

## VT AOE Secondary Transition Best Practices Self Assessment Tool

### Purpose:

The following document is designed to be a self assessment on systemic best practices for Secondary Transition (Indicator 13). While it is not designed to be a step by step guide to completing the Secondary Transition process, for those resources [online](#), it can help assess whether or not an Local Education Agency (LEA) has the systemic supports in place to effectively engage in transition planning and service delivery.

### Background:

The Secondary Transition Best Practices Self Assessment was created by the Agency of Education (AOE) using best practices of systemic improvement, input from our LEAs, and feedback from national partners. The AOE asked for submissions from 12 LEAs who were found to be 100 percent compliant for indicator 13, collecting feedback on the systemic changes and new practices implemented by those LEAs that anecdotally led to their high compliance rate. This feedback was combined with Agency and national recommendations to create the various criteria within the tool.

The criteria can be further categorized into two areas Oversight and Training. The section related to Oversight encompasses broad systemic needs, such as the development of policies and practices documents, schedules to allow for necessary collaboration, and a system of checks and review to ensure transition plans are being assessed. The Training section contains indicators related to the kinds of support, feedback, and follow up that staff members engaged in transition planning should have access to. Please also consider this tool a living document. As LEAs are implementing the self assessment, either on their own or with the support of the AOE, the AOE is interested in collecting feedback on its usefulness and areas for improvement. The goal is to create an effective and implementable best practices tool.

### Directions:

The self assessment tool should be completed by a small team of administrators who have the ability make policy decisions as well as special educators responsible for completing the transition planning process. Each item listed can be scored on a scale of zero to two. Generally, a score of two represents full implementation of the criteria listed, a one indicates a partial, or inconsistent implementation of the criteria, and a zero would indicate that the item has not yet been introduced. A maximum score of 30 can be achieved, and while a cumulative score may be helpful for an

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LEA conducting multiple self assessments over time, it's true purpose is to highlight systemic areas for improvement. These areas can then be incorporated into the LEAs improvement planning cycles.

**Secondary Transition Best Practices Self Assessment:**

Name of High School: \_\_\_\_\_

**Oversight**

<b>Criteria</b>	<b>Achieved (2)</b>	<b>Emerging Progress (1)</b>	<b>Not Yet Introduced (0)</b>
<p>The high school develops a quality control system for consistently creating Indicator 13 compliant IEP transition plans.</p>	<p>The high school has and follows a written process that:</p> <p>A. Identifies a lead transition special educator or special ed director who reviews all new IEPs for Indicator 13 on a monthly basis and at least once annually for Indicator 13 compliance using the I13 checklist (<a href="#">full</a> or <a href="#">one pager</a>).</p> <p>B. Based on results of those reviews the lead transition special educator provides timely feedback and/or training to staff in any areas of non-compliance within the transition plan.</p>	<p>The high school has identified which staff members have produced 100% compliant transition plans but has not yet created a quality control system.</p>	<p>The high school has not looked into identifying which special educators are producing 100% compliant transition plans or the high school currently does not have any special educators producing 100% compliant transition plans.</p>

Criteria	Achieved (2)	Emerging Progress (1)	Not Yet Introduced (0)
<p>High school special ed case managers use the AOE/NTACT indicator 13 checklist for every IEP transition plan they write.</p>	<p>The high school has and follows a written review process that:</p> <p>A. Ensures all HS Special Ed case managers are issued the I13 checklist (<a href="#">full</a> or <a href="#">one pager</a>).</p> <p>B. Ensures that staff consistently use the AOE/NTACT Indicator 13 checklist when they write transition plans.</p>	<p>HS Special Ed case managers sometimes use the AOE/NTACT Indicator 13 checklist when they write transition plans.</p>	<p>HS Special Ed case managers are not aware of the AOE/NTACT I13 checklist and are not using the checklist when they write transition plans.</p>
<p>The high school starts including the transition plan in the IEP in 9th grade even if that is younger than the age requirement.</p>	<p>All students that have an IEP developed in their 9th grade year or later have a completed transition plan, or have meeting minutes to reflect that the opportunity to develop the transition plan was brought up by the school team and the parent decided to wait until the required age of 16 to complete the process.</p>	<p>Some 9th grade students on IEPs have transition plans while others don't. The high school inconsistently has this discussion at IEP meetings before the student turns 16.</p>	<p>The high school does not require that case managers begin having this conversation until the first IEP that goes into effect after the student turns 16.</p>
<p>The high school has a strong relationship with their local Interagency partners.</p>	<p>The high school consistently invites the Hireability transition counselor to IEP transition planning meetings. The high school provides onsite office space for HireAbility/VR counselor.</p>	<p>The high school inconsistently invites the Hireability transition counselor to IEP transition planning meetings.</p>	<p>The high school does not have a strong relationship with Hireability (formerly Voc Rehab).</p>

Criteria	Achieved (2)	Emerging Progress (1)	Not Yet Introduced (0)
<p>Time is provided for special educators to attend the available trainings and support one another as they generate transition plans.</p>	<p>All special educators have a professional development schedule that allows them to have completed all available transition trainings and attend new trainings as delivered.</p> <p>All special educators have scheduled time within the work week to collaborate and to receive feedback on transition plans.</p>	<p>The high school shares trainings with staff and encourages special educators to collaborate but does not have systems in place to ensure that the collaboration is occurring.</p>	<p>The high school does not have any identified time for special educators to attend trainings and support one another as they generate transition plans.</p>
<p>There is ongoing communication with students and families about plans for the future. Connections are made from the current IEP transition plan and what that student is working on at school to improve the likelihood of reaching postsecondary goals.</p>	<p>The high school has written policies, procedures, and schedules that ensure:</p> <p>A. Special educators are having ongoing communication with students and families to support the creation of IEP transition plans, and making connections that are distinctly documented in a student's current IEP.</p> <p>B. Transition plans are tied to what the student is working on during the school year, with the goal of reaching postsecondary goals.</p>	<p>The high school inconsistently checks in with special educators to ensure that transition plans are collaboratively established, documented in the IEP, and developed through the lens of reaching postsecondary goals.</p>	<p>The high school does not oversee IEP plans to ensure that transition planning is occurring in a collaborative process that incorporates the likelihood of reaching postsecondary goals.</p>
<p>Parents are fully informed of transition related standards, content, and expectations.</p>	<p>Parent training is either provided as a related service, or meeting minutes indicate it was offered and parents declined for all transition age students on an IEP.</p>	<p>Parent training is inconsistently offered and provided as a related service.</p>	<p>Parent Training is not offered or provided as a related service.</p>

## Training

Criteria	Achieved (2)	Emerging Progress (1)	Not Yet Introduced (0)
High school special education staff receive ongoing PD related to secondary transition.	All special educators have a professional development schedule that allows them to have completed all available transition trainings and attend new trainings as delivered.	The high school is not consistent in creating opportunities for ongoing professional development surrounding secondary transition for students on IEPs.	The high school provides no opportunities for ongoing professional development surrounding secondary transition for students on IEPs.
Training and information provided to teachers is put into a step by step guide specific to that high school.	Every special educator has a copy of the transition planning guide developed by the High school or LEA based on guidance delivered by the AOE.	High school is developing their own step by step guide for transition planning.	High school does not have a step by step guide for transition planning.
HS Special educators are provided with instruction on the “why and how” to support students with disabilities around transition services.	High school special educators are given explicit instruction on the “why and how” to best support students with disabilities as they plan for individualized postsecondary opportunities.	High school special educators have received some instruction on the “why and how” to support students with disabilities as they plan for individualized postsecondary opportunities.	High school special educators don’t receive any instruction on the “why and how” to support students with disabilities as they plan for individualized postsecondary opportunities.
Indicator 13 is a general theme at many staff meetings throughout the year and includes ongoing review of the elements and components of a compliant TP. Staff can check each other for interpretation.	The high school ensures that Indicator 13 is discussed regularly as a staff throughout the year. Staff are given opportunities to review elements of a transition plan and check in with one another for interpretation of specific components.	The high school occasionally allows for staff meetings to be used to discuss transition plans. Staff are provided with minimal opportunities to connect and review elements of a transition plan collaboratively.	Staff meetings never have a theme of transition planning and supporting information for special educators.

Criteria	Achieved (2)	Emerging Progress (1)	Not Yet Introduced (0)
<p>Lead transition special educator takes the existing AOE recommendations and sample TPs and creates sample IEP transition plan for a generic student using language the staff are already used to at their school.</p>	<p>The high school has at least one sample/fictional IEP transition plan that is:</p> <p>A. Readily accessible by all high school special educators</p> <p>B. Used to train staff in writing comprehensive transition plans that align with the language being used at the school.</p>	<p>The high school is in the process of completing a sample/fictional IEP transition plan to support the school's special educators in this process.</p>	<p>There is no plan to create a sample transition plan that the high school could utilize for internal training of staff.</p>
<p>The high school has created a pool of transition assessments for case managers to draw from. The assessments measure student strengths, needs, preferences and interests as they relate to current and future employment, higher ed, and independent living. All staff know how to locate and administer the collection of assessments.</p>	<p>The high school has a robust collection of available transition assessments to draw from with:</p> <p>A. Assessments that are accessible and universally designed, in which individualized assessment needs are considered.</p> <p>B. Assessments that include all the areas that need to be assessed (strengths, needs, preferences, interests).</p>	<p>The high school has a small number of available transition assessments to draw from with:</p> <p>A. Assessments that are not universally designed and limited in their accessibility</p> <p>B. Assessments don't cover all the areas that need to be assessed (strengths, needs, preferences, interests).</p>	<p>The high school does not have a pool of transition assessments to draw from.</p>
<p>Staff utilize the <a href="#">Transition Assessment Planning tool</a> to map out what assessments are needed for each student.</p>	<p>The high school shares the transition assessment planning tool with staff and ensures that this tool is being utilized to map out what assessments are needed for each individual student.</p>	<p>The high school shares the transition assessment planning tool with staff but does not take additional measures to support staff in utilizing this tool.</p>	<p>The high school does not share the transition assessment planning tool with staff and employs no additional measures to support staff in utilizing this tool.</p>

**Success Readiness Score:** \_\_\_\_\_ /30 points = \_\_\_\_\_