



Transition Competency Needs Assessment

Name of program

Program Description

Name:

Certification awarded and credits required:

Program Courses

List required courses:

- *Course 1 name and number*
- *Course 2 name and number*
- ...

Directions for Needs Assessment

1. Review the syllabi for each required course for evidence of integration/implementation of the Transition Competencies developed by the Next Steps NH project. Evidence may consist of learning outcomes, assignments or assessments related to the competency key elements. Make notes for clarification and possible action plan tasks.

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2. Identify at what level each key element is being implemented across program courses:
 - I – Introducing
 - P – Practice
 - D – Demonstration of mastery
3. Identify the courses (if any) where a learning outcome is closely connected to the key element.
4. Assess your current level of key element implementation:
 - 1 – Not Implemented
 - 2 – Initial Implementation
 - 3 – Significant Implementation
 - 4 – Full Implementation

Competency Area Definitions

Competencies and key elements are organized by Kohler's (1996) *Taxonomy for Transition Programming*, which is consistent with the Next Steps NH Project's *Framework for Transition-Focused Education*. Kohler's definitions of the areas are:

- *Student-focused Planning*: competencies support the development of practices that focus on using assessment information and facilitating students' self-determination to develop individual education programs based on students' post-school goals.
- *Student Development*: competencies support the development of practices that emphasize life, employment, and occupational skill development through school-based and work-based learning experiences. Student assessment and accommodations provide a fundamental basis for student development resulting in successful transitions.

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- *Collaboration*: competencies support practices facilitate involvement of school personnel (e.g., counselors, general educators, special educators, administrators, coaches, nurses) community businesses, organizations, and agencies in all aspects of transition-focused education.
- *Family Involvement*: competencies support practices that are associated with parent and family involvement in planning and delivering education and transition services. Family-focused training and family empowerment activities increase the ability of family members to work effectively with educators and other service providers.
- *Program Structures*: competencies support features that relate to efficient and effective delivery of transition-focused education and services, including philosophy, planning, policy, evaluation, and human resource development. The structures and attributes of a school provide the framework for a transition perspective.

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| A1. STUDENT-FOCUSED PLANNING | | | | | | | | | | | |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|---|---|-------------------------|
| Competency A.1 Use information from a variety of transition assessments to inform student-centered transition and career development planning. Key elements: | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Learning Outcome(s) | Evidence of implementation in: <ul style="list-style-type: none"> assignments assessments <hr/> Notes and possible action plan items | Level of Implementation |
| A1.1 Understand a variety of formal and informal transition assessments and procedures used to identify students strengths, preferences, interests, and needs critical to transition outcomes (postsecondary education, employment, independent living). | | | I | I | P | D | P | 605 | 605: Assignments: journal reflections, transition lesson plans, transition student case study. Assessments: need development but exist 660/665: Assignments: N. Assessments: N <hr/> NOTES 605: refine assessments 660/65: All learning outcomes embedded in assignments What tools do we want teachers to use? When and how do you want them to administer them? How do you ensure they are critical consumers? | 3 | |
| A1.2 Conduct informal transition assessments and modify to meet individual student needs. | | | | | | | | | <hr/> NOTES | | |
| A1.3 Communicate transition assessment information so that the results are understood by students, families, and professionals. | | | | | | | | | <hr/> NOTES | | |

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| A2. STUDENT-FOCUSED PLANNING | | | | | | | | | | |
|--|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|---------------------|--|-------------------------|
| Competency A.2 Develop student-centered transition IEPs that ensure student voice in goals, processes, and outcomes. Key elements: | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Learning Outcome(s) | Evidence of implementation in: <ul style="list-style-type: none"> • assignments • assessments • learning outcomes | Level of Implementation |
| | | | | | | | | | Notes and possible action plan items | |
| A2.1 Write measurable postsecondary goals that reflect student interests and preferences. | | | | | | | | | <hr/> NOTES | |
| A2.2 Write measurable annual goals and objectives related to measurable postsecondary goals. | | | | | | | | | <hr/> NOTES | |
| A2.3 Design transition services and course of study to achieve postsecondary goals and objectives. | | | | | | | | | <hr/> NOTES | |
| A2.4 Align instructional activities and related activities with postsecondary goals and objectives. | | | | | | | | | <hr/> NOTES | |

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| A2.5 Knowledge of the importance and elements of a student-centered summary of performance. | | | | | | | | | <hr/> NOTES | |
| A2.6 Knowledge of state and federal transition requirements and how to incorporate them into an IEP. | | | | | | | | | <hr/> NOTES | |

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| B. STUDENT DEVELOPMENT | | | | | | | | | | | |
|--|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|---------------------|---|-------------------------|
| Competency B Design student-centered curriculum, instruction, assessments, related activities, and accommodations that facilitate the movement toward identified post-secondary goals. Key elements: | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Learning Outcome(s) | Evidence of implementation in: <ul style="list-style-type: none"> • assignments • assessments • learning outcomes <hr/> Notes and possible action plan items | Level of Implementation |
| B1. Knowledge of a range of post-school options (i.e., employment, postsecondary education, and independent living) to inform student-centered transition and career development planning. | | | | | | | | | | <hr/> NOTES | |
| B2. Knowledge of evidence informed instruction, curricular resources, and practices (including Extended Learning Opportunities, ELOs) regarding transition to post-school settings. | | | | | | | | | | <hr/> NOTES | |
| B3. Knowledge of augmentative and alternative communication systems and a variety of assistive technologies that support transition and career development for individuals with disabilities. | | | | | | | | | | <hr/> NOTES | |

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| B4. Knowledge of curricular resources and instructional activities that educators can use to connect general education course content to an individual’s postsecondary goals | | | | | | | | | | <hr/> NOTES | |
| B5. Teach self-advocacy and self-determination skills to facilitate students’ understanding of their strengths and challenges. | | | | | | | | | | <hr/> NOTES | |
| B6. Articulate the importance and impact of a variety of work-based learning experiences including ELOs. | | | | | | | | | | <hr/> NOTES | |

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| C. COLLABORATION | | | | | | | | | | |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|--------------------------|--|--------------------------------|
| Competency C Collaborate with stakeholders to insure and increase effective transition services, activities, supports, and outcomes for individuals with disabilities and their families. Key elements: | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Learning Outcomes | Evidence of implementation in: <ul style="list-style-type: none"> • assignments • assessments • learning outcomes <hr/> Notes and possible action plan items | Level of Implementation |
| C1. Knowledge of roles and responsibilities of educators, employers, and other service providers in a variety of settings related to postsecondary outcomes. | | | | | | | | | <hr/> NOTES | |
| C2. Articulate strategies that facilitate collaboration among transition stakeholders | | | | | | | | | <hr/> NOTES | |
| C3. Advocate for integrating transition content within general academic courses for individual students. | | | | | | | | | <hr/> NOTES | |
| C4. Knowledge of how to connect students to internal school resources (e.g., technical education, school counseling) and community resources (e.g., Vocational Rehabilitation, mental health). | | | | | | | | | <hr/> NOTES. | |

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| C5. Knowledge of how to prepare the student, family, agency representatives, and other IEP team members for the transition planning process. | | | | | | | | | <hr/> NOTES | |
| C6. Knowledge of how to coordinate and facilitate ongoing transition planning during and after IEP meetings. | | | | | | | | | <hr/> NOTES | |
| C7. Understand the student/family referral process for postsecondary and community services. | | | | | | | | | <hr/> NOTES | |
| C8. Develop and maintain professional ethics in working with students, families, school personnel, community, and agency personnel. | | | | | | | | | <hr/> NOTES | |

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| D. Family Involvement | | | | | | | | | | |
|--|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-------------------|--|--------------------------------|
| Competency D Actively involve all families with sensitivity and responsiveness to the family’s cultural, linguistic and socioeconomic makeup throughout the transition decision-making and implementation process. Key elements: | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Learning Outcomes | Evidence of implementation in: <ul style="list-style-type: none"> • assignments • assessments • learning outcomes <hr/> Notes and possible action plan items | Level of Implementation |
| D1. Articulate the significance of family engagement throughout the postsecondary transition planning process and how it relates to increased student success. | | | | | | | | | <hr/> NOTES | |
| D2. Knowledge of the student and family’s cultural and environmental context and how it affects behavior and learning. | | | | | | | | | <hr/> NOTES | |
| D3. Understand the supports necessary for families to communicate effectively and work collaboratively with educational personnel. | | | | | | | | | <hr/> NOTES | |
| D4. Identify information for families | | | | | | | | | <hr/> <hr/> | |

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| Key elements: | | | | | | | | | | |
| to understand transition related education services, information on IDEA, and potential support networks and services. | | | | | | | | | NOTES | |

Needs Assessment of IHE Transition Curriculum

| E. Program Structures | | | | | | | | | | | |
|--|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-------------------|--|-------------------------|
| Competency E Knowledge of program structures that use evidence-informed practices and research to establish effective programs and services. | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Course name and number | Learning Outcomes | Evidence of implementation in: <ul style="list-style-type: none"> • assignments • assessments • learning outcomes | Level of Implementation |
| | | | | | | | | | | Notes and possible action plan items | |
| Key elements: | | | | | | | | | | | |
| E1. Knowledge of career and technical instructional strategies, models and curricula | | | | | | | | | | <hr/> NOTES | |
| E2. Knowledge of transition practices, programs, and services that produce successful post-school outcomes | | | | | | | | | | <hr/> NOTES | |
| E3. Knowledge of transition laws and policies (e.g., IDEA, Vocational Rehabilitation Act, Fair Labor Standards Act) | | | | | | | | | | <hr/> NOTES | |
| E4. Knowledge of organizations and publications relevant to the field of secondary special education transition. | | | | | | | | | | <hr/> NOTES | |

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Overall program improvement ideas

- *add your program-wide ideas*

605 general improvement ideas:

- *add general course-wide improvements*

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