## Standard 1: VISION, MISSION, & DIRECTION SETTING

SUPERVISOR

#### OUTCOME

Supervisor advocates for the current and future success and well-being of each young child with disabilities and their families, as well as adults educating young children with disabilities by applying the knowledge, skills, and commitments necessary to ensure the use of proven evidence-based leadership principles to communicate the vision and mission and set direction of programs and services for young children with disabilities and their families in accordance with the Individuals with Disabilities Education Act (IDEA) and other national policies. Supervisors develop and implement strategic plans aligned for programs and services for young children with disabilities and the vision, mission, and direction of the larger early childhood education system in collaboration with key partners representing disability and cultural diversity.

**COMPONENTS:**

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| 1.1 | Supervisor applies proven evidence-based leadership principles for setting direction and communicating the vision and mission of programs and services for young children with disabilities and their families. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** 5 6 7 8 9 **10** |

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| 1.2 | Supervisor develops and implements strategic plans for programs and services for young children with disabilities in collaboration with Early Intervention and Early Childhood Special Education (EI/ECSE) personnel, Early Childhood Education (ECE) leaders and educators, families, and other key partners representing disability and cultural diversity. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** 5 6 7 8 9 **10** |

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| 1.3 | Supervisor aligns the vision, mission, and direction for programs and services for young children with disabilities with the context of the larger early childhood educational system. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** 5 6 **7** 8 **9** **10** |

**STANDARD 2:** IMPLEMENTATION OF POLICY, LEGAL, & ETHICAL PRACTICES FOR SPECIAL EDUCATION PROGRAMS & SERVICES

SUPERVISOR

## OUTCOME

Supervisor complies with federal, state, and local policy, laws, regulations, and procedures and adheres to ethical guidelines that govern the provision of programs and services for young children with disabilities and their families. Supervisor models and promotes ethical and professional behaviors and practices that benefit young children with disabilities and their families.

**COMPONENTS:**

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| 2.1 | Supervisor complies with organizational by-laws and adheres to ethical guidelines governing the provision of programs and services for young children with disabilities and their families. |
|  | Mastery Profile: Documentation:  NA 1 2 3 4 **5 1** 2 **3** 4 5 6 7 8 9 **10** |

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| 2.2 | Supervisor adheres to and executes national, state, and local policies, laws, regulations, and procedures as they apply to the provision of programs and services for young children with disabilities and their families. | |
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| 2.3 | Supervisor models ethical leadership behavior through conduct, relationships with others, decision-making, and stewardship of resources for the benefit of young children with disabilities and their families. | |
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**STANDARD 3:** ORGANIZATIONAL LEADERSHIP & MANAGEMENT FOR SPECIAL EDUCATION

SUPERVISOR

**OUTCOME**

Supervisor utilizes multiple leadership approaches to implement systems-change strategies to build capacity to support the education of young children with disabilities. Supervisor engages in research and inquiry to inform best practices for special education leadership using data-driven strategies/methods for the continual improvement of processes and educational outcomes of young children with disabilities.

**COMPONENTS:**

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| 3.1 | Supervisor utilizes multiple leadership approaches and strategies that support the delivery of specialized instruction and related services for young children with disabilities and their families. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** **5** 6 **7** 8 9 **10** |

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| 3.2 | Supervisor implements system-change strategies to build capacity to support the education of young children with disabilities. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3 4** **5** 6 **7** 8 9 **10** |

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| 3.3 | Supervisor engages in research and inquiry to inform leadership practices that result in continual improvement of instruction, learning, and educational outcomes of young children with disabilities. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** **5** 6 **7** 8 **9** **10** |

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| 3.4 | Supervisor designs, implements, and manages data-informed systems to guide best leadership practices that improve the educational outcomes of young children with disabilities. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** **5** 6 **7** 8 **9** **10** |

**STANDARD 4:** PROGRAM OVERSIGHT, IMPROVEMENT, & INSTRUCTIONAL LEADERSHIP FOR SPECIAL EDUCATION

SUPERVISOR

**OUTCOME**

Supervisor provides program oversight, improvement, and instructional leadership that provides access, equity, and opportunity in the provision of free and appropriate public education (FAPE) in the least restrictive environment (LRE). Supervisor collaboratively designs, implements, and evaluates systems to ensure appropriate programming for young children with disabilities and their families. Supervisor utilizes data to improve programs for young children with disabilities and their families.

**COMPONENTS:**

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| 4.1 | Supervisor uses program evaluation and results-driven accountability for planning and implementing a continuum of specialized instruction and related services that guarantees access, equity, and opportunity in the provision of free and appropriate public education (FAPE) in the least restrictive environment (LRE). |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1 2 3** **4** **5** 6 **7** 8 **9** **10** |

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| 4.2 | Supervisor collaboratively designs and implements systems of support, utilizing assistive technologies and universal design for learning embedded in accommodations and modifications. |
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| 4.3 | Supervisor oversees culturally responsive and developmentally appropriate assessments, curriculum, and evaluations that support instruction, learning, and well-being for young children with disabilities to ensure appropriate identification, placement, and instruction. |
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| 4.4 | Supervisor utilizes collection, management, and analysis of data to improve learning outcomes for young children with disabilities. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** 5 6 **7** 8 9 **10** |

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| 4.5 | Supervisor oversees resource allocation, planning and programming, and agency supports for transitions of young children with disabilities. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** 5 6 **7** 8 9 **10** |

**STANDARD 5: HUMAN & FISCAL RESOURCE MANAGEMENT & FISCAL RESOURCE MANAGEMENT OF SPECIAL EDUCATION PROGRAMS & SERVICES**

SUPERVISOR

**OUTCOME**

Supervisor creates, manages, assesses, and oversees special education procedures, processes, and policies for programs and services for young children with disabilities and their families in compliance with human and fiscal management requirements and applicable laws and regulations. Fiscal and human resources are managed in consultation with facilities management personnel and collaboration with diverse partners. Supervisor oversees the hiring, management, and professional development of qualified professionals who provide services to young children with disabilities and their families.

## CORE COMPETENCIES:

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| 5.1 | Supervisor creates, implements, assesses, and oversees budgets, grants, and contracts for programs and utilizes multiple funding sources for services for young children with disabilities and their families in collaboration with key partners. |
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| 5.2 | Supervisor develops and implements policies, processes, and procedures that comply with Americans with Disabilities Act (ADA) or other national requirements through consultation with facilities management personnel and collaboration with diverse groups of partners. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** 5 6 7 8 9 **10** |

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| 5.3 | Supervisor supervises and evaluates personnel providing services to young children with disabilities and their families using policies, processes, and procedures that are culturally responsive and embed adult development learning principles. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** 5 6 7 8 9 **10** |

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| 5.4 | Supervisor implements policies, processes, and procedures for recruiting, hiring, and retaining diverse, qualified professionals who provide services to young children with disabilities and their families. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** 5 6 7 8 9 **10** |

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| 5.5 | Supervisor designs and implements professional development that is culturally responsive and embeds adult development learning principles to support professionals who provide services to young children with disabilities and their families. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** 5 6 **7** 8 **9 10** |

**STANDARD 6:**COLLABORATION & COMMUNICATION WITH SPECIAL EDUCATION PARTNERS

SUPERVISOR

**OUTCOME**

Supervisor engages diverse groups of partners within local, intermediate, and state agencies in support of young children with disabilities and their families by cultivating and sustaining collaborative relationships. Supervisor utilizes conflict management, dispute resolution, and due process strategies to resolve differences with partners to improve outcomes for young children with disabilities and their families.

#### CORE COMPETENCIES:

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| 6.1 | Supervisor communicates and collaborates with diverse groups of general and special educators and Supervisors and state and local agencies in regional efforts to support the learning of young children with disabilities and their families. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** 5 **6** **7** 8 9 **10** |

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| 6.2 | Supervisor uses facilitation, mediation, resolution sessions, and due process hearings to resolve differences and improve communication and collaboration with partners supporting and providing services to young children with disabilities and their families. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** 5 6 7 8 9 **10** |

**STANDARD 7: EQUITY & CULTURAL RESPONSIVENESS**

SUPERVISOR

**OUTCOME**

Supervisor identifies systemic inequities in relationship to identification, programming, and service delivery for young children with disabilities and their families. Supervisors communicate fairly and equitably and apply democratic values that enhance cultural responsiveness, stress the imperative of high expectations, and support equity, inclusiveness, social justice, openness, caring, and trust for all children, families, educators, and community partners.

#### CORE COMPETENCIES:

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| 7.1 | Supervisor identifies systemic inequities (e.g., gender, race, culture, language, age, disability, and socio-economic status) in relationship to identification, programming, and service delivery for young children with disabilities and their families. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** 4 5 **6** **7** 8 9 **10** |

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| 7.2 | Supervisor communicates fairly and equitably with all children, families, educators, Supervisors, and community partners. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** 5 6 7 8 9 **10** |

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| 7.3 | Supervisor advocates for and applies democratic values that enhance cultural responsiveness, stress the imperative of high expectations, and support equity, inclusiveness, social justice, openness, caring, and trust for young children with disabilities and their families. |
|  | Mastery Profile: Documentation:  NA 1 2 3 **4** 5 **1** **2** **3** **4** 5 6 7 8 9 **10** |