

Characteristics Wanted for a Special Education Director

Experienced, Special Education Administrator (preferably from larger Texas district, 5A+), Knowledge and adherence to legal standards and regulations of Special Education and understands importance to keep updated.

- Heart for students
- Enthusiasm and willingness to institute change
- Oversees details, timelines and legal requirements but priority is student learning and instructional progress, plans for and implements improvement to overall program and services to students (discontinues ineffective/out dated practices, doesn't just add more)
- Able to provide high quality staff development to administrative and teaching staff—especially with Inclusion model implementation
- Come to campus to engage with staff, students and administration to understand “what’s going on”
- Research current trends in the field, new legislation, and changes to report to their staff
- Knowledge and understanding of each staff member’s job (ex: Assessment, Diag., LSSP, SLP, OT, PT, Related Service and Adapted PE etc.) as well as utilizing their positions/abilities in the most effective way for the district
- The innate ability to “back their employees” and stand up for them in difficult situations
- Interpersonal skills and the ability to work collaboratively with staff members, teachers, principals, etc.
- Well-developed decision-making abilities to apply good judgment in difficult situations strong when needed, honest, trustworthy
- Ability to handle confidential information discretely and professionally (to include the students we serve as well as information regarding the director’s employees)
- Serve as the school district’s lead representative of programs for special needs students
- Effective management skills, supervisory skills, team-building, and problem solving
- calm under pressure, consistent, not a micromanager
- Public relations skills in regards to parents and the community
- Ability to interface with other departments to coordinate reciprocal services for achieving special education goals
- highly organized, able to oversee and monitor others take care of detailed work
- flexible, problem solver, willing to explore options ‘outside” the box
- confident leader, takes action, make decisions and stick with it
- Collaborates with CTE Director with regard to effective strategies for our CTE teachers and how to be better participants in ARDs, and strategies to help special education students prepare for certification tests and other industry competencies which do not allow for accommodations and modifications.
- understands the theory of “building the workforce through CTE and special education, ”sees the end game for our special education students who graduate and need employment, training, and college opportunities and who still need certain modifications
- Taught in classroom
- Understands Inclusion Model
- IEP and staff up to par for good IEP models

- Authoritative – Leadership
- Merging General Ed and Spec Ed
- Facilitate Transition from high school to post high school
- Cognitive flexibility
- Empower the teacher
- Bring us up to the times