**Special Education Director: Self-Assessment Tool**

## Based on [Council for Exceptional Children, Council for Administrators of Special Education (CEC-CASE)](https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets)

## [Advanced Knowledge and Skill Set for Special Education Administrators](https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets)

| **The following legend can be used to assess your current level of competence:**   1. **Inexperienced** 2. **Emerging** 3. **Comfortable** 4. **Accomplished** | | | **What is my current level of competence?** |
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|  | **CEC Standard 1 Leadership and Policy** | |  |
|  | **Skills** | |  |
| **SA1S1** | *What is my level of* ***competence*** *with the following:*  Interprets and applies current federal, state, and local laws, regulations, and policies as they apply to the administration of services to individuals with exceptional learning needs and their families. |  |
| **SA1S2** | *What is my level of* ***competence*** *with the following:*  Applies leadership, organization, and systems change theory to the provision of services for individuals with exceptional learning needs and their families. |  |
| **SA1S3** | *What is my level of* ***competence*** *with the following:*  Develops a budget in accordance with federal, state, and local laws ineducation, social, and health agencies for the provision of services for individuals with exceptional learning needs and their families. |  |
| **SA1S4** | *What is my level of* ***competence*** *with the following:*  Engages in recruitment, hiring, and retention practices that comply with federal, state, and local laws as they apply to personnel serving individuals with exceptional learning needs and their families. |  |
| **SA1S5** | *What is my level of* ***competence*** *with the following:*  Communicates a personal inclusive vision and mission for meeting the needs of individuals with exceptional learning needs and their families. |  |
|  | **CEC Standard 2 Program Development and Organization** | |  |
|  | **Skills** | |  |
| SA2S1 | *What is my level of* ***competence*** *with the following:*  Develops and implements a flexible continuum of services based on effective practices for individuals with exceptional learning needs and their families. |  |
| SA2S2 | *What is my level of* ***competence*** *with the following:*  Develops and implements programs and services that contribute to the prevention of unnecessary referrals. |  |
|  | **CEC Standard 3 Research and Inquiry** | |  |
|  | **Skills** | |  |
| SA3S1 | *What is my level of* ***competence*** *with the following:*  Engages in data-based decision-making for the administration of educational programs and services that supports exceptional students and their families. |  |
| SA3S2 | *What is my level of* ***competence*** *with the following:*  Develops data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals with exceptional learning needs and their families. |  |
|  | **CEC Standard 4 Evaluation** | |  |
|  | **Skills** | |  |
| SA4S1 | *What is my level of* ***competence*** *with the following:*  Advocates for and implements procedures for the participation of individuals with exceptional learning needs in accountability systems. |  |
| SA4S2 | *What is my level of* ***competence*** *with the following:*  Develops and implements ongoing evaluations of education programs and personnel. |  |
| SA4S3 | *What is my level of* ***competence*** *with the following:*  Provides ongoing supervision of personnel working with individuals with exceptional learning needs and their families. |  |
| SA4S4 | *What is my level of* ***competence*** *with the following:*  Designs and implements evaluation procedures that improve instructional content and practices. |  |
|  | **CEC Standard 5 Professional Development and Ethical Practice** | |  |
|  | **Skills** | |  |
|  | SA5S1 | *What is my level of* ***competence*** *with the following:*  Communicates and demonstrates a high standard of ethical administrative practices when working with staff serving individuals with exceptional learning needs and their families. |  |
|  | SA5S2 | *What is my level of* ***competence*** *with the following:*  Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for students with exceptional learning needs and their families. |  |
|  | SA5S3 | *What is my level of* ***competence*** *with the following:*  Joins and participates in national, state, and local professional administrative organizations to guide administrative practices when working with individuals with exceptional learning needs and their families. |  |
|  | **CEC Standard 6 Collaboration** | |  |
|  | **Skills** | |  |
| SA6S3 | *What is my level of* ***competence*** *with the following:*  Develops and implements intra- and interagency agreements that create programs with shared responsibility for individuals with exceptional learning needs and their families. |  |
| SA6S4 | *What is my level of* ***competence*** *with the following:*  Facilitates transition plans for individuals with exceptional learning needs across the educational continuum and other programs from birth through adulthood. |  |
| SA6S5 | *What is my level of* ***competence*** *with the following:*  Implements collaborative administrative procedures and strategies to facilitate communication among all stakeholders. |  |
| SA6S6 | *What is my level of* ***competence*** *with the following:*  Engages in leadership practices that support shared decision making. |  |
| SA6S7 | *What is my level of* ***competence*** *with the following:*  Demonstrates the skills necessary to provide ongoing communication, education, and support for families of individuals with exceptional learning needs. |  |
| SA6S8 | *What is my level of* ***competence*** *with the following:*  Consults and collaborates in administrative and instructional decisions at the school and district levels. |  |