**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Transcript Review Worksheet**

**Endorsement # 87 Career Technical Education Special Needs Coordinator**

*The holder is authorized to provide academic support services, to conduct basic academic skill assessments, to coordinate educational support services with the sending schools, and to assist IEP teams with the determination of appropriate placements in Career Technical Education programs for individuals from special populations, as that term is defined in federal regulations pertaining to special education eligibility, who are or will be enrolled in Career Technical Education programs.*

For this endorsement, “special populations” refers to the definitions found in 20 USC §2302(29) and Vermont State Board of Education rule 2370.

**The CTE Special Needs Coordinator Endorsement is divided into two domains, the Special Education domain and the Career and Technical Education domain.**

**In order to qualify for this endorsement, the candidate shall demonstrate the following:**

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| **Content** **Topic** | **College/****University** | **Course****Number** | **# of Credits** | **Course** **Title** | **How did this course meet this competency?** |
| **Special Education Domain** |  |  |  |  |  |
| 1. Learner Development and Individual Learning Differences Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. Specifically, they: |
| 1.1. understand how language, culture, and family background influence the learning of individuals with exceptionalities.  |  |  |  |  |  |
| 1.2. use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  |  |  |  |  |  |
| 1.3. demonstrate a dedication to helping students achieve college and career readiness  |  |  |  |  |  |
| 2. Learning Environments Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Specifically, they: |
| 2.1. collaborate with academic teams and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.  |  |  |  |  |  |
| 2.2. use motivational and instructional interventions to support individuals with exceptionalities how to adapt to different environments.  |  |  |  |  |  |
| **Content** **Topic** | **College/****University** | **Course****Number** | **# of Credits** | **Course** **Title** | **How did this course meet this competency?** |
| 2.3. know how to intervene safely and appropriately with individuals with exceptionalities in crisis.  |  |  |  |  |  |
| 3. Curriculum Content Knowledge Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. Specifically, they: |
| 3.1. understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.  |  |  |  |  |  |
| 3.2. understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.  |  |  |  |  |  |
| 3.3. support general and specialized curricula to make them accessible to individuals with exceptionalities.  |  |  |  |  |  |
| 3.4. have knowledge of current student learning standards and relevant state and national education initiatives.  |  |  |  |  |  |
| 3.5. consider needs of students based on their demonstrated proficiencies and help students achieve those needs through personalized instruction.  |  |  |  |  |  |
| 4. Assessment. Special Educators use multiple methods of assessment and data-sources in making educational decisions. Specifically, they: |
| 4.1. select and use technically sound formal and informal assessments that minimize bias.  |  |  |  |  |  |
| 4.2. use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.  |  |  |  |  |  |
| 4.3. collaborate with colleagues and families using multiple types of assessment information in making decisions about individuals with exceptionalities.  |  |  |  |  |  |
| 4.4. engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.  |  |  |  |  |  |
| 5. Instructional Planning and Strategies Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. Specifically, they: |
| **Content** **Topic** | **College/****University** | **Course****Number** | **# of Credits** | **Course** **Title** | **How did this course meet this competency?** |
| 5.1. consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.  |  |  |  |  |  |
| 5.2. use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.  |  |  |  |  |  |
| 5.3. demonstrate familiarity with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.  |  |  |  |  |  |
| 5.4. use strategies to enhance language development and communication skills of individuals with exceptionalities  |  |  |  |  |  |
| 5.5. support a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.  |  |  |  |  |  |
| 5.6. support mastery and promote generalization of learning.  |  |  |  |  |  |
| 5.7. teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.  |  |  |  |  |  |
| 6. Professional Learning and Ethical Practice Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Specifically, they: |
| 6.1. use professional ethical principles and professional practice standards to guide their practice.  |  |  |  |  |  |
| 6.2. understand how foundational knowledge and current issues influence professional practice.  |  |  |  |  |  |
| 6.3. understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.  |  |  |  |  |  |
| 6.4. understand the significance of lifelong learning and participate in professional activities and learning communities.  |  |  |  |  |  |
| 6.5. advance the profession by engaging in activities such as advocacy and mentoring  |  |  |  |  |  |
| **Content** **Topic** | **College/****University** | **Course****Number** | **# of Credits** | **Course** **Title** | **How did this course meet this competency?** |
| 6.6. provide guidance and direction to paraeducators, tutors, and volunteers.  |  |  |  |  |  |
| 7. Collaboration Special Educators collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Specifically, they: |
| 7.1. use the theory and elements of effective collaboration.  |  |  |  |  |  |
| 7.2. serve as a collaborative resource to colleagues.  |  |  |  |  |  |
| 7.3. use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.  |  |  |  |  |  |
| Career and Technical Education Domain |  |  |  |  |  |
| 1. CTE special needs coordinators manage student behavior through procedures, clear expectations, and structure.  |  |  |  |  |  |
| 2. CTE special needs coordinators communicate effectively with students, parents, colleagues, and community members  |  |  |  |  |  |
| 3. CTE special needs coordinators demonstrate working knowledge of and comply with current federal, state, and local government policies and district policies.  |  |  |  |  |  |
| 4. CTE special needs coordinators work with other service providers within the school and the broader community to support and promote a positive learning environment for all students.  |  |  |  |  |  |
| 5. CTE special needs coordinators students plan for transitions by assessing students’ career interests and skills and helping them design and explore career-related experiences inside and outside of the classroom.  |  |  |  |  |  |
| 6. CTE special needs coordinators understand how to communicate the unique context of special needs students in career and technology centers so that sending high school understand the CTE context and CTEs understand the context of special needs populations.  |  |  |  |  |  |

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| **Content** **Topic** | **College/****University** | **Course****Number** | **# of Credits** | **Course** **Title** | **How did this course meet this competency?** |
| 7. CTE special needs coordinators recognize and support all special populations with awareness of how their status interacts with the unique educational setting of a CTE.  |  |  |  |  |  |
| Additional Requirements: |  |  |  |  |  |
| A minimum of 21 credits in special education |  |  |  |  |  |
| A minimum of a practicum, or the equivalent, in special education at the middle/secondary (grade 7-age 21) instructional level A practicum is defined as a minimum of 60 hours of supervised field experience. |  |  |  |  |  |
| A minimum of two years of teaching experience in special education or Career Technical Education |  |  |  |  |  |