Secondary Transition Team Collaboration Strategies

Self-Assessment Form

Instructions:

Please read the 12 items listed below and rate your current level of agreement with respect to each of the collaboration strategies. Also, identify any "next steps", either individually or collectively, with respect to any action items needed to facilitate or support future team collaboration.

Willamette
EDUCATION SERVICE DISTRICT

Collaboration Strategies

Disagree 1 ⟶ 5 Agree

1. I have a clear understanding of how my coworkers' jobs relate to transition.	1	2	3	4	5		○	○	○	○	○
2. I have a clear understanding of a variety of adult agency services that youth may access.	1	2	3	4	5	○	○	○	○	○
3. I have the support of administrators and other supervisory staff in transition services.	1	2	3	4	5	○	○	○	○	○
4. I routinely communicate information about transition activities with coworkers and others.	1	2	3	4	5	○	○	○	○	○
5. I routinely share resources regarding transition services/strategies with coworkers and others.	1	2	3	4	○5	○	○	○	○
6. I communicate with youth, families, and others regarding transition activities in my organization.	1	2	3	4	○5	○	○	○	○
7. I routinely act on behalf of youth in support of their transition to adult services/agencies.	1	2	3	4	5	○	○	○	○	○
8. I regularly work with professionals outside of my organization in activities related to transition.	1	2	3	4	○5	○	○	○	○
9. I actively participate in professional development and learning activities related to transition.	1	2	3	4	5	○	○	○	○	○
10. I solicit information and knowledge related to evidence-based strategies related to transition.	1	2	3	4	○5	○	○	○	○
11. I am aware of local or regional Employment First groups or organizations in my area.	1	2	3	4	5	○	○	○	○	○
12. I receive email or other information on a regular basis related to transition.	1	2	3	4	5		○	○	○	○	○

Planned "Next Steps":

1.

2.

_____

3. _____

Self-Assessment Form Guidelines
Secondary Transition Team Collaboration Strategies*

Intended Uses of Form:
- To gather information relative to team collaboration that can aid teams in effective team practices
- To highlight individual strengths and 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 collaborative efforts and practices
- To provide a means for group discussion that leads to the forming of teams devoted to student outcomes

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 per respective items contained in the form
- Comparison of individual responses can occur per initial group or team discussion or agreements or discourse can be avoided or made voluntary as well
- Consensus on specific items, if/when completed through a group or team activity, can occur if it is decided that is what is needed in order to prioritize items or activities for future consultation, training and technical assistance

Examples of Uses of Form:
- Aid in development of group norms and to achieve consensus in the development of agreed upon team practices aimed at facilitating effective teaming on behalf of students
- Serve as a pre/post measurement for new projects/teams in order to assess performance and collaboration over time and to reflect on practices

*These guidelines are for suggested or recommend use by team participants and are not intended to be exclusive to other team practices such as establishing group norms; however, it is never to be used for the purpose of formal staff evaluation.