

Specialty Set: CEC Advanced Special Education Transition Specialist
(approved by CEC PSPC & Accepted by the CEC Board, October, 2013)

CEC Advanced Preparation Standard 1

Assessment

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| CEC Advanced Preparation Standards |
| 1.0 Special education specialists use valid and reliable assessment practices to minimize bias. |
| Key Elements |
| 1.1 Special education specialists minimize bias in assessment. |
| 1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs |
| Specialty Set: CEC Advanced Special Education Transition Specialist |
| Knowledge |
| K1.1 Variety of formal and informal transition assessments and procedures to identify student strengths, preferences & interests critical to transition to outcomes (postsecondary education, employment, independent living). |
| Skills |
| S1.1 Utilize a variety of transition assessments on an on-going basis to develop appropriate transition plans. |
| S1.2 Modify transition assessments to meet individual student needs. |
| S1.3 Interpret results of transition assessments for students, families and professionals. |
| S1.4 Develop measurable postsecondary goals based on transition assessment results. |
| S1.5 Match student preferences and interests with assessment results with skills and demands of post school environments. |
| S1.6 Apply transition assessment results to develop natural support systems in post school settings. |
| S1.7 Assess student progress in work based experiences. |

CEC Advanced Preparation Standard 2

Curricular Content Knowledge

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| CEC Advanced Preparation Standards |
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| 2.0 Special education specialists use their knowledge of general¹ and specialized² curricula to improve programs, supports, and services at classroom, school, community, and system levels. |
| Key Elements |
| 2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities. |
| 2.2 Special educators 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. |
| 2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities. |
| Specialty Set: CEC Advanced Special Education Transition Specialist |
| Knowledge |
| K2.1 Evidence-based instruction, curricular resources, and practices regarding transition to post school settings |
| Skills |
| S2.1 Provide teachers with instructional practices and related activities to embed transition content within general academic courses. |
| S2.2 Offer instructional, related activities, and curricular resources related to transition planning. |
| S2.3 Deliver self-advocacy and self-determination information and resources. |
| S2.4 Provide instructional resources and related activities addressing career awareness leading to employment preparation and postsecondary education. |
| S2.5 Develop school-based employment experiences and curricula in preparation for postsecondary education and community integration. |
| S2.6 Ensure that student instructional and related activities facilitate the movement toward identified post-secondary goals. |
| S2.7 Evaluate evidence-based transition practices and curricula to ensure post school outcomes. |
| S2.8 Facilitate student-centered transition planning approaches. |

¹ As used, “general curricula”, means the academic content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts.

² As used, “specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.

CEC Advanced Preparation Standard 3

Programs, Services, and Outcomes

| <i>CEC Advanced Preparation Standards</i> |
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| <i>3.0 Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</i> |
| Key Elements |
| 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities. |
| 3.2 Special education 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 exceptionalities. |
| 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. |
| 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities. |
| 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities. |
| Specialty Set: CEC Advanced Special Education Transition Specialist |
| Knowledge |
| K3.1 In-school and community evidence-based employment preparation and postsecondary programs and services |
| K3.2 Strategies for providing community-based training |
| K3.3 Strategies for linking transition goals to academic content |
| K3.4 Job seeking and retention skills identified by employers as essential for successful employment |
| K3.5 Career/professional technical education (formerly vocational education) strategies, models, and curricula |
| K3.6 Range of post-school outcome options for supporting adult life outcomes (i.e., employment, postsecondary education, and independent living) |
| K3.7 Effects of the cultural and environmental milieu of the individual and the family on behavior and learning. |
| Skills |
| S3.1 Develop annual goals and objectives related to measurable postsecondary goals. |
| S3.2 Select relevant transition services and course of study to achieve postsecondary goals and objectives. |

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| S3.3 Align instructional activities and related activities with postsecondary goals and objectives. |
| S3.4 Identify and facilitate modifications within work and community environments. |
| S3.5 Evaluate instructional and related activities in relation to postsecondary goals. |
| S3.6 Develop educational experiences that correspond with IEP postsecondary goals. |

CEC Advanced Preparation Standard 4 Research & Inquiry

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| <i>CEC Advanced Preparation Standards</i> |
| <i>4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.</i> |
| Key Elements |
| 4.1 Special education specialists evaluate research and inquiry to identify effective practices. |
| 4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families |
| 4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry. |
| Specialty Set: CEC Advanced Special Education Transition Specialist |
| <i>Knowledge</i> |
| K4.1 Transition practices, programs and services that produce successful post-school outcomes |
| K4.2 Theoretical and applied models of transition programs and services |
| K4.3 Research on relationships between transition programs, services, and individual outcomes |
| Skills |
| S4.1 Collect post-school outcomes data for youth exiting school to identify relevant variables to improve transition services and programs. |
| S4.2 Analyze data of individual transition plans to address federal and state compliance requirements. |
| S4.3 Use evidence-based practices and research to develop transition programs and services. |

CEC Advanced Preparation Standard 5

Leadership and Policy

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| CEC Advanced Preparation Standards |
| 5.0 <i>Special education 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.</i> |
| Key Elements |
| 5.1 Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities. |
| 5.2 Special education specialists support and use linguistically and culturally responsive practices. |
| 5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families. |
| 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities. |
| 5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities. |
| Specialty Set: CEC Advanced Special Education Transition Specialist |
| Knowledge |
| K5.1 Transition laws and policies (e.g., IDEA, Vocational Rehabilitation Act, Fair Labor Standards Act) |
| Skills |
| S5.1 Advocate for transition program and policy changes to improve transition services. |
| S5.2 Engage in individual student advocacy to obtain transition planning and services. |
| S5.3 Train district professionals, community agency personnel, and other transition stakeholders about transition for individuals with exceptionalities. |
| S5.4 Provide leadership to insure that individual with exceptionalities experience the same opportunities and resources as those without exceptionalities. |
| S5.5 Include and prepare the student, family, team and other related-agency members for the transition planning process. |
| S5.6 Coordinate and facilitate on-going transition planning during and after IEP meetings. |
| S5.7 Ensure same career and vocational opportunities as peers without disabilities. |

CEC Advanced Preparation Standard 6

Professional and Ethical Practice

| <i>CEC Advanced Preparation Standards</i> |
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| <i>6.0 Special education 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 exceptionalities.</i> |
| Key Elements |
| 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership. |
| 6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families |
| 6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice. |
| 6.4 Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise. |
| 6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels. |
| 6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators. |
| 6.7 Special education specialists actively promote the advancement of the profession. |
| Specialty Set: CEC Advanced Special Education Transition Specialist |
| <i>Knowledge</i> |
| K6.1 Scope, role, and responsibilities of a transition specialist |
| K6.2 Scope, role, and responsibilities of community agency personnel related to transition services |
| K6.3 Organizations and publications relevant to the field of transition |
| Skills |
| S6.1 Develop and maintain professional transition-related ethics in working with community and related agency personnel. |
| S6.2 Participate in activities of professional organizations in the field of transition. |

CEC Advanced Preparation Standard 7

Collaboration

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| <i>CEC Advanced Preparation Standards</i> |
| <i>7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.</i> |
| Key Elements |
| 7.1 Special education specialists use culturally responsive practices to enhance collaboration. |
| 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities |
| 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities. |
| Specialty Set: CEC Advanced Special Education Transition Specialist |
| <i>Knowledge</i> |
| K7.1 Strategies for collaborating with stakeholders to insure and increase effective transition services, supports, and outcomes for individuals with exceptionalities and their families |
| K7.2 Roles and responsibilities of educators, employers, and other stakeholders in the variety of settings related to postsecondary outcomes |
| K7.3 Employment trends and needs in the community |
| Skills |
| S7.1 Promote active involvement of families, especially those who are culturally and linguistically diverse, throughout the transition decision-making and implementation process. |
| S7.2 Coordinate interagency agreements and partnerships to use and share data to achieve postsecondary outcomes. |
| S7.3 Communicate with employers and other professionals to develop and monitor natural support networks. |
| S7.4 Disseminate transition information and resources to stakeholders. |
| S7.5 Participate in community level transition teams. |
| S7.6 Ensure compliance with federal and state policies impacting transition (Fair Labor Standards Act, Vocational Rehabilitation Act, etc.). |
| S7.7 Implement student/family referrals to postsecondary and community services. |
| S7.8 Coordinate work-based programs (e.g., work-study, paid work experiences, internships). |

S7.9 Coordinate regularly with employers, businesses, and work site personnel.

S7.10 Plan accommodations and modifications in postsecondary, educational, and training settings.

S7.11 Develop job placements within the community and coordinate placement activities with relevant agencies.