Special Education: Transition

COMPONENT #: 2-100-434   **POINTS TO BE EARNED:** 120 MPP

<mark>**PART I – PLANNING**</mark>

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to demonstrate knowledge of the transition process and to identify techniques and strategies that will lead to successful school to post-school planning for students with disabilities. Transition assessment, planning, and activities will be presented and explored with educators responsible for students with disabilities in secondary programs.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

X Learning Communities   ☐ Learning Designs
☐ Leadership   ☐ Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning   X Assessment
X The Learning Environment   ☐ Continuous Professional Improvement
X Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

☐ Student Learning Results   ☐ Decision Making
☐ Student Learning as a Priority   ☐ Leadership Development
☐ Instructional Plan Implementation   ☐ School Management
☐ Faculty Development   ☐ Communication
☐ Learning Environment   ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

☐ PS 2 – Knowledge of Learners   X PS 6 – Communication
X PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
X PS 4 – Instructional Delivery and Engagement   X PS 8 – Learning Environment
X PS 5 – Assessment

IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

X Educator knowledge/skill (content)   X Student learning
☐ Educator (professional growth)   ☐ Organizational support and change

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify activities relevant to the four stages of career development (awareness, exploration, preparation, and placement).
2. Identify the essential domains of transition planning for students with disabilities (personal and social, general community functioning, and leisure and recreation).
3. Demonstrate knowledge of transition planning using student and family preferences to develop desired post-school outcomes.
4. Identify resources and strategies to assist students in functioning effectively in a variety of environments to which they will be transitioning.
5. Demonstrate an understanding of the transition process including components required by law, State Board of Education rule, and local school district policy.
6. Identify content and activities used for the development of a career portfolio.
7. Develop an understanding of self-determination, including self-advocacy, student-directed Individual Education Plans (IEPs), and person-centered planning.
8. Identify the types and purposes of transition assessments that can be used in planning for transition.
9. Determine the most appropriate transition assessments to be used for specific students and specific target groups.
10. Discuss ways to involve parents in the transition process.
11. Identify and describe different employment and vocational training opportunities.
12. Demonstrate knowledge of accommodations and modifications (including the use of assistive technology) that can be used to support transition instruction for individuals with disabilities.
13. Identify strategies for implementing the Transition IEP.
14. Identify agencies that provide support to individuals with disabilities in transition and the services they provide.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Attend the instructor's lectures/presentations and participate actively in discussions and activities on innovative strategies/techniques, technology integration and/or materials for specific instructional objectives (SLO 1-14).
2. Draft, within a small group, a list of artifacts that can be found in a career portfolio (SLO 6, 8 and 9).
3. Review several transition curriculums (Dare to Dream, Standing Up for Me, etc.) and discuss implementation strategies (SLO 1-7).
4. Review ways a student can integrate self-determination skills into their Transition IEP meeting (SLO 7).
5. Share, within a small group, successful strategies and/or techniques used to increase parental involvement in the transition process (SLO 10).
6. Write, within a small group, sample goals on an individual transition plan utilizing information provided by workshop instructor (SLO 12-14).

7. Identify resources that can help support goals that are developed on the individual transition plan (SLO 12-14).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator/Knowledge: Complete written assignments (e.g. lesson plans, logs, student activities descriptions, reviews and reflections, journal entries, summaries, etc.) as given by the instructor.
2. Student Learning: Provide evidence of improved instructional practices by creating an action plan to be implemented at the school site.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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