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The State of Personnel Preparation: Secondary Transition

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Simonsen, Monica; Mazzotti, Valerie; Novak, Jeanne A.; Morningstar, Mary; Hirano, Karan; Rowe, Dawn; Williams-Diehm, Kendra; Johnson, Margaret C.; Kleinhammer-Tramill, Jeannie; and Roberts-Dahm, Danielle, "The State of Personnel Preparation: Secondary Transition" (2015). *School of Counseling and Special Education Faculty Publications*. 20.

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The State of Personnel Preparation: Secondary Transition

DCDT Research Committee - Personnel Preparation Subcommittee

Monica Simonsen, Ph.D., Valerie Mazzotti, Ph.D., Jeanne Novak, Ph.D., Mary Morningstar, Ph.D.,
Karan Hirano, M.Ed., Dawn Rowe, Ph.D., Kendra Williams-Diehm, Ph.D., Margaret C. Johnson, Jeannie Kleinhammer-Tramill, Ph.D. & Danielle Roberts-Dahm, M.Ed.

Federal Funding for Personnel Preparation

Research Question:

How have federal funds been used to stimulate preparation of transition service providers?

Method:

Content analysis of federal documents, including requests for proposals from USDOE.

State Credentials

Research Question:

To what extent do special education credential systems, as articulated in written policy, require transition-relevant structures (e.g. certification, licensure, and credential options) and transition-relevant content (standards that candidates must meet or courses requirements)?

Method:

- Content analysis of state certification standards
- Follow-up survey to State Departments of Education

What do we know?

In many states, any licensed special educator in secondary schools can be responsible for providing transition education and services (Kleinhammer-Tramill, Geiger, & Morningstar, 2003).



Successfully implementing transition education and services requires professionals to have a specific knowledge and skill set related to transition education and services, addressing system barriers, and collaboration (Morningstar & Clark, 2003).

Since the 2003 studies, the field has developed a set of standards for transition specialists (2013) and the landscape for teacher preparation has changed dramatically to include blended and online learning.



What do you think??

How do we advocate for and implement higher standards and more robust personnel preparation and professional development for secondary special educators delivering transition education and services?

Educator Preparation Programs

Research Questions:

- Do demographic factors influence the provision of transition-specific content in educator preparation programs (EPPs)?
- To what degree do EPPs include transition-related knowledge and skills within EPP coursework?
- How much time is spent providing instruction on secondary transition topics in higher education teacher preparation programs?
- What are the barriers/reasons why transition content is not included in EPP coursework?

Method (2 studies):

- National Survey of EPPs
- Content Review of selected syllabi from EPPs

Thank you to DCDT for supporting this project!!

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