Checking In: Developing and Enhancing Professional Development Systems to Sustain Transition

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Purpose & Outcomes

• Provide an opportunity for state teams to “check in” on building a comprehensive, sustained, high-impact system of professional development for transition
  – Provide a framework and strategies for implementing a PD/TA system
  – Guide teams in identifying current status and activities for enhancing PD/TA system
Professional Development: Learning from the Best
How to Apply it to Transition

Figure 1

PROFESSIONAL DEVELOPMENT CYCLE

Stakeholders

SEA & VR Transition PD Goals

LEA & VR Transition Goals

Best Practice Research (ongoing)

PD Content, Process Activities

Resources

PD Implementation

Evaluation & Improvement (ongoing)

Share PD Learning

Design Needs Assessments

(Hassel, 1999)
ID Stakeholders

- State-level personnel (Ed & VR)
- Local-level practitioners (school/district Ed & VR)
- Other agency personnel (CILs, DD, PTI, etc.)
- IHE instructors/faculty
- Consultants
- State & Regional PD staff (cross-agency)
Your Turn

• **Who** is responsible for planning and coordinating TA/PD for evidence-based transition education and services?
  – SEA, VR, Regional system, Center, others?

• **Who** do you need to get on our team?
What Will You Do?

• List **2** things you will do to improve your systems for delivering sustained, high-quality professional development for transition in your state
Needs Assessment Process

• **Identify Data Sources**
  – I-1&2, I13, I14, SSIP/SiMR, VR data, conference/training evals, needs assessment instruments, policies, qualitative data, professional knowledge

• **Identify strengths and gaps**

• **Prioritize** for specific content, audience, approach

• **Develop a 5 year plan** for addressing gaps
Examples

• GA: QI-2: 900 people across 63 districts – *districts* use info for plans; *state* uses for PD content
• NV: *Predictor Self-Assessment* with practitioners in different regions
• MO: Annually examine multiple data sources (QI2, training evaluations, regional/local input)
• VA: *I-13 review* - rural middle school teachers needed training on MPGs, assessment & including students & families
• VT: *Environmental Scan* across all VR transition teams conducted to identify training and TA needs
Resources

• Predictor Implementation Self-Assessment
  http://transitionta.org/sites/default/files/postsecondary/Predictor_Self-Assessment.final_08_10_15.pdf

• Quality Indicators of Exemplary Transition Programs Needs Assessment (QI-2)
  http://transitioncoalition.org/qi-survey-introduction

• RSA TA Centers Needs Survey

• VR data and input from the State Needs Assessment

• Indicator data and input from IEP review processes

• CEC Transition Standards - http://community.cec.sped.org/dcdt/cec-transition-standards

• Professional knowledge/input: conference evaluations, discussions, focus groups, common questions during trainings, etc.
Your Turn

• **How** are professional development needs determined?

• Do you use a formal system to identify state/local needs?
  – Is it determined based on SEA/Agency priorities (e.g., new transition forms, new policies/procedures with VR, etc.)
  – What are your priorities/priority areas?
What Will You Do?

• List 2 things you will do to improve your systems for delivering sustained, high-quality professional development for transition in your state
Meeting the Needs

colorful diagram with "the WHAT" and "the HOW"
• State level systems and structures in place
  – website, interagency team, statewide institute, online modules, coursework/certificates, other
  – Coordination among systems (SEA, VR, PTI)
• Regional systems and structures in place
  – regional PD & TA systems; regional mentors, practitioner groups, etc.
  – Coordination among regional systems
• SEA/VR support for LOCAL systems
  – local CTTs; LEA building mentors, study groups
• Coordinating Local PD with other initiatives that include feedback and continuous improvement

Blending Formal & Informal PD

- Access formal PD/TA through NTACT
  - CBI Webinar, Ask the Experts. LERN, Self Study
- Replicate CBI at State level (presentations & action plan)
- DIY training resources:
  - Procedural documents & materials, videos, voice-over PowerPoint
- Interactive workshops:
  - Information, assess practice, activities, resources, how to, plan
- Site visit Train-As-You-Review
- Peer support:
  - Respond to questions such as “How do you.....?”
Examples of State PD

- State and local interagency teams
- Regional networks of training and TA
- LEA transition mentors/liaisons Parent transition liaisons
- State transition institutes + post-institute follow up
- Communities of Practice
- Training + Distance follow up (phone, online)
- Online modules, seminars, video trainings

Content Considerations

• Basic guidance documents/materials
• Examples, stories, vignettes, videos, IEPs
• Activities for learning (like “stations”)
• Discussion questions
• Video
• Materials (brochures, assessments, curriculum, student products, games, lesson plans, videos, other instructional materials, how-to guides, “toolkits”, etc.)
Sample Resources

- **CA:** [Secondary Transition Basics – Guide](#)
- **CO:** [Transition Toolkit](#)
- **Online training modules:** [www.transitioncoalition.org](http://www.transitioncoalition.org)
- **PA:** [Online Guide - Multiple Audiences](#)
- **VT:** [Secondary Transition Website - various documents and guidance](#)
Online Resources

NTACT Lesson Plan Starters

Peer Assisted Strategies & Students with High Support Needs

Online Modules

Teaching Materials

Best Practices in Planning for Transition

Transition Education Materials

Student-Directed Transition Planning

IEP Team Education Module to Increase Student Involvement

It's Not Easy

Transition Assessment & Goal Generator (TAGG)

Self-Determination Assessments

ChoiceMaker Self-Determination Curriculum & Lesson Packages

MEI Lessons for Teaching Self-Awareness and Self-Advocacy

MEI Lessons for Teaching Self-Awareness and Self-Advocacy and Student-Directed Transition Planning

Zarrow Center Home Page

References and Credits

LOGIN

Best Practices Introduction

Work for this Module

Best Practices

In Planning for Transition

Although transition services have been addressed in the Individuals with Disabilities Education Act (IDEA) since 1994, studies indicate that many school districts have not met all of the IDEA requirements for transition services. In addition, many professionals are still confused about the transition planning process and the IDEA’s transition requirements.

There is growing need for current information about developing and conducting successful transition planning that is based upon student’s strengths, preferences, interests, and needs. This information must include strategies for assisting students and their families to connect with transition service providers within and outside of the school system.

The purpose of this module is to provide you with general working knowledge of the transition requirements of IDEA. In addition, you will obtain information that will help you understand the important IDEA provisions required to assist students in the transition process.

Learning Objectives

By the end of this online training, you will be able to:

- Describe the IEP and individualized transition plan (ITP) and the importance of the ITP in a student's transition planning.
- Understand and explain IDEA’s Transition Services, including the毕业后服务 plan.
- Understand the roles and responsibilities related to transition planning.
- Understand the benefits of involving students in the transition planning process.

References and Credits

This presentation is based on the following sources:


Example Transition Case Study & IEP
KATIE SMITH
March 2016


The contents of this IEP have been vetted by Missouri DESE, Office of Special Education Compliance. Please direct all compliance-related questions regarding this IEP to compliance@deses.mo.gov

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DESE: Example IEP: Katie
Revised March, 2016
# Self-Determination Materials Review Form

<table>
<thead>
<tr>
<th>INFORMATION</th>
<th>NOTES</th>
<th>ACTION NEEDED</th>
</tr>
</thead>
</table>
• Comprehensive Kit  
• [www.proedinc.com](http://www.proedinc.com) $55 (Teacher Manual); $43 (Student workbook) |                                            | Obtain  
Try with students  
Share with others  
I use the curriculum  
I don’t need the curriculum |
• Comprehensive Kit  
• [http://store.cambiumlearning.com](http://store.cambiumlearning.com) $158 |                                            | Obtain  
Try with students  
Share with others  
I use the curriculum  
I don’t need the curriculum |
• Book  
• [www.proedinc.com](http://www.proedinc.com) $13 |                                            | Obtain  
Try with students  
Share with others  
I use the curriculum  
I don’t need the curriculum |
| 4 Transition Trek Game Pacer Center (1996). Minneapolis, MN: PACER Center Inc.  
• Board Game  
Try with students  
Share with others  
I use the curriculum  
I don’t need the curriculum |

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**Module Four: Students Determined to Take Control of Their Education and Their Lives**

**Introduction to Module**

Life can present challenges and major changes for all young people. Self-determination allows young people to make choices and decisions to direct their own lives. Self-directed learning encompasses those skills. Tools to assist all students in the process are Student-led IEPs, One Pager and Student-led conferences. In addition, a recent Brookes publication, authored by Thoma, C. & Vietman, P. (2010) Getting the Most Out of IEPs, An Educators Guide to the Student-led Approach provides research and numerous examples of how students can be involved in their IEPs.

**Student-Led IEPs**

Individualized Education Program (IEP) meetings have often been a source of contention between parents and educators as they work together to determine the best ways to educate individual students. Historically, students did not attend these IEP meetings or if they did, they would not speak—let alone explain—what they would like to achieve from the meeting. In recent years, in Virginia and across the nation, students are “leading” their IEPs in many different ways. We are going to share with you some ideas, websites, and resources to help you get your student involved in leading his own IEP.

**Getting Started**

The following is an excerpt from “Why is This Cake on Fire?”

Imagine being a small child and hearing your parents talk about your birthday party. You hear the excitement in their voices as they joke and chat, starting with a theme for the party. And then your birthday comes and goes, but no one even invites you to the party... Maybe they just forgot to invite me, you think.
Examples

• 2-week online seminars; included resources to use with LEAs
• Train-the-trainer workshop for regional trainers
• 3-week seminars for rural middle school teachers
Your Turn

• What is currently in place related to formal & informal PD/TA?

• How do you organize your systems?
  – Statewide, Regional, Collaborating partners, Use of mentors/coaches/peers. Workshops, Online

• Describe your mechanisms for delivery of PD/TA
  – Workshops/seminars, Curriculum/instructional materials, Vignettes, videos, Student products/portfolios, Online opportunities, Other

• What resources do you have for providing ongoing professional development?
  – Staff, TA Centers, RRCs, IHEs, SIGs/SPDGs, online resources...
What Will You Do?

• List 2 things you will do to improve your systems for delivering sustained, high-quality professional development for transition in your state
Evaluation

Helps answer these questions:
- How is our target audience benefitting?
- Are we reaching our target audience?
- Is the content meeting the need? What should be changed?
- What new needs have been identified?
- What changes should be made to the PD system? (What should we keep? Let go?)
- Are we improving outcomes?
Examples

QUANTITATIVE
• Demographics (role, rural/urban/suburban, school, disability population)
• Satisfaction
• Knowledge gain (learning objectives)
• Skills gain (learning objectives)
• Relevance to their transition work

QUALITATIVE
• Best part of PD session
• Suggested improvements

ADDITIONAL PD NEEDS
• Quantitative of qualitative
• Feedback loop for ongoing needs – especially helpful from practitioners
Resources

• NTACT Evaluation Toolkit
  http://www.transitionta.org/evaltoolthirdedition

• NTACT Transition Institute Toolkit evaluations
  http://transitionta.org/sites/default/files/Paper_InstituteTK2nd.pdf
Your Turn

• Describe your system of evaluation for PD/TA
• What does it “look” like?
  – How do you evaluate the “effectiveness” of your PD? Qualitatively? Quantitatively?
  – Resources available
  – Mechanisms for evaluation
  – Evaluation and continuous improvement
  – Other
What Will You Do?

• List 2 things you will do to improve your systems for delivering sustained, high-quality professional development for transition in your state
“Effective professional learning must be consistent, targeted, and job embedded. Otherwise, it is a hope, not a practice.”

- Allison Rodman
Invites You to...

- Explore our website: [www.transitionta.org](http://www.transitionta.org)
- Sign up for our listserv: [http://uncc.surveyshare.com/s/AYASDJ](http://uncc.surveyshare.com/s/AYASDJ)
- Follow us on Facebook: [@transitionta](https://www.facebook.com/transitionta)
- ...and on Twitter: [@transitionta](https://twitter.com/transitionta)
- ...and on Pinterest: [@transitionta](https://www.pinterest.com/transitionta)
- Contact us: [ntactmail.@uncc.edu](mailto:ntactmail.@uncc.edu)
3 Questions

• What’s working?
• What challenges are left to solve?
• What did you learn about other state PD systems?