

Collaboration

| Performance Indicators | How will I meet this indicator with my plan |
|---|---|
| (a) Identify opportunities for collaboration. | I will collaborate with my advisor to set up and personalized the organization system to meet my needs. |
| (b) Collaborate effectively and respectfully. | I'll need to communicate respectfully with each of my teachers to express any need for support with my organization system. |

Creativity

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Apply knowledge in familiar and new contexts. | I will be able to identify new ways to apply this organization system beyond homework assignments. |
| (b) Demonstrate initiative and responsibility for learning. | By managing my own organization system, I am taking charge of my own responsibilities. |
| (c) Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | I am showing the ability to learn a new system for managing tasks. |

Innovation

| Performance Indicators | How will I meet this indicator with my plan |
|---|---|
| (a) Identify opportunities for innovation. | I will be able to identify new ways to apply this organization system beyond homework assignments. |
| (b) Integrate knowledge from a variety of sources to set goals and make informed decisions. | I will be deciding what information and tasks to record in my organization system to meet my goal of having on time work. |

Inquiry

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Persevere in challenging situations. | It has been incredibly challenging for me to organize my assignments and complete them on time. I'm showing perseverance by investigating a new tool to support my goal and sticking with it to improve my timeliness. |

Problem Solving

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Frame questions, make predictions, and design data collection and analysis strategies. | I will be taking data on my improvement and analyzing the effects of the new organization system. |
| (b) Identify patterns, trends, and relationships that apply to solutions. | I will analyze the pattern of my improvement to see if there are differences between classes or times of the week. |
| (c) Persist in solving challenging problems and learn from failure. | I will persist in solving the challenge I'm experiencing with completing my assignments on time, learning from mistakes I make. |

Use of Technology

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Practice responsible digital citizenship. | I will practice internet safety as I use the new tool. |
| (b) Use technology to support and enhance the critical thinking process. | I'm investigating a new technology to support my improved success with assignments. |
| (c) Use a range of tools, including technology, to solve problems. | I am using new tools to solve the problem I am experiencing. |
| (d) Use technology and digital media strategically and capably. | I have chosen a new tool because it is compatible with the tablet I have and has worked for other students. I will show the ability to use the new tool capably. |

Goal 2: Independent Living

Allison will successfully design and teach a small and large group lesson in a preschool or kindergarten classroom.

Communication

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Demonstrate organized and purposeful communication. | I will need to develop organized plans for teaching lessons in Jessie's class and communicate this with her and my teachers. |
| (b) Use evidence and logic appropriately in communication. | I will need to use evidence on good teaching and child development to create lessons for Jessie's class. |
| (c) Adjust communication based on the audience, context, and purpose. | I will need to adjust my communication daily between communicating with children in Jessie's class, adults in her school, and adults and friends at my school. |
| (d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. | I will need to communicate in all of these ways as I plan lessons for Jessie's class. |
| (e) Use technology to further enhance and disseminate communication. | I will use technology to communicate with Jessie and my teachers in planning lessons. |

Collaboration

| Performance Indicators | How will I meet this indicator with my plan |
|---|--|
| (a) Identify opportunities for collaboration. | I will seek new opportunities for collaboration at Jessie's school with other teachers. |
| (b) Collaborate effectively and respectfully. | I will need to communicate very professionally at Jessie's school. |
| (c) Collaborate as needed to advance learning. | I will need to ask questions and communicate with Jessie and my teachers to learn more about designing lessons for young children. |
| (d) Participate in and contribute to the enhancement of community life. | By designing lessons that teach young children in the community, I am contributing to the advancement of my community. |
| (e) Demonstrate commitment to personal and community health and wellness. | By designing lessons that teach young children in the community, I am contributing to the health and wellness of my community. |

Creativity

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Identify, manage, and assess new opportunities related to learning goals. | I will seek new opportunities to learn about teaching as a career and will apply to colleges to open these opportunities. |
| (b) Demonstrate initiative and responsibility for learning. | I will be initiating my own learning about education that extends beyond my child development course. |
| (c) Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | I will have to be very flexible as I learn, unlearn, and relearn about child development and teaching. |

Inquiry

| Performance Indicators | How will I meet this indicator with my plan |
|---|---|
| (a) Use evidence and reasoning to justify claims. | I will need to use sources that have evidence to choose lessons and improve them and support my opinions. |
| (b) Observe and evaluate situations in order to define problems. | I will need to observe the children in Jessie's class to evaluate what the children already know and need to learn. |
| (c) Analyze the accuracy, bias, and usefulness of information. | I will need to make judgments about the information on teaching I gain from other teachers, Jessie, and written sources and make decisions. |
| (d) Persevere in challenging situations. | Teaching will be new and challenging for me, and I will have to persist even when it feels really difficult. |
| (e) Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes. | I will need to understand about the whole system of what the children in Jessie's class is teaching and how my lessons fit into the bigger picture. |

Problem Solving

| Performance Indicators | How will I meet this indicator with my plan |
|---|--|
| (a) Frame questions, make predictions, and design data collection and analysis strategies. | I will need to develop questions about what children need to learn, make predictions about how my lessons will work, and analyze how well they worked. |
| (b) Identify patterns, trends, and relationships that apply to solutions. | I will need to analyze patterns of how children in the class are learning and what kinds of teaching are working for them. |
| (c) Generate a variety of solutions, use evidence to build a case for best responses, critically evaluate the effectiveness of responses, and repeat the process to generate alternate solutions. | After I deliver or help with a lesson, I will have to evaluate how it went and generate ideas for how to make it better and try those ideas. |
| (d) Persist in solving challenging problems and learn from failure. | Teaching will be new and challenging for me, and I will have to persist in learning when I make mistakes. |
| (e) Apply knowledge from various disciplines and contexts to real life situations. | Teaching will be new and challenging for me, and I will have to persist in learning when I make mistakes. |

- 7. Cooperative Work Experience
- 8. Government

The team continues the discussion and thinks through the accommodations and modifications Allison needs in each of her courses to be successful at demonstrating proficiency. Additionally, the team discussed adaptations and modifications as they apply to the proficiency-based graduation requirements.

Allison's Transition Plan follows.

| Individualized Education Program - Post-Secondary Transition Plan |
|---|
| <p>Student Name: <u>Allison</u> IEP Meeting Date: <u>9 /08/2018</u> Current Grade Level: <u>11th</u> Expected Date of Graduation: <u>5/30/2020</u></p> |
| <p>Evidence of involving student and related agencies: Laura asked Allison who she would like to include in her transition meeting. She invited her parents and her language arts teachers, Chad, who is also her advisor. Maisie, from Vocational Rehabilitation, was also invited and attended by phone.</p> |
| <p>Age Appropriate Transition Assessments Performed (State the assessment and date, then identify the student's preferences, interests, strengths and needs, then link that information to post-secondary goals): WAIS-R – 5/16, Woodcock Johnson- 5/16, Career Planning Survey- 8/18, Work adjustment Inventory- 8/18</p> <p>The results of these tests and surveys suggest Allison has the potential of meeting her postsecondary goals of being a classroom teacher. The findings suggest that Allison may benefit from accommodations in college, particularly in the form of writing support and extended time on timed assessments.</p> |
| <p>Definitions: Measurable Post-Secondary Goals - <i>A post-secondary goal is a statement of the desired outcome for the student after leaving high school.</i></p> <p>Measurable Annual Transition Goals - <i>Goals that address the skills that the student will be focusing on during the life of the annual IEP in order for the student to reach his/her post-secondary goals.</i></p> |
| <p>Education and Training (Required)</p> <p>Post-Secondary Goal(s) for Education and Training (Required): Allison will complete a bachelor's degree program in teacher education within 4 years of high school graduation.</p> |

Progress Review Dates

| | 2 /15/2019 | 4 /15/2019 | 8 /15/2019 | 10 /15/2019 |
|---|------------|------------|------------|-------------|
| Annual Transition Goal(s) for Education and Training (Required): Allison will successfully complete courses in child development and psychology in high school, mastering all of the course competencies for each course. | | | | |

List Transition Services related to Education and Training:
 Monitoring with her advisor to ensure she is staying on track within each class. Specially-designed instruction to support writing development.

Individualized Education Program - Post-Secondary Transition Plan

Employment (Required):

Post-Secondary Goal(s) for Employment (Required) -

Allison will have a full-time teaching job within 5 years of graduation.

Progress Review Dates

| | 2 /15/2019 | 4 /15/2019 | 8 /15/2019 | 10 /15/2019 |
|---|------------|------------|------------|-------------|
| Annual Transition Goal(s) Employment (Required): Allison will submit completed assignments on time in all of her classes with no more than one late assignment per month. | | | | |

List Transition Services related to Employment:
 Community based instructional experiences related to planning and delivering lessons in a preschool or kindergarten classroom. Allison's sister, Jessie, can provide support and instruction. Maisie will provide Allison with options for support from Vocational Rehabilitation.

Independent Living (as appropriate):

Post-Secondary Goal(s) for Independent Living (as appropriate): After graduation, Allison will develop a system for organizing her work tasks, use the system, and will meet each of her deadlines in college and at work.

Progress Review Dates

| | 2/15/2019 | 4/15/2019 | 8/15/2019 | 10/15/2019 |
|---|-----------|-----------|-----------|------------|
| Annual Transition Goal(s) for Independent Living (Required): Allison will submit completed assignments on time in all of her classes with no more than one late assignment per month. | | | | |

List Transition Services related to Independent Living:

Coaching to develop an organizational system to support planning and completing of on-time assignments.

Individualized Education Program - Post-Secondary Transition Plan

Course(s) of Study: *A description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year, to include the IEP-PLP connection.*

1. Psychology
2. English
3. Algebra II
4. Physical Education
5. Child Development
6. Chemistry
7. Cooperative Work Experience
8. Government

Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):

Vocational Rehabilitation will provide options of services that Allison may choose to receive. This form will be updated in the event that she chooses to accept a VR service.

If the student will be reaching age 17 during the duration of this IEP, he/she and their parents must have been notified, in writing, that parental rights will transfer to the student upon reaching the age of 18. n/a

- Yes
 If not completed in writing, please specify how they were notified: _____
 n/a

Adaptations to Graduation Requirements

Happy Valley High uses the Vermont Agency of Education Graduation Proficiencies, EQS Transferable Skills, and Recommended Performance Indicators. After outlining each of the short-term secondary goals, the team reviewed each of the performance indicators from the EQS Transferable Skills and Content Graduation Proficiencies to determine which ones needed any type of adaptation. For each, the team determined if an accommodation, modification, or no adaptation was needed and gave a general description of any adaptation needed for the student to meet the performance indicator. Within each of his courses, if he meets the performance indicator with the accommodation or modification, he will have met the PBGR within that course. Although Happy Valley High uses all of the Agency of Education Content Graduation Proficiencies, they choose to use only Language Arts and Mathematics with Transferrable Skills on the transition plan to focus on cross-cutting skills for long term success.

Adaptations to Proficiency-based Graduation Requirements for Transferrable Skills

The following section outlines the adaptations needed for the student to meet PBGRs. Student will have met the PBGRs if they accomplish each with the listed adaptations.

Communication

| Performance Indicator | Adaptation Needed |
|---|---|
| (a) Use evidence and reasoning to justify claims. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |
| (b) Observe and evaluate situations in order to define problems. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |
| (c) Analyze the accuracy, bias, and usefulness of information. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |
| (d) Persevere in challenging situations. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| (e) Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |

| | |
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| Description of Accommodations | Special education will provide Allison assistance in developing a system for organizing and managing her time. Allison will be given assistance to divide challenging tasks into smaller parts and supported to use her organization system to persist with the tasks to completion. |
| Description of Modifications | None |

Adaptations to Proficiency-based Graduation Proficiencies for Content Areas

The following section outlines the adaptations needed for the student to meet PBGRs. Student will have met the PBGRs if they accomplish each with the listed adaptations.

Language Arts

| Graduation Proficiency | Adaptation Needed |
|--|--|
| 1. READING Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 2. WRITING Produce clear and coherent writing for a range of tasks, purposes, and audiences. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 3. WRITING Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 4. SPEAKING AND LISTENING Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 5. SPEAKING AND LISTENING Present information, findings and supporting evidence conveying a clear and distinct perspective. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 6. LANGUAGE Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | <input checked="" type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None |

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| Description of Accommodations | Timeliness will not be counted as part of Allison's grade. |
| Description of Modifications | For language arts, conventions of writing will not be a part of Allison's grade. |

Mathematics

| Graduation Proficiency | Adaptation Needed |
|---|---|
| 1. MODELING Use mathematics to help make sense of the real world: identify variables, formulate a model describing the relationships between the variables, interpret results, and validate and report conclusions and the reasoning behind them. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 2. NUMBER AND QUANTITY Reason, describe, and analyze quantitatively, using units and number systems to solve problems. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 3. ALGEBRA Create, interpret, use, and analyze expressions, equations and inequalities. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 4. FUNCTIONS Use functions, including linear, quadratic, trigonometric, and exponential, to interpret and analyze a variety of contexts. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 5. GEOMETRY Understand geometric concepts and constructions, prove theorems, and apply appropriate results to solve problems. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |

| | |
|---|---|
| 6. STATISTICS AND PROBABILITY Interpret and apply statistics and probability to analyze data, reach and justify conclusions, and make inferences. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
|---|---|

| | |
|--------------------------------------|--|
| Description of Accommodations | Timeliness will not be counted as part of Allison's grade. |
| Description of Modifications | None |