

505-3-.81 SPECIAL EDUCATION TRANSITION SPECIALIST ENDORSEMENT PROGRAM

(1) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare individuals to serve as transition specialists in grades 9-12. This rule supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs.

(2) Requirements.

(a) A state-approved professional education unit shall offer this field as an endorsement to level 4 or higher professional teaching certificate in any area.

(b) The preparation program described in program planning forms, catalogs, and syllabi shall address the following standards, published by the Council for Exceptional Children:

1. Foundations

(i) The program shall prepare candidates who understand theoretical and applied models of transition.

(ii) The program shall prepare candidates who know transition-related laws and policies.

(iii) The program shall prepare candidates who know the history of national transition initiatives.

(iv) The program shall prepare candidates who are familiar with research on relationships between individual outcomes and transition practices.

(v) The program shall prepare candidates who know procedures and requirements for referring individuals to community service agencies.

2. Development and Characteristics of Learners

(i) The program shall prepare candidates who understand the implications of individual characteristics with respect to post-school outcomes and support needs.

3. Individual Learning Differences

(none)

4. Instructional Strategies

(i) The program shall prepare candidates who know methods for providing community-based education for individuals with exceptional learning needs.

(ii) The program shall prepare candidates who know methods for linking academic content to transition goals.

(iii) The program shall prepare candidates who know strategies for involving families and individuals with exceptional learning needs in transition planning and evaluation.

(iv) The program shall prepare candidates who arrange and evaluate instructional activities in relation to post-school goals.

5. Learning Environments and Social Interactions

(i) The program shall prepare candidates who are familiar with school and post-school services available to specific populations of individuals with exceptional learning needs.

(ii) The program shall prepare candidates who identify and facilitate modifications within work and community environments.

(iii) The program shall prepare candidates who use support systems to facilitate self-advocacy in transition planning.

6. Language

(none)

7. Instructional Planning

(i) The program shall prepare candidates who are familiar with job seeking and job retention skills identified by employers as essential for successful employment.

(ii) The program shall prepare candidates who are familiar with vocational educational methods, models, and curricula.

(iii) The program shall prepare candidates who are aware of the range of post-school options within specific outcome areas.

(iv) The program shall prepare candidates who identify outcomes and instructional options specific to the community and the individual.

(v) The program shall prepare candidates who arrange and evaluate instructional activities in relation to post-school goals.

(vi) The program shall prepare candidates who ensure the inclusion of transition-related goals in the educational program plan.

(vii) The program shall prepare candidates who develop post-school goals and objectives, using interests and preferences of the individual.

8. Assessment

(i) The program shall prepare candidates who know formal and informal approaches for identifying students' interests and preferences related to educational experiences and post-school options.

(ii) The program shall prepare candidates who match skills and interests of the individuals to skills and demands required by vocational and post-school settings.

(iii) The program shall prepare candidates who interpret results of career and vocational assessment for individuals, families, and professionals.

(iv) The program shall prepare candidates who use a variety of formal and informal career, transition, and vocational assessment procedures.

(v) The program shall prepare candidates who use a variety of formal and informal career, transition, and vocational assessment procedures.

(vi) The program shall prepare candidates who evaluate and modify transition goals on an outgoing basis.

(vii) The program shall prepare candidates who assess and develop natural support systems to facilitate transition to post-school environments.

9. Professional and Ethical Practice

(i) The program shall prepare candidates who understand the scope and role of the transition specialist.

(ii) The program shall prepare candidates who understand the scope and role of agency personnel related to transition services.

(iii) The program shall prepare candidates who are aware of organizations and publications in the field of transition.

(iv) The program shall prepare candidates who show positive regard for the capacity and operating constraints of community organizations involved in transition services.

(v) The program shall prepare candidates who participate in activities of professional organizations in the field of transition.

10. Collaboration

(i) The program shall prepare candidates who are familiar with methods to increase transition service delivery through interagency agreements and collaborative funding.

(ii) The program shall prepare candidates who understand planning strategies that facilitate input from team members.

(iii) The program shall prepare candidates who design and use procedures to evaluate and improve transition education and services in collaboration with team members.

(iv) The program shall prepare candidates who provide information to families about transition education, services, support networks, and post-school options.

(v) The program shall prepare candidates who involve team members in establishing transition policy.

(vi) The program shall prepare candidates who provide transition-focused technical assistance and professional development in collaboration with team members.

(vii) The program shall prepare candidates who collaborate with transition-focused agencies.

(viii) The program shall prepare candidates who develop interagency strategies to collect, share, and use student assessment data.

(ix) The program shall prepare candidates who use strategies for resolving differences in collaborative relationships and interagency agreements.

(x) The program shall prepare candidates who assist teachers to identify education program planning team members.

(xi) The program shall prepare candidates who assure individual, family, and agency participation in transition planning and implementation.

Authority O.C.G.A. § 20-2-200