

Transition to Work Endorsement

2008 Ohio Program Standards Grades 4 and Beyond

The Transition to Work Endorsement shall be issued to an individual who holds a baccalaureate degree, who is deemed to be of good moral character; who has successfully completed an approved program of preparation; who has successfully completed an examination prescribed by the State Board of Education; and who has been recommended by the dean or head of teacher education at an approved institution. This endorsement may be added to an intervention specialist license or a career- technical license, and is valid for teaching learners ages eight and beyond and grades four and beyond.

Ohio Educator Licensure Standards for Transition to Work Endorsement Teacher Licensure

Introduction

The Ohio Educator Licensure Program Standards for the Transition to Work Endorsement Teacher Licensure program were developed by an Advisory Committee after a thorough review of the following documents: Ohio Performance-Based Teacher Licensure Standards, The Council for Exceptional Children, Division on Career Development and Transition, Fact Sheet: Transition Specialist Competencies.

We wish to acknowledge the following individuals who served on the Advisory Committee representing public teacher preparation institutions of higher education.

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We wish to acknowledge the following individuals from the Ohio Department of Education who served on the Advisory Committee:

Joyce Broman	Office of Exceptional Children
Lawrence Dennis	Office of Exceptional Children
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Performance-based standards

Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program.

Licensure Rule 3301-24-05 (E) (17)

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State Standards

On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at www.ode.state.oh.us.

TRANSITION TO WORK ENDORSEMENT LICENSURE STANDARDS

Standard 1. Candidates know and understand the foundations of special education and the framework of secondary transition services.

- 1.1 Candidates understand the historical and legal foundations of special education.
- 1.2 Candidates know the history of national transition initiatives, and the theoretical and applied models of transition.
- 1.3 Candidates apply transition-related legislation in fields of special and career-technical education, rehabilitation, labor, and civil rights.
- 1.4 Candidates understand federal, state, provincial, and local legislation and the implications for providing transition services at the local levels.
- 1.5 Candidates know and understand job-seeking and job retention skills identified by employers as essential for successful employment.
- 1.6 Candidates apply research on student outcomes and effective transition practices.
- 1.7 Candidates know and demonstrate the use of procedures to ensure the inclusion of specific transition-related goals in the Individualized Educational Plan (IEP).
- 1.8 Candidates know career-technical education methods, models, and curricula.

Standard 2. Candidates create learning environments that promote high levels of learning and achievement for all students.

- 2.1 Candidates create supportive learning communities that accommodate various learning styles, intelligences, exceptionalities, and cultural differences.
- 2.2 Candidates promote a safe classroom accessible to all and free of harassment and physical danger.
- 2.3 Candidates understand and apply knowledge of the characteristics of the learner in planning for post-school outcomes.
- 2.4 Candidates know school and post-school services available to specific populations of individuals with exceptional learning needs.
- 2.5 Candidates know how to access residential, work-based, and other community-based educational programs for individuals with exceptional learning needs.

2.6 Candidates demonstrate appropriate use of methods for linking appropriate academic content to transition-related goals.

2.7 Candidates understand the factors in the students' environment outside of school (e.g., family circumstances, health, economic conditions) which impact the students' learning.

2.8 Candidates identify and facilitate appropriate modifications within work, residential, career-technical, training, and other community environments through the IEP process.

2.9 Candidates demonstrate the skills to support student involvement in the post-school transition process; including consideration of a student's behavior and social interaction skills.

Standard 3. Candidates demonstrate the ability to plan and deliver effective instruction that advances the learning of each individual student.

3.1 Candidates understand career-technical delivery systems, models and curriculum to facilitate the transition process.

3.2 Candidates know a range of post-school options, to facilitate the transition planning process.

3.3 Candidates implement transition planning strategies that facilitate information collection and input from appropriate participants.

3.4 Candidates develop a variety of outcomes and instructional options specific to the working, learning, and living environment for each post-school outcome area.

3.5 Candidates assist teachers in identifying (in conjunction with the student), appropriate IEP team members.

3.6 Candidates evaluate students' educational program with respect to measurable post-school goals and alignment of those goals with instructional activities.

3.7 Candidates monitor student, family and agency participation in transition planning and implementation.

3.8 Candidates demonstrate procedures to ensure the inclusion of specific transition-related goals in the IEP.

3.9 Candidates evaluate and modify transition goals on an ongoing basis.

3.10 Candidates use abilities, interests and preferences of the individual to develop post-school goals and educational objectives.

Standard 4. Candidates understand and use varied assessments to inform instruction, evaluate, and ensure student learning.

4.1 Candidates accurately define the characteristics, uses, advantages, and limitations of different types of student assessments, including but not limited to state value-added dimension reports and data.

4.2 Candidates select, construct, and utilize age appropriate transition assessment strategies and instruments related to post-secondary goals.

4.3 Candidates use assessment results and other student data to align instructional activities with post-school goals.

4.4 Candidates match student skills and interests to skills required by employment settings, career-technical settings, or community residential settings.

4.5 Candidates use a variety of formal and informal age appropriate transition assessment procedures.

4.6 Candidates evaluate and use formative and summative assessments to identify student interests, abilities, preferences, and needs as they relate to post-school goals and educational experiences.

4.7 Candidates evaluate and analyze results of career-technical assessments for individuals, families, and other professionals.

4.8 Candidates design and implement program evaluation procedures to assess and improve the effectiveness of transition education and services.

Standard 5. Candidates collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

5.1 Candidates partner with administrators, teachers, counselors, parents/guardians and the community to ensure all learners will achieve academic success and establish a career pathway.

5.2 Candidates use methods and strategies for increasing families' knowledge about transition-related issues and topics, including development of transition components.

5.3 Candidates use methods to increase collaborative transition service delivery through interagency agreements and collaborative funding.

5.4 Candidates disseminate information to families related to transition education and services, and post-secondary engagement in specific outcome areas.

5.5 Candidates understand how to use student support systems to facilitate the post-school transition.

5.6 Candidates use strategies for resolving differences that may arise in the implementation of interagency agreements or the provision of transitions services.

5.7 Candidates develop coordinated interagency strategies to collect, share, and use student assessment data, with appropriate input and authorization of students and families.

5.8 Candidates identify future post-school service needs using transition planning documents in conjunction with relevant agencies.

5.9 Candidates demonstrate the ability to systematically identify family service needs related to transition outcomes and assist families to connect with support networks.

5.10 Candidates collaborate with and participate in transition-focused interagency coordinating entities.

5.11 Candidates use strategies to involve individuals, families, and community agencies in planning and evaluating transition policies, including documentation of eligibility for adult services (e.g., post-secondary).

5.12 Candidates apply procedures and requirements for referring students to community service agencies (e.g., post-secondary, RSC, MRDD, SSI).

Standard 6. Candidates assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

6.1 Candidates know the scope and role of the transition specialist.

6.2 Candidates understand the scope and role of agency personnel related to transition-focused education and services.

6.3 Candidates demonstrate understanding of the capacity and operating constraints of community organizations involved in transition-focused education and services.

6.3 Candidates complete a semester field experience of 15 hours that allows practice of skills and proficiencies as designated in the standards.

6.4 Candidates cultivate professional relationships with school colleagues and professional organizations to enhance their professional practice and student learning.

6.5 Candidates identify the professional code of ethics and demonstrate ethical behavior in their teaching practice.