

Advanced Specialty Set: Special Education Transition Specialist

Advanced Preparation Standard 1: Assessment	
<i>Knowledge</i>	
SETRS.1.K1	Variety of formal and informal transition assessments and procedures to identify student strengths, preferences, and interests as they relate to postschool settings (postsecondary education, employment, independent living)
<i>Skills</i>	
SETRS.1.S1	Utilize a variety of transition assessments on an ongoing basis to develop appropriate transition plans
SETRS.1.S2	Modify transition assessments to meet individual student needs
SETRS.1.S3	Interpret results of transition assessments for students, families, and professionals
SETRS.1.S4	Develop measurable postsecondary goals based on transition assessment results
SETRS.1.S5	Match student preferences and interests with assessment results with skills and demands of postschool environments
SETRS.1.S6	Apply transition assessment results to develop natural support systems in postschool settings
SETRS.1.S7	Assess student progress in work-based experiences

Advanced Preparation Standard 2: Curricular Content Knowledge	
<i>Knowledge</i>	
SETRS.2.K1	Evidence-based instruction, curricular resources, and practices regarding transition to postschool settings
<i>Skills</i>	
SETRS.2.S1	Provide teachers with instructional practices and related activities to embed transition content within general academic courses
SETRS.2.S2	Offer instructional, related activities, and curricular resources related to transition planning
SETRS.2.S3	Deliver self-advocacy and self-determination information and resources
SETRS.2.S4	Provide instructional resources and related activities addressing career awareness leading to employment preparation and postsecondary education
SETRS.2.S5	Develop school-based employment experiences and curricula in preparation for postsecondary education and community integration
SETRS.2.S6	Ensure that student instructional and related activities facilitate movement toward identified postsecondary goals
SETRS.2.S7	Evaluate evidence-based transition practices and curricula to ensure postschool outcomes
SETRS.2.S8	Facilitate student-centered transition planning approaches

Advanced Preparation Standard 3: Programs, Services, and Outcomes	
<i>Knowledge</i>	
SETRS.3.K1	In-school and community evidence-based employment preparation and postsecondary programs and services
SETRS.3.K2	Strategies for providing community-based training
SETRS.3.K3	Strategies for linking transition goals to academic content
SETRS.3.K4	Job-seeking and retention skills identified by employers as essential for successful employment
SETRS.3.K5	Career or professional technical education (formerly vocational education) strategies, models, and curricula
SETRS.3.K6	Range of postschool outcome options for supporting adult life outcomes (i.e., employment, postsecondary education, and independent living)
SETRS.3.K7	Effects of the cultural and environmental milieu of the individual and the family on behavior and learning
<i>Skills</i>	
SETRS.3.S1	Develop annual goals and objectives related to measurable postsecondary goals
SETRS.3.S2	Select relevant transition services and course of study to achieve postsecondary goals and objectives
SETRS.3.S3	Align instructional activities and related activities with postsecondary goals and objectives
SETRS.3.S4	Identify and facilitate modifications within work and community environments
SETRS.3.S5	Evaluate instructional and related activities in relation to postsecondary goals
SETRS.3.S6	Develop educational experiences that correspond with IEP postsecondary goals

Advanced Preparation Standard 4: Research and Inquiry

<i>Knowledge</i>	
SETRS.4.K1	Transition practices, programs and services that produce successful postschool outcomes
SETRS.4.K2	Theoretical and applied models of transition programs and services
SETRS.4.K3	Research on relationships between transition programs, services, and individual outcomes
<i>Skills</i>	
SETRS.4.S1	Collect postschool outcomes data for youth exiting school to identify relevant variables to improve transition services and programs
SETRS.4.S2	Analyze data of individual transition plans to address federal and state compliance requirements
SETRS.4.S3	Use evidence-based practices and research to develop transition programs and services

Advanced Preparation Standard 5: Leadership and Policy

<i>Knowledge</i>	
SETRS.5.K1	Transition laws and policies (e.g., Individuals With Disabilities Education Act, Vocational Rehabilitation Act, Fair Labor Standards Act)
<i>Skills</i>	
SETRS.5.S1	Advocate for transition program and policy changes to improve transition services
SETRS.5.S2	Engage in individual student advocacy to obtain transition planning and services
SETRS.5.S3	Train district professionals, community agency personnel, and other transition stakeholders about transition for individuals with exceptionalities
SETRS.5.S4	Provide leadership to ensure that individuals with exceptionalities experience the same opportunities and resources as those without exceptionalities
SETRS.5.S5	Include and prepare students, families, teams, and other related-agency members for the transition planning process
SETRS.5.S6	Coordinate and facilitate ongoing transition planning during and after IEP meetings
SETRS.5.S7	Ensure same career and vocational opportunities as peers without disabilities

Advanced Preparation Standard 6: Professional and Ethical Practice

Knowledge

SETRS.6.K1	Scope, role, and responsibilities of a transition specialist
SETRS.6.K2	Scope, role, and responsibilities of community agency personnel related to transition services
SETRS.6.K3	Organizations and publications relevant to the field of transition
<i>Skills</i>	
SETRS.6.S1	Develop and maintain professional transition-related ethics in working with community and related agency personnel
SETRS.6.S2	Participate in activities of professional organizations in the field of transition

Advanced Preparation Standard 7: Collaboration

Knowledge

SETRS.7.K1	Strategies for collaborating with stakeholders to ensure and increase effective transition services, supports, and outcomes for individuals with exceptionalities and their families
SETRS.7.K2	Roles and responsibilities of educators, employers, and other stakeholders in the variety of settings related to postsecondary outcomes
SETRS.7.K3	Employment trends and needs in the community

Advanced Preparation Standard 7: Collaboration (<i>cont'd</i>)	
Skills	
SETRS.7.S1	Promote active involvement of families, especially those who are culturally and linguistically diverse, throughout the transition decision-making and implementation process
SETRS.7.S2	Coordinate interagency agreements and partnerships to use and share data to achieve postsecondary outcomes
SETRS.7.S3	Communicate with employers and other professionals to develop and monitor natural support networks
SETRS.7.S4	Disseminate transition information and resources to stakeholders
SETRS.7.S5	Participate in community-level transition teams
SETRS.7.S6	Ensure compliance with federal and state policies regarding transition (e.g., Americans with Disabilities Act, Fair Labor Standards Act, Vocational Rehabilitation Act)
SETRS.7.S7	Provide referrals for individuals with exceptionalities and their families to postsecondary and community services
SETRS.7.S8	Coordinate work-based programs (e.g., work-study, paid work experiences, internships)
SETRS.7.S9	Coordinate regularly with employers, businesses, and worksite personnel
SETRS.7.S10	Plan accommodations and modifications in postsecondary, educational, and training settings
SETRS.7.S11	Develop job placements within the community and coordinate placement activities with relevant agencies