

## REDLINE VERSION

Draft #1 – 9.24.12

Draft #2 – 5.8.13 (Includes new CEC Standards, 2012 and Indicators, Draft, 2013)

Draft #3 – 7.15.13

Draft #4 – 8.22.13 – NCTE Exec Comm

10.11.13 – NCTE Council Mtg

1.23.14 – NCTE Exec Comm

### Special Education – Secondary School Transition Specialist Endorsement Guidelines To Accompany Rule 24 (Adopted by the State Board of Education on \_\_\_\_\_)

#### 006.67 Special Education – Secondary School Transition Specialist

006.67A Grade Levels: 7-12

006.67B Endorsement Type: Supplemental Special Services Endorsement

006.67C Persons with this Special Services Endorsement may teach, consult, counsel or and provide transition services for youth with verified disabilities and consult with teachers, parents, and students in grades 7 through 12.

006.67D Certification Endorsement Requirements: This Special Services Endorsement shall require a minimum of 18 graduate semester hours of coursework and clinical experience related to transition with emphasis on children and youth with disabilities, ages 14 to through 21, with disabilities. Candidates for this program will have completed a Master's Degree or be concurrently engaged in a Master's program with the awarding of the endorsement dependent upon successful completion of the Master's program.

006.67E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

### **THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution must provide candidates should prepare prospective teachers to: for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Council for Exceptional Children (CEC) Advanced Level Special Educator Preparation Standards (CEC, 2012), and CEC Transition Specialist Set (2013 Draft).

#### **Advanced Standard 1. Assessment**

Special Education Secondary Transition Specialists use valid and reliable assessment practices to minimize bias.

Element 1.1 Secondary Transition Specialists minimize bias in assessment.

Element 1.2 Secondary Transition Specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Indicators include, but are not limited to:

(SETS1 K1) Procedures and requirements for referring individuals to community service agencies.

(SETS1 K2) Implications of individual characteristics with respect to post-school outcomes and support needs.

(SETS1 K3) Formal and informal approaches for identifying students' interests and preferences related to educational experiences and post-school goals.

(SETS1 S1) Match skills and interests of the individuals to skills and demands required by vocational and post-school settings.

(SETS1 S2) Interpret results of career and vocational assessment for individuals, families, and professionals.

(SETS1 S3) Use a variety of formal and informal career, transition, and vocational assessment procedures.

(SETS1 S4) Evaluate and modify transition goals on an ongoing basis.

(SETS1 S5) Assess and develop natural support systems to facilitate transition to post-school environments.

### **Advanced Standard 2. Curricular Content Knowledge**

Special Education Secondary Transition Specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Element 2.1 Secondary Transition Specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities.

Element 2.2 Secondary Transition Specialists continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

Element 2.3 Secondary Transition Specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities.

*(No indicators for this Standard.)*

### **Advanced Standard 3. Programs, Services, and Outcomes**

Special Education Secondary Transition Specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.

- Element 3.1 Secondary Transition Specialists design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities.
- Element 3.2 Secondary Transition Specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with disabilities.
- Element 3.3 Secondary Transition Specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities.
- Element 3.4 Secondary Transition Specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities.
- Element 3.5 Secondary Transition Specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities.

Indicators include, but are not limited to:

- (SETS3 K1) School and post-school services available to specific populations of individuals with disabilities.
- (SETS3 K2) Methods for providing community-based education for individuals with disabilities.
- (SETS3 K3) Methods for linking academic content to transition goals.
- (SETS3 K4) Strategies for involving families and individuals with disabilities in transition planning and evaluation.
- (SETS3 K5) Job seeking and job retention skills identified by employers as essential for successful employment.
- (SETS3 K6) Vocational education methods, models, and curricula.
- (SETS3 K7) Range of post-school options within specific outcome areas.
- (SETS3 S1) Identify and facilitate modifications within work and community environments.
- (SETS3 S2) Arrange and evaluate instructional activities in relation to post-school goals.
- (SETS3 S3) Identify outcomes and instructional options specific to the community and the individual.
- (SETS3 S4) Use support systems to facilitate self-advocacy in transition planning.

#### **Advanced Standard 4. Research and Inquiry**

Special Education Secondary Transition Specialists conduct, evaluate, and use inquiry to guide professional practice.

- Element 4.1 Secondary Transition Specialists evaluate research and inquiry to identify effective practices.
- Element 4.2 Secondary Transition Specialists use knowledge of the professional literature to improve practices with individuals with disabilities and their families.

Element 4.3 Secondary Transition Specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Indicators include, but are not limited to:

(SETS4 K1) Theoretical and applied models of transition.

(SETS4 K2) Research on relationships between individual outcomes and transition practices.

### **Advanced Standard 5. Leadership and Policy**

Special Education Secondary Transition Specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

Element 5.1 Secondary Transition Specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities.

Element 5.2 Secondary Transition Specialists support and use linguistically and culturally responsive practices.

Element 5.3 Secondary Transition Specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families.

Element 5.4 Secondary Transition Specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities.

Element 5.5 Secondary Transition Specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with disabilities.

Indicators include, but are not limited to:

(SETS5 K1) Transition-related laws and policies.

(SETS5 K2) History of national transition policies.

### **Advanced Standard 6. Professional and Ethical Practice**

Special Education Secondary Transition Specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with disabilities.

Element 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs Secondary Transition Specialist leadership.

Element 6.2 Secondary Transition Specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with disabilities and their families.

- Element 6.3 Secondary Transition Specialists model and promote respect for all individuals and facilitate ethical professional practice.
- Element 6.4 Secondary Transition Specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
- Element 6.5 Secondary Transition Specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
- Element 6.6 Secondary Transition Specialists actively facilitate and participate in the preparation and induction of prospective special educators.
- Element 6.7 Secondary Transition Specialists actively promote the advancement of the profession.

Indicators include, but are not limited to:

- (SETS6 K1) Scope and role of transition specialist.
- (SETS6 K2) Scope and role of agency personnel related to transition services.
- (SETS6 K3) Organizations and publications relevant to the field of transition.
- (SETS6 S1) Show positive regard for the capacity and operating constraints of community organizations involved in transition services.
- (SETS6 S2) Participate in activities of professional organizations in the field of transition.
- (SETS6 S3) Ensure the inclusion of transition-related goals in the educational program plan.
- (SETS6 S4) Develop post-school goals and objectives, using interests and preferences of the individual.

### **Advanced Standard 7. Collaboration**

Special Education Secondary Transition Specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families.

- Element 7.1 Secondary Transition Specialists use culturally responsive practices to enhance collaboration.
- Element 7.2 Secondary Transition Specialists use collaborative skills to improve programs, services, and outcomes for individuals with disabilities.
- Element 7.3 Secondary Transition Specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with disabilities.

Indicators include, but are not limited to:

- (SETS7 K1) Methods to increase transition service delivery through interagency agreements and collaborative funding.
- (SETS7 K2) Transition planning strategies that facilitate input from team members.
- (SETS7 S1) Design and use procedures to evaluate and improve transition education and services in collaboration with team members.
- (SETS7 S2) Provide information to families about transition education, services, support networks, and post-school options.

- (SETS7 S3) Involve team members in establishing transition policy.
- (SETS7 S4) Provide transition-focused technical assistance and professional development in collaboration with team members.
- (SETS7 S5) Collaborate with transition-focused agencies.
- (SETS7 S6) Develop interagency strategies to collect, share, and use student assessment data.
- (SETS7 S7) Use strategies for resolving differences in collaborative relationships with interagency agreements.
- (SETS7 S8) Assist teachers to identify educational program planning team members.
- (SETS7 S9) Assure individual, family, and agency participation in transition planning and implementation.

~~Through the courses identified in its plan, the institution should prepare prospective teachers to:~~

- ~~A. Demonstrate knowledge of current purposes, practices, and policies relating to children and youth with disabilities going through the transition process including being able to:
 
  1. develop and implement an educational program for transition service delivery;
  2. write IEP transition goals and objectives;
  3. demonstrate knowledge of adult service providers; and
  4. demonstrate knowledge of law and ethical responsibilities related to the transitional process.~~
- ~~B. Collect and use a variety of assessment data, including standardized, functional, vocational/career, and observational techniques; and identify methods and strategies of program evaluation, data collection, research, and grant writing.~~
- ~~C. Identify and teach personal and social skills, self-determination, and self-advocacy strategies for students and parents going through the transition process; and demonstrate knowledge of counseling strategies for persons with disabilities and the psycho-social aspects of disabilities.~~
- ~~D. Collaborate in planning, organizing, and implementing individualized curriculum which integrates job development skills, community based job training, and modifications for school and work settings.~~
- ~~E. Utilize effective communication skills when interfacing with students, families, community members, and other professionals.~~
- ~~F. Clinical Experiences: Coursework should include clinical experiences whereby the candidate applies that which is defined in Sections A through E of the School Transition Specialist Guidelines in working with students with disabilities who are preparing for, or are in transition; their families; community members; and other professionals.~~

**Transition Work Group**

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**NOTES:**

This endorsement has been a Special Services endorsement, and will now be a supplemental teaching endorsement. Having a Special Education endorsement is not a requirement, as this would be available to any teacher who has (or earns concurrently) a regular teaching certificate. It is a secondary level endorsement (grades 7-12, or ages 14 through 21. IDEA federal law language is “ages 14 through 21”, although transition services usually start at age 16.)

**AD HOC COMMITTEE ON: Special Education Supervisor, Special Education Supplemental Endorsements (Behavior Intervention, Early Intervention, Functional Academics, Inclusion and Collaboration, Secondary Transition), Assistive Technology, Deaf and Hard of Hearing, Visual Impairment, Audiologist**

Based on NCTE Organizational Policies, Approved March, 2013; 10-12 members

**JULY 12, 2013—9:00 A.M.-4:00 P.M. LOCATION — CONCORDIA FALLBROOK**

<b><i>AD HOC COMMITTEE MEMBERSHIP CRITERIA</i></b>	<b><i>AD HOC COMMITTEE NOMINEES</i></b>
Practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.	1. Mary Schlieder, Norris Public Schools (D1) <a href="mailto:mary.schlieder@nsdtitans.org">mary.schlieder@nsdtitans.org</a> Can't attend 2. Molly Elge, Grand Island Public Schools (D6) <a href="mailto:melge@gips.org">melge@gips.org</a> 3. Donna Moss, Hastings Public Schools (D5) <a href="mailto:dmoss@esu9.org">dmoss@esu9.org</a>
Faculty members from a college or department of education who are teaching professional education courses or serve as the certification official at an approved educator preparation institution.	1. Dawn Mollenkopf, UNK (D6) <a href="mailto:mollenkopfdl@unk.edu">mollenkopfdl@unk.edu</a> 2. Becky Schnabel, UNO (D8)/Certification Official <a href="mailto:bschnabel@unomaha.edu">bschnabel@unomaha.edu</a>
Specialists in the content area which might include Arts and Science college faculty or persons drawn from professional practice in the endorsement area.	1. Kris Swain, UNO (D8) (leaving mid-afternoon) <a href="mailto:kswain@unomaha.edu">kswain@unomaha.edu</a> 2. Sue Kemp, UN-L (D1) <a href="mailto:skemp2@unl.edu">skemp2@unl.edu</a>
Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership or personnel functions at the grade levels and/or in the content area.	1. Dr. John Skretta, Norris Public <a href="mailto:john.skretta@nsdtitans.org">john.skretta@nsdtitans.org</a> 2. Peggy Romshek, Mitchell Public Schools (D7) <a href="mailto:promshek@panesu.org">promshek@panesu.org</a>
Representation from the NCTE Standing Committee to which the endorsement has been assigned. (Graduate Standing Committee)	Doreen Jankovich, OPS (D8) <a href="mailto:Doreen.Jankovich@ops.org">Doreen.Jankovich@ops.org</a> <a href="mailto:doreen.jankovich@gmail.com">doreen.jankovich@gmail.com</a>

<p>A NDE representative who has responsibilities related to the endorsement area and who may also serve as the <i>Ad Hoc Committee</i> chair.</p>	<ol style="list-style-type: none"> <li>1. Carol McClain, Special Education (D1) <a href="mailto:carol.mcClain@nebraska.gov">carol.mcClain@nebraska.gov</a></li> <li>2. Teresa Coonts, B/VI (D4) <a href="mailto:teresa.coonts@nebraska.gov">teresa.coonts@nebraska.gov</a></li> <li>3. Rhonda Fleischer, ESU #9 (DHH) (D6) <a href="mailto:rfleisch@esu9.org">rfleisch@esu9.org</a></li> </ol>
<p>Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area.</p>	<ol style="list-style-type: none"> <li>1. Stuart Clark, ESU #1 (NASSES) (D3) <a href="mailto:sclark@esu1.org">sclark@esu1.org</a></li> <li>2. Jay Sears, NSEA (D1) <a href="mailto:jsears@nsea.org">jsears@nsea.org</a></li> </ol>
<p>Additional PK-12 school practitioners or higher education faculty members to equalize the representation between these two groups.</p>	<ol style="list-style-type: none"> <li>1. <del>Teacher—Bev White, LPS (D1)</del> <del><a href="mailto:whiteb@lps.org">whiteb@lps.org</a></del> Can't attend</li> <li>2. Higher Ed—Greg Zost, Peru State (D5) <a href="mailto:GZost@peru.edu">GZost@peru.edu</a></li> </ol>
<p>A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee.</p>	<p>Sharon Katt, NDE <a href="mailto:sharon.katt@nebraska.gov">sharon.katt@nebraska.gov</a>  Pat Madsen, NDE <a href="mailto:pat.madsen@nebraska.gov">pat.madsen@nebraska.gov</a>  Kevin Peters, NDE <a href="mailto:kevin.peters@nebraska.gov">kevin.peters@nebraska.gov</a></p>