New Program Rule 24 Matrix

**Revised Program Table of Alignment of Standards and Assessments**

**Name of Institution:**

**Date Submitted:**

Endorsement: **SECONDARY TRANSITION SPECIALIST** Grade Levels: **7-12**

Total Hours Required by Rule 24: **18 Program Hours Required by Institution:** Endorsement Type: **SUPPLEMENTAL**

| **Place an X in the box corresponding to the course that meets the following requirements:** | | **List the courses the institution requires to meet Rule 24 requirements, associated Guidelines, and program hours required by the institution for this endorsement in the first row: (If more than 35 courses please fill out additional sheets)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **D Certification Endorsement Requirements:** This endorsement requires a minimum of **18 graduate level semester hours** of course work and clinical experience related to transition with emphasis on youth with disabilities, ages 14 through 21. | **EXAMPLE: CHEM 101 or 102 3 CR** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Assessment** Use valid and reliable assessment practices to minimize bias. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Minimize bias in assessment. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Design and implement assessments to evaluate the effectiveness of practices and programs. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. rocedures and requirements for referring individuals to community service agencies.     2. Implications of individual characteristics with respect to post-school outcomes and support needs.     3. Formal and informal approaches for identifying students’ interests and preferences related to educational experiences and post-school goals.     4. Match skills and interests of the individuals to skills and demands required by vocational and post-school settings.     5. Interpret results of career and vocational assessment for individuals, families, and professionals.     6. Use a variety of formal and informal career, transition, and vocational assessment procedures.     7. Evaluate and modify transition goals on an ongoing basis.     8. Assess and develop natural support systems to facilitate transition to post-school environments. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Curricular Content Knowledge** Use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels***.*** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Programs, Services, and Outcomes** Facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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:   * + 1. School and post-school services available to specific populations of individuals with disabilities.     2. Methods for providing community-based education for individuals with disabilities.     3. Methods for linking academic content to transition goals.     4. Strategies for involving families and individuals with disabilities in transition planning and evaluation.     5. Job seeking and job retention skills identified by employers as essential for successful employment.     6. Vocational education methods, models, and curricula.     7. Range of post-school options within specific outcome areas.     8. Identify and facilitate modifications within work and community environments.     9. Arrange and evaluate instructional activities in relation to post-school goals.     10. Identify outcomes and instructional options specific to the community and the individual.     11. Use support systems to facilitate self-advocacy in transition planning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Research and Inquiry** Conduct, evaluate, and use inquiry to guide professional practice. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Evaluate research and inquiry to identify effective practices. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use knowledge of the professional literature to improve practices with individuals with disabilities and their families. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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:   * + 1. Theoretical and applied models of transition.     2. Research on relationships between individual outcomes and transition practices. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Leadership and Policy** 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. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Support and use linguistically and culturally responsive practices. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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:   * + 1. Transition-related laws and policies.     2. History of national transition policies. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Professional and Ethical Practice** 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. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs leadership. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Model and promote respect for all individuals and facilitate ethical professional practice. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Actively participate in professional development and learning communities to increase professional knowledge and expertise. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Actively facilitate and participate in the preparation and induction of prospective special educators. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Actively promote the advancement of the profession. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. Scope and role of transition specialist.     2. Scope and role of agency personnel related to transition services.     3. Organizations and publications relevant to the field of transition.     4. Show positive regard for the capacity and operating constraints of community organizations involved in transition services.     5. Participate in activities of professional organizations in the field of transition.     6. Ensure the inclusion of transition-related goals in the educational program plan.     7. Develop post-school goals and objectives, using interests and preferences of the individual. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Collaboration** Collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use culturally responsive practices to enhance collaboration. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use collaborative skills to improve programs, services, and outcomes for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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:   * + 1. Methods to increase transition service delivery through interagency agreements and collaborative funding.     2. Transition planning strategies that facilitate input from team members.     3. Design and use procedures to evaluate and improve transition education and services in collaboration with team members.     4. Provide information to families about transition education, services, support networks, and post-school options.     5. Involve team members in establishing transition policy.     6. Provide transition-focused technical assistance and professional development in collaboration with team members.     7. Collaborate with transition-focused agencies.     8. Develop interagency strategies to collect, share, and use student assessment data.     9. Use strategies for resolving differences in collaborative relationships with interagency agreements.     10. Assist teachers to identify educational program planning team members.     11. Assure individual, family, and agency participation in transition planning and implementation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |