## 006.52 Secondary Transition Specialist

006.52A Grade Levels: 7-12

006.52B Endorsement Type: Supplemental

006.52C Persons with this endorsement may teach, consult, or provide transition services for youth with verified disabilities in grades 7 through 12.

006.52D Certification Endorsement Requirements: This endorsement requires a minimum of 18 graduate semester hours of coursework and clinical experience related to transition with emphasis on youth with disabilities, ages 14 through 21.

006.52E Endorsement Program requirements: Standard institutions of higher education 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 secondary transition specialist candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

**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:

a. Procedures and requirements for referring individuals to community service agencies.

b. Implications of individual characteristics with respect to post-school outcomes and support needs.

c. Formal and informal approaches for identifying students’ interests and preferences related to educational experiences and post-school goals.

d. Match skills and interests of the individuals to skills and demands required by vocational and post-school settings.

e. Interpret results of career and vocational assessment for individuals, families, and professionals.

f. Use a variety of formal and informal career, transition, and vocational assessment procedures.

g. Evaluate and modify transition goals on an ongoing basis.

h. Assess and develop natural support systems to facilitate transition to post-school environments.

**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.

**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:

a. School and post-school services available to specific populations of individuals with disabilities.

b. Methods for providing community-based education for individuals with disabilities.

c. Methods for linking academic content to transition goals.

d. Strategies for involving families and individuals with disabilities in transition planning and evaluation.

e. Job seeking and job retention skills identified by employers as essential for successful employment.

f. Vocational education methods, models, and curricula.

g. Range of post-school options within specific outcome areas.

h. Identify and facilitate modifications within work and community environments.

i. Arrange and evaluate instructional activities in relation to post-school goals.

j. Identify outcomes and instructional options specific to the community and the individual.

k. Use support systems to facilitate self-advocacy in transition planning.

**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:

a. Theoretical and applied models of transition.

b. Research on relationships between individual outcomes and transition practices.

**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:

a. Transition-related laws and policies.

b. History of national transition policies.

**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:

a. Scope and role of transition specialist.

b. Scope and role of agency personnel related to transition services.

c. Organizations and publications relevant to the field of transition.

d. Show positive regard for the capacity and operating constraints of community organizations involved in transition services.

e. Participate in activities of professional organizations in the field of transition.

f. Ensure the inclusion of transition-related goals in the educational program plan.

g. Develop post-school goals and objectives, using interests and preferences of the individual.

**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:

a. Methods to increase transition service delivery through interagency agreements and collaborative funding.

b. Transition planning strategies that facilitate input from team members.

c. Design and use procedures to evaluate and improve transition education and services in collaboration with team members.

d. Provide information to families about transition education, services, support networks, and post-school options.

e. Involve team members in establishing transition policy.

f. Provide transition-focused technical assistance and professional development in collaboration with team members.

g. Collaborate with transition-focused agencies.

h. Develop interagency strategies to collect, share, and use student assessment data.

i. Use strategies for resolving differences in collaborative relationships with interagency agreements.

j. Assist teachers to identify educational program planning team members.

k. Assure individual, family, and agency participation in transition planning and implementation.

Guidelines based on the Council for Exceptional Children (CEC) Advanced Level Special Educator Preparation Standards (CEC, 2012), and CEC Transition Specialist Set (2013).