionals can confidently and immediately apply

Resources in Education , 1998

Global Leadership for Social Justice Christa Boske, Sarah Diem, 2012-06-28 Global Leadership for Social Justice

Developmental Disabilities Abstracts , 1978

The Jossey-Bass Reader on Educational

Leadership Margaret Grogan, 2013-05-13 The newest edition of the bestselling book on educational leadership This expanded and thoroughly updated edition of the popular anthology contains the articles book excerpts and seminal reports that define and drive the field of educational leadership today Filled with critical insights from bestselling authors education research and expert practitioners this comprehensive volume features six primary areas of concern The Principles of Leadership Moral and Trustworthy Leadership Culture and Change Leadership for Learning Diversity and Leadership The Future of Leadership Offers a practical guide for timeless and current thinking on educational leadership Includes works by Peter Senge and Tom Sergiovanni From Jossey Bass publishers a noted leader in the fields of education and leadership This important resource includes relevant and up to date articles for leaders today on gender diversity global perspectives standards testing e learning technology and community organizing

An Examination of how Educational Administration Programs Prepare Principals in Special Education Issues, 2003 The passage of P L 94 142 greatly expanded the principal s role in serving the educational needs of all children While some insights regarding administrator preparation were gained through the Hirth and Valesky 1991 study completed in 1989 the current status of the preparation of principals on special education issues was not known Therefore the purpose of the study was to examine how university educational administration programs prepare principals in special education issues Ninety four department chairs of educational administration programs responded to a web based survey which was developed for the study In addition to basic demographic information participants were asked to respond to a range of questions regarding certification endorsements course offerings the perceived degree to which special education issues should be addressed and the degree of effectiveness in addressing them and current methods for preparing future administrators on issues specific to special education Based on the findings of this study the following conclusions were drawn 1 While department chairpersons value the inclusion of key special education topics in educational leadership preparation programs and perceive their programs to effectively address those topics there is a perceived need for improving the effectiveness of preparing principals in those same special education topics areas 2 A combination of university based and field based experiences is the most common method for addressing student learning in key special education topics School Law is the primary course used to address key special education topics 3 Nearly half of all educational leadership preparation programs plan to change the way they address special education issues through a variety of approaches 4 An average of one half of all programs that offer administrator certificates or licenses require a general knowledge of special education which means that one half of all programs do not require aspiring principals to learn about special education issues 5 Variables such as faculty size faculty background in special education membership in UCEA and NCATE accreditation are not related to how programs prepare principals in the area of special education The study's results hold important implications for program improvement to prepare principals in special education issues and further research

Ed.D. Programs as Incubators for Social Justice Leadership Antonio L. Ellis, 2016-02-10 This book shares the

thoughts of mostly North American scholars on many interrelated topics that have not previously been linked in academic research. The focus of the book is the belief that the Ed D can prepare highly competent justice oriented scholars who will be engaged with communities. Among these future leaders the contributors envision educators who not only lead public schools but also private foundations, not for profit organizations and community centers. An outstanding feature of this volume is that each chapter highlights existing and emerging issues such as but not limited to candidate recruitment and admission policies, program funding fees and student expenses, academic support services, faculty recruitment, compensation, evaluation and promotion models, on site on line instruction, internship policy, opportunities for graduate student employment, publishing and conference engagement, student supervision protocols and dissertation and capstone project parameters. In addition the book explores cultural and socio political contexts, public private sector relationships and the kinds of legislation that frame Ed D theory, policy and practice from a social justice perspective. At its best, higher education is an indispensable space for spotlighting, challenging and addressing injustice. This important volume offers us the conceptual, methodological, empirical and pedagogical tools necessary for understanding the relationship between doctoral education and social justice work.

Antonio Ellis has assembled an impressive array of scholars who help us understand the promise and possibility of Ed D programs. Marc Lamont Hill, Host for the Black Entertainment Network, Contributor for CNN and Distinguished Professor of African American Studies at Morehouse College. This volume helps to clarify what is meant by social justice in school leadership settings and provides both philosophical and theoretical perspectives as well as strategies and curricular content that can assist in developing a common sense understanding of social justice. The development of a mental frame of reference is critical to being able to transfer that understanding and curricular content into beliefs and practices. As a professor of educational leadership and a college administrator, I am most pleased to find a volume that provides perspectives and strategies which can be employed by academicians teaching in leadership programs and practitioners as they lead and prepare others to become leaders.

Zollie Stevenson Jr, Associate Vice President for Academic Affairs and Associate Professor, Philander Smith College. *Special Education Personnel in State Departments of Education*, Romaine Prior Mackie, Walter Edward Snyder, 1957. *Monthly Catalog of United States Government Publications*, **Handbook of Research on the Education of School Leaders**, Michelle D. Young, Gary M. Crow, 2016-08-19. The Handbook of Research on the Education of School Leaders brings together empirical research on leadership preparation and development to provide a comprehensive overview and synthesis of what we know about preparing school leaders today. With contributions from the field's foremost scholars, this new edition investigates the methodological foundations of leadership preparation, research reviews the pedagogical and curricular features of preparation programs and presents valuable insights into the demographic, economic and political factors affecting school leaders. This volume both mirrors the first edition's macro level approach to leadership preparation and presents the most up to date research in the field. Updates to this edition cover recent state and federal

government efforts to improve leadership in education new challenges for the field and significant gaps and critical questions for framing researching evaluating and improving the education of school leaders Sponsored by the University Council of Educational Administration UCEA this handbook is an essential resource for students and scholars of educational leadership as well as practitioners policymakers and other educators interested in professional leadership **CN Praxis II:**

Educational Leadership: Administration and Supervision (0410) Judy L Paris,2010-08-31 Covers every aspect of the test with two full length practice exams **Federal Register** ,2014 *What Every Special Educator Must Know* Council for Exceptional Children,2015-12-15 CEC wrote the book on special education literally CEC s famous red book details the ethics standards and guidelines for special education preparation and practice Delineating both knowledge and skill sets and individual content standards *What Every Special Educator Must Know* is an invaluable resource for special education administrators institutional faculty developing curriculum state policy makers evaluating licensure requirements and special educators planning their professional growth **Issues in the Education of American Indian and Alaska Native**

Students with Disabilities Susan Faircloth,John Tippeconnic,2000 **Research in Education** ,1971 *Inclusive Leadership* Sheryl Cowart Moss,Rolandria Justice Emenuga,2024-06-01 Inclusive leaders create strong cultures with systems to respond to unique needs and encourage hidden potential Inclusive leaders think in terms of each rather than all and they strive to engage each child and adult This perspective values individual cultural capital Cowart Moss 2020 DeMatthews 2018 McLeskey Waldron Mette 2019 Leaders can break down barriers or create obstacles Ironically leaders may perceive themselves as promoting inclusion while still operating within areas of implicit bias Arnold 2019 Theoharis Willey Magee 2018 Barriers to inclusion may reside outside of a leader s direct control They may be systemic or they may arise in unforeseen and unpredictable crises like the COVID 19 pandemic While our schools continue to face enormous challenges from COVID 19 they also face stress from increasing awareness and reactions to systemic racism and political polarization History shows collaboration and strong relationships can greatly impact responses to a crisis and the quality of rebuilding efforts after a crisis Stern Cetron Markel 2009 It is increasingly important for school leaders to cultivate inclusive approaches building repertoires of skills to meet the needs of the diverse marginalized and unsettled members of their school communities Leaders must have theoretical and pedagogical tools for assessing their capacities and for reflecting on their progress They must have access to resources and support for continued growth The ideal of inclusion is synonymous with belonging and caring but ideals must be more than talking points Inclusive leaders can parse out the subtleties that separate more abstract notions of justice and caring Noddings 2015 from specific actions that result in inclusive cultures These leaders bridge the gap between theory and practice This volume *Inclusive Leadership From Theory to Practice* seeks to provide a more nuanced view of what it means to be an inclusive leader as it explores current research practical applications and personal narratives

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