

505-3-.101 SPECIAL EDUCATION TRANSITION SPECIALIST ENDORSEMENT PROGRAM

(1) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare teachers to serve as transition specialists in grades 9-12. This rule supplements requirements in Rule 505-3-.01, [REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#).

(2) In-Field Statement. Completers of the Special Education Transition Specialist Endorsement Program are qualified to serve as a transition specialist in grades 9-12 who provides assistance in establishing post-school goals and objectives and facilitates the transition to work and community environments.

(3) Requirements.

(a) A GaPSC approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program or as an endorsement program embedded in a GaPSC-approved initial preparation program or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 3. (ix) of GaPSC educator preparation rule 505-3-.01, [REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#).

1. A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards for the preparation of all beginning special education teachers of students served by transition specialists in grades 9-12 published by the Council for Exceptional Children 2012.

(i) Assessment.

- (I) The program shall prepare candidates who understand the procedures and requirements for referring individuals to community service agencies;
- (II) The program shall prepare candidates who understand the implications of individual characteristics with respect to post-school outcomes and support needs;
- (III) The program shall prepare candidates who understand the formal and informal approaches for identifying students' interests and preferences related to educational experiences and post school goals;
- (IV) The program shall prepare candidates who match skills and interests of the individuals to skills and demands required by vocational and post-school settings;
- (V) The program shall prepare candidates who interpret results of career and vocational assessment for individuals, families, and professionals;
- (VI) The program shall prepare candidates who use a variety of formal and informal career, transition, and vocational assessment procedures;
- (VII) The program shall prepare candidates who evaluate and modify transitional goals on an ongoing basis; and

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

(ii) Programs, Services, and Outcomes.

(I) The program shall prepare candidates who understand school and post-school services available to specific populations of individuals with exceptional learning needs;

(II) The program shall prepare candidates who understand the methods for providing community-based education for individuals with exceptional learning needs;

(III) The program shall prepare candidates who understand the methods for linking academic content to transition goals;

(IV) The program shall prepare candidates who understand strategies for involving families and individuals with exceptional learning needs in transition planning and evaluation;

(V) The program shall prepare candidates who understand job seeking and job retention skills identified by employers as essential for successful employment;

(VI) The program shall prepare candidates who understand vocational education methods, models, and curricula;

(VII) The program shall prepare candidates who understand the range of post-school options within specific outcome areas;

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

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

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

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

(iii) Research and Inquiry.

(I) The program shall prepare candidates who understand theoretical and applied models of transitions; and

(II) The program shall prepare candidates who understand research on relationships between individual outcomes and transition practices.

(iv) Leadership and Policy.

(I) The program shall prepare candidates who understand transitional related laws and policies; and

- (II) The program shall prepare candidates who understand the history of national transition initiatives.
- (v) Professional Learning 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;
 - (III) The program shall prepare candidates who are aware of organizations and publications relevant to 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;
 - (VI) The program shall prepare candidates who ensure the inclusion on transition-related goals in the educational program plan; and
 - (VII) The program shall prepare candidates who develop post-school goals and objectives, using interests and preferences of the individual.
- (vi) Collaboration
 - (I) The program shall prepare candidates who are aware of methods to increase transition service delivery through interagency agreements and collaborative funding;
 - (II) The program shall prepare candidates who understand transition 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 educational program planning team members; and
- (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