**Transcript Review Worksheet**

**5440-86 Director of Special Education**

The holder is authorized to provide, administer, supervise and evaluate special education programs and services, and to coordinate them with regular education programs, home-based services, and community-based services for students with disabilities. An educator serving as an Assistant Director of Special Education, however named, shall hold a Director of Special Education endorsement.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Add Endorsement  Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules).

| **Content**  **Topic** | **College/**  **University** | **Course**  **Number** | **# of Credits** | **Course**  **Title** | **How did this course meet this competency?** |
| --- | --- | --- | --- | --- | --- |
| 1. In order to qualify for any Vermont administrator endorsement, the candidate shall demonstrate competencies in Core Leadership Standards for Vermont Educators through experiences and expertise as evidenced below: | | | | | |
| 1.1. Master’s Degree |  |  |  |  |  |
| 1.2. Leadership coursework |  |  |  |  |  |
| 1.3. Coursework required for the specific administrator license |  |  |  |  |  |
| 1.4. Knowledge and application of school law, state regulations, and school board process to develop policies |  |  |  |  |  |
| 1.5. Leadership experience evidenced by documentation of 300 hours of supervised field experience that shows competency in the Core Leadership Standards through evidence aligned to each of the Professional Standards for Educational Leaders. |  |  |  |  |  |
| * + 1. Mission, Vision, and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. |  |  |  |  |  |
| * + 1. Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being. |  |  |  |  |  |
| * + 1. Equity and Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being. |  |  |  |  |  |
| * + 1. Curriculum, Instruction, and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being. |  |  |  |  |  |
| * + 1. Community of Care and Support for Students. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. |  |  |  |  |  |
| * + 1. Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being. |  |  |  |  |  |
| * + 1. Professional Community for Teachers and Staff. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being. |  |  |  |  |  |
| * + 1. Meaningful Engagement of Families and Community. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being. |  |  |  |  |  |
| * + 1. Operations and Management. Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being. |  |  |  |  |  |
| * + 1. School Improvement. Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being. |  |  |  |  |  |
| 2. To add this endorsement as an additional administrator endorsement, a 60-hour practicum is required when 60 hours of professional experience in the endorsement area is not documented | | | | | |
| 3. ETS Test Code 6990 is required for all educators seeking any administrator endorsement unless they have completed a post-Baccalaureate degree in educational leadership, completed a ROPA-approved educational leadership program, or hold a current administrator endorsement*.* | | | | | |
| 4. In order to qualify for a Director of Special Education endorsement, the candidate shall also  demonstrate the following: | | | | | |
| 4.1. Three or more years of experience as a licensed special educator, educational speech language pathologist, school psychologist, school counselor, reading coordinator/specialist, principal, or superintendent |  |  |  |  |  |
| 4.2. In-depth knowledge of local, state and federal laws and regulations concerning the education of students with disabilities |  |  |  |  |  |
| 4.3. The ability to lead, develop, administer, and evaluate programs and services for  students with disabilities including: screening; assessment; eligibility determination;  development of IEPs; facilitation, development and adaptation of educational materials, curricula, and instructional strategies; evaluation of student progress; and inclusion of students with disabilities into the regular classroom setting |  |  |  |  |  |
| 4.4. Knowledge of school law, state regulations, and school board process to develop policies, special education law |  |  |  |  |  |