

Knowledge and/or Experience per Effective or Best Practices for Secondary Transition*

Name: District/School: Site: Date:



Self-Assessment for Secondary Seamless Transition Teams

Please rate your level of knowledge and/or experience for each of the practices identified below. The information that you provide will help to shape future training activities.

Sample Practices

Level of Knowledge and/or Experience

	Level of Knowledge and/or Experience				
	Very Little Knowledge or Experience				Extensive Knowledge and Experience
1. IDEA transition requirements, procedural compliance standards	①	②	③	④	⑤
2. Person Centered Thinking, Person Centered Planning, Discovery	①	②	③	④	⑤
3. Engaging students in IEP development, planning, presentation	①	②	③	④	⑤
4. Strategies for promoting self-determination among students	①	②	③	④	⑤
5. Predictor variables associated with post-school outcomes	①	②	③	④	⑤
6. Development of post-secondary goals and transition services per IEP	①	②	③	④	⑤
7. Conducting/using formal/informal transition-related assessments	①	②	③	④	⑤
8. Implementation of Pre-Employment Transition Services	①	②	③	④	⑤
9. Tools and strategies for evaluating transition outcomes for students	①	②	③	④	⑤
10. Strategies for providing work-based instruction and work experience	①	②	③	④	⑤
11. Strategies for developing community-level secondary transition teams	①	②	③	④	⑤
12. Agency eligibility requirements and referral procedures	①	②	③	④	⑤
13. Strategies for data-based decision-making for team collaboration, student progress	①	②	③	④	⑤
14. Transition-related community service providers and contact information	①	②	③	④	⑤
15. Strategies for promoting/facilitating parent/family involvement and support	①	②	③	④	⑤
16. School district requirements for community-based work experience	①	②	③	④	⑤
17. Operation of school-based businesses and related requirements	①	②	③	④	⑤
18. Employer engagement, job development, and job coaching, systematic instruction	①	②	③	④	⑤
19. Postsecondary educational services and vocational programs for students	①	②	③	④	⑤
20. Oregon's Transition Resource Handbook, Transition Path to Adulthood	①	②	③	④	⑤

Based on this self-assessment, please provide a brief description of any future training activities that may aid you in implementing any of the above practices:

Self-Assessment Form Guidelines

Knowledge and/or Experience per Effective or Best Practices*

Intended Uses of Form:

- To gather information relative to best practices that can aid teams in effective implementation of evidence-based practices (EBP) in education related to successful transition in secondary education
- To highlight individual strengths and professional development needs relative to specific items contained in the self-assessment form
- To identify areas in which teams may seek to solicit consultation, training, and technical assistance to further enhance or develop skills and knowledge in EBP's
- To provide a means for group discussion that leads individuals and teams to focus on improvement efforts
- This form focuses on national or "universal" EBP's as well as practices deemed essential within our state

General Guidelines:

- This form can be completed individually or collectively as a team activity; however, each team member should be encouraged to respond to each item based on their own experiences and perceived needs
- Comparison of individual responses can occur per initial group or team discussion and personal self-disclosure can be voluntary as well
- Consensus on specific items, if/when completed through a group/team activity, can occur if it is decided that is what is needed in order to prioritize items/activities for future consultation, training and technical assistance

Examples of Uses of Form:

- Serve as a pre/post measurement for new projects/teams in order to assess performance and collaboration over time and to reflect on their practices
- To aid in developing professional learning or growth activities

*These guidelines are designed to aid in the use of this form by team participants and are not intended to be exclusive of other team practices such as establishing group norms and is never to be used for formal staff evaluation.