

1 Department of Education

2

3 Adopted Permanent Rules Relating to Licensure for Directors of  
4 Special Education

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6 Rules as Adopted

7 3510.9100 DIRECTORS OF SPECIAL EDUCATION.

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

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

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

20 B. satisfactorily complete a specialist or doctoral  
21 program, or a program consisting of a master's degree plus 45  
22 quarter credits unless up to 30 credits are waived under subpart  
23 4, in a preparation program approved by the commissioner of  
24 education that is offered at a regionally accredited Minnesota  
25 graduate school; and

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

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

34 A. General education administration:

35 (1) Understand, and be able to implement, the

1 principles and strategies that will result in meaningful  
2 involvement of parents or guardians in the educational process  
3 including development of the verbal and nonverbal language that  
4 conveys an attitude of respect for what parents or guardians  
5 have to bring to the development of a working partnership with  
6 school personnel.

7 (2) Understand the principles of personnel  
8 management, including determining personnel needs, recruitment,  
9 assignment, supervision, and evaluation.

10 (3) Understand state and federal laws and rules  
11 regarding education, including data privacy.

12 (4) Understand the principles of social  
13 organization, including school-community relations and  
14 parent-school relations and understand communication strategies.

15 (5) Understand models of professional development  
16 and staff preparation.

17 (6) Know and understand group process,  
18 communication, and strategy skills including conflict management  
19 and resolution, listening, speaking, principled negotiation,  
20 strategies for change, and development of mission.

21 (7) Know and understand individual or personal  
22 behavior styles and how they interact under normal and stress  
23 conditions.

24 (8) Understand models of program planning,  
25 design, implementation, evaluation (including design), data  
26 collection, and data analysis.

27 (9) Know and understand different management  
28 models and styles.

29 (10) Know and understand the models of general  
30 school finance being used nationally and in Minnesota.

31 (11) Know case law regarding general education.

32 (12) Know school organization and administration  
33 models being used nationally and understand the models used in  
34 Minnesota.

35 (13) Know and understand elementary and secondary  
36 curriculum.

1 (14) Know and understand school effectiveness  
2 research and its effect on instructional programs.

3 (15) Know and explore current technology tools  
4 designed to deliver instruction and manage student instructional  
5 data.

6 B. Special education administration:

7 (1) Understand, and be able to implement, the  
8 principles and strategies that will result in meaningful  
9 involvement of parents or guardians in the educational process  
10 including development of the verbal and nonverbal language that  
11 conveys an attitude of respect for what parents or guardians  
12 have to bring to the development of a working partnership with  
13 school personnel and strategies on how to present educational  
14 and due-process information in a clear, concise, and  
15 nonthreatening manner.

16 (2) Understand the current state and federal laws  
17 and rules regarding the delivery of educational programs for  
18 handicapped pupils.

19 (3) Understand the current state and federal  
20 laws, rules, and procedures regarding special education finance,  
21 budgeting, and accounting.

22 (4) Understand case law regarding special  
23 education and the education of handicapped students.

24 (5) Understand special education instructional  
25 delivery service models including methods and materials.

26 (6) Understand special education program  
27 development, including needs assessment, program design, and  
28 evaluation.

29 (7) Understand the purpose of and resources  
30 available from agencies and organizations serving handicapped  
31 pupils and their parents.

32 (8) Know special education administrative models  
33 used nationally, and understand the models being used in  
34 Minnesota.

35 (9) Know and explore current technology tools  
36 designed specifically for the handicapped including delivering

1 instruction, student physical assistance (for example,  
2 communication and braille translation), and managing student  
3 information.

4 C. The program must provide the candidate with a  
5 practicum or field experience, that must include a minimum of  
6 200 hours in an administrative position under the immediate  
7 supervision of a functioning director of special education.  
8 During the field experience, the candidate shall demonstrate the  
9 ability to apply the knowledge and understandings enumerated in  
10 items A and B. A person prepared in another state as a director  
11 of special education may substitute one year of full-time  
12 experience as a director or assistant director of special  
13 education in another state for the field experience required by  
14 this provision.

15 Subp. 4. Institutional requirement.

16 A. An institution applying to the commissioner of  
17 education for approval of a program leading to licensure of  
18 directors of special education shall comply with part  
19 3510.3300. An approved program must include a description of  
20 how licensure candidates may have their experience and  
21 preparation, in those areas listed in subpart 3, evaluated by  
22 the institution.

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

1 structure of the plan must clearly show which experiences or  
2 activities relate to which skills.

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

17           Subp. 5. **Issuance and renewal of licenses.** A license must  
18 be issued according to part 3510.2800. A continuing license  
19 must be renewed according to parts 3510.8500, 3510.8600, and  
20 3510.8700.

21           Subp. 6. **Continuing license.** A person who meets any one  
22 of the following requirements shall, upon application, be  
23 granted a continuing license as a director of special education.  
24 Later continuing licenses must be renewed according to part  
25 3510.8500.

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

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

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

36           Subp. 7. **Out of state applicants.** A person prepared as a

1 director of special education in states other than Minnesota  
2 shall meet the requirements of part 3510.3900 for the issuance  
3 of an entrance license.

4 Subp. 8. Effective date. This part is effective July 1,  
5 1990, for an applicant for licensure as a director of special  
6 education.