



NTACT

National Technical Assistance Center on Transition


Transition Resources for Addressing Individualized Needs (TRAIN): A Collection of Professional Development Materials

Prepared by:

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The National Technical Assistance Center on Transition (NTACT) has organized useful resources for professional development from NTACT, The Transition Coalition, and TransCen. The materials have been organized into six categories: (a) [presentations, modules, and webinars](#); (b) [compilation of topics](#); (c) [guides and frameworks](#); (d) [data collection and use resources](#); (e) [effective practice resources](#); (f) [additional resources](#); and (g) [list of resources with URLs](#). Every resource has been aligned to the four critical areas of secondary transition professional development (PD): (a) content focus is relevant and aligns with educator knowledge and belief; (b) team-based participation among educators; (c) active learning opportunities exist; and (d) sustained duration of PD including, feedback and coaching ([Holzberg, Clark, & Morningstar, 2018](#)).

All resources have been associated with the five categories of the Taxonomy for Transition Programming 2.0 ([Kohler, Gothberg, Fowler, & Coyle, 2016](#)): (a) student-focused planning (SFP), (b) student development (SD), (c) family engagement (FE), (d) interagency collaboration (IC), and (e) program structures (PS). To highlight the areas to which a resource aligns, please see this symbol and notice which categories are circled: . In this example, SFP and SD are circled, so this would indicate the resource reflects student-focused planning and student development.

Key



- Ready to use/ PD Element incorporated within current product

E

- Extend product to reflect PD Element



- Identified Evidence-based Practices and Predictors (EBPPs)



- Designed around EBPPs

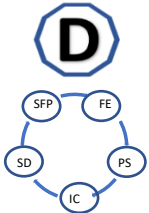
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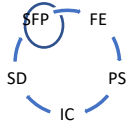
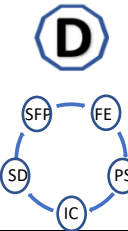
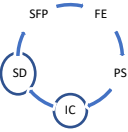
✓ - Ready to use/ PD Element incorporated within current product

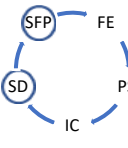
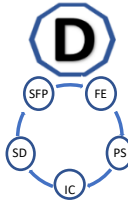
E - Extend product to reflect PD Element

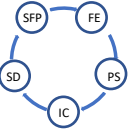
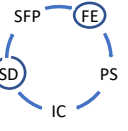
I - Identified Evidence-based Practices and Predictors (EBPPs)

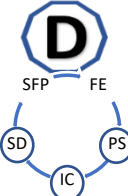
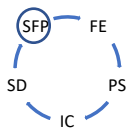
D - Designed around EBPPs

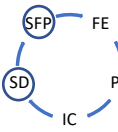
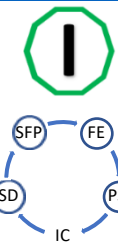
	Content Focus is Relevant and Aligns with educator knowledge and beliefs	Team-based Participation among Educators	Active Learning Opportunities Exist	Sustained Duration of PD (Include Feedback and Coaching)
Presentations, Modules, and Webinars				
<p><u>Ask the Expert</u></p>  <p>D Ask the Expert events provide opportunities to see an expert present PLUS respond to comments and questions about the topic after the live event.</p>	<p>✓</p> <ul style="list-style-type: none"> Receive answers to specific questions on secondary transition topics 	<p>✓</p> <ul style="list-style-type: none"> Learn about current topics related to secondary transition 	<p>E</p> <ul style="list-style-type: none"> Evaluate programs, structures, or policies to determine potential changes you can make 	<p>E</p> <ul style="list-style-type: none"> Receive ongoing coaching and feedback to implement practices and strategies discussed

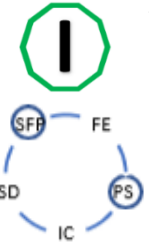
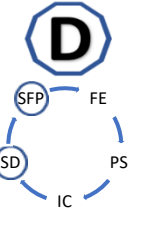
	Content Focus is Relevant and Aligns with educator knowledge and beliefs	Team-based Participation among Educators	Active Learning Opportunities Exist	Sustained Duration of PD (Include Feedback and Coaching)
<p>NTACT's Indicator 13 (I-13) Presenter Guide</p>  <p>The I-13 Presenter Guide includes a PowerPoint with presenter guide notes, case studies, and the worksheets needed to complete this PD.</p>	<p>✓</p> <ul style="list-style-type: none"> Increase knowledge of Indicator-13, transition assessment, and providing quality transition services 	<p>✓</p> <ul style="list-style-type: none"> Implement I-13 district professional development to district, school, or SPED department 	<p>✓</p> <ul style="list-style-type: none"> Apply knowledge of I-13, using the I-13 worksheet and case study activities 	<p>E</p> <ul style="list-style-type: none"> Examine compliance of authentic IEPs using the I-13 checklist PDF or I-13 checklist fillable form
<p>The Transition Coalition's (TC) Modules and Module Study Guides</p>  <p>TC modules are developed using up-to-date research, effective practices in professional development, and materials and resources for implementation.</p>	<p>✓</p> <ul style="list-style-type: none"> Increased knowledge of module-specific secondary transition topics 	<p>✓</p> <ul style="list-style-type: none"> Gain knowledge of up-to-date research practices in secondary transition 	<p>✓</p> <ul style="list-style-type: none"> Learn specific strategies by completing module study guides 	<p>E</p> <ul style="list-style-type: none"> Implement practices from the modules and study guides
<p>TransCen's Webinars</p>  <p>TransCen's webinars are designed to translate research and effective practices into useable, practical information, making it easier for participants to put knowledge into action.</p>	<p>✓</p> <ul style="list-style-type: none"> Learn about current topics related to secondary transition 	<p>E</p> <ul style="list-style-type: none"> Discuss and reflect upon content in the webinars and how they apply to your setting(s) 	<p>E</p> <ul style="list-style-type: none"> Evaluate your programs, structures, or policies to determine potential changes you can make 	<p>E</p> <ul style="list-style-type: none"> Implement practices and strategies discussed

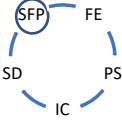
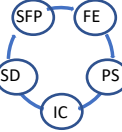
	Content Focus is Relevant and Aligns with educator knowledge and beliefs	Team-based Participation among Educators	Active Learning Opportunities Exist	Sustained Duration of PD (Include Feedback and Coaching)
<p><u>Transition Coalition (TC) Self-Studies</u></p>  <p>The Transition Coalition Self-Study is designed to support district or building teams to learn and make meaningful and incremental improvement in their secondary special education programs. TC Self-Studies last 12 weeks and are completed as a cohort.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Acquire strategies, print materials, and TC staff support for improving outcomes 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Learn team-based strategies to promote successful student outcomes 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Participate in facilitator-led discussions, activities 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Receive feedback and coaching for accountability and action planning
<p><u>Transition Coalition Webinars</u></p>  <p>View any of the Transition Coalition Webinar video streams below to find new ways to enhance your secondary practices and programs. <i>Note.</i> Taxonomy category depends on topic of webinar</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Stay updated on current topics related to secondary transition 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Discuss and reflect upon content in the webinars and how they apply to your setting 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Evaluate your programs, structures, and policies to determine potential changes 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Implement practices and strategies discussed and receive feedback from administration or colleagues

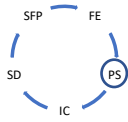
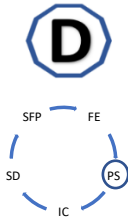
	Content Focus is Relevant and Aligns with educator knowledge and beliefs	Team-based Participation among Educators	Active Learning Opportunities Exist	Sustained Duration of PD (Include Feedback and Coaching)
<p><u>Transition Tips</u></p> <p>This webinar guides practitioners through resources, ideas, advice, and strategies to begin the school year with transition in mind.</p> 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Learn to prioritize time and efforts for transition-related topics 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Learn how to prioritize time and efforts, as a team 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Complete related resources for the webinar 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Apply the tips and resources in your setting
<h3>Compilation of Topics</h3>				
<p><u>Quick Guides*</u></p> <p>D The NTACT Quick Guides overview a topic relevant for secondary students with disabilities and provide links to resources that may be useful for administrators, practitioners, family members, or youth.</p>  <p>* <i>Note.</i> Some topics are designed around EBPs.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Learn about transition topics and related research for various IEP team members <p><i>Note.</i> Topics will vary depending upon the quick guide.</p>	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Discuss important components with other stakeholders <p><i>Note.</i> Activities will vary depending upon the quick guide.</p>	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Examine embedded resources to learn more about quick guide topics <p><i>Note.</i> Activities will vary depending upon the quick guide.</p>	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Implement information learned from the quick guide and receive ongoing coaching and feedback <p><i>Note.</i> Activities will vary depending upon the quick guide.</p>


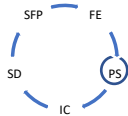
	Content Focus is Relevant and Aligns with educator knowledge and beliefs	Team-based Participation among Educators	Active Learning Opportunities Exist	Sustained Duration of PD (Include Feedback and Coaching)
<p><u>Toolkits *</u></p>  <p>NTACT "toolkits" include sequenced guidance and a comprehensive set of resources on a variety of secondary transition related topics (e.g., competitive integrated employment, transition assessment, planning and implementing evaluation of your work, hosting a transition fair).</p> <p>* Some toolkits are designed around EBPPs</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Acquire step-by-step guidance and resources on many secondary transition related topics 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Gain knowledge of toolkit topics and discuss with others <p><i>Note.</i> Content will vary depending on the toolkit.</p>	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Implement tasks using toolkit resources. <p><i>Note.</i> Tasks will vary depending upon the toolkit.</p>	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Apply resources within toolkits for students and meet with a coach or mentor for ongoing feedback and coaching after implementation <p><i>Note.</i> Activities will vary depending upon the toolkit.</p>
<p><u>TransCen’s Positive Personal Profile Resources</u></p>  <p>A Positive Personal Profile (PPP) provides a way to “take inventory” of a youth’s attributes that will be relevant to their job search, employability, job match, retention and long-range career development.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Identify student skills needed for obtaining employment 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Learn how to develop a PPP as a team 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Use the Word or PDF templates for developing a PPP. 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Design instruction for developing a PPP and assess student progress
<p>Guides and Frameworks</p>				

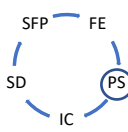
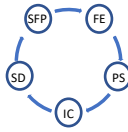
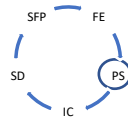
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<p>From Assessment to Practice: A Model for Teachers</p>  <p>This resource provides educators a process for incorporating effective practices into the transition planning process: from transition assessment to classroom instruction. The model includes student case-studies.</p>	<p>✓</p> <ul style="list-style-type: none"> Learn process to design IEPs and instruction based on transition assessment data 	<p>✓</p> <ul style="list-style-type: none"> Read through case studies and learn how to use the model 	<p>✓</p> <ul style="list-style-type: none"> Apply the model to case studies 	<p>E</p> <ul style="list-style-type: none"> Apply the model for your student instruction
<p>Literature Map of Dropout Prevention Interventions</p>  <p>This report summarizes the research on dropout prevention interventions for students with disabilities, published between January 2004 and January 2013.</p>	<p>✓</p> <ul style="list-style-type: none"> Garner research-supported information about and strategies for dropout prevention 	<p>E</p> <ul style="list-style-type: none"> Examine which practices are implemented in your setting 	<p>E</p> <ul style="list-style-type: none"> Apply information in the resource to present PD sessions 	<p>E</p> <ul style="list-style-type: none"> Implement and evaluate programmatic changes using the dropout prevention practices

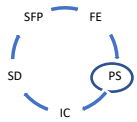
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<p><u>Preventing Dropout in Secondary Schools</u></p>  <p>This 2017 IES practice guide for teachers and school leaders updates the recommendations of the 2008 Dropout Prevention Practice Guide. The goal of the guide is to offer educators specific, evidence-based recommendations that address the challenges of preventing dropout in secondary schools. It synthesizes available research and shares practices that are supported by evidence.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Garner practical approaches and items for dropout prevention strategies 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Self-evaluate current effectiveness of dropout prevention strategies 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Implement action items listed within the guide 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Use strategies to evaluate implementing strategies at a school- or system-level
<p><u>Strategies for School Completion Module</u></p>  <p>Data show that students with disabilities drop out at a higher rate than students without disabilities. Resources and effective strategies and interventions for these students are available.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Acquire information related to student reentry (i.e., needs, strategies to locate, program characteristics, a summary of information) 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Learn to make data-based decisions for Indicators 1 and 2 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Complete the module 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Implement programmatic changes using school/district data

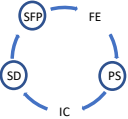
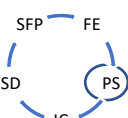
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<p><u>Transition Assessment Guide</u></p>  <p>The Transition Assessment Guide was created to support education professionals with using and understanding transition assessment and transition assessment data .</p>	<p style="text-align: center;">✔</p> <ul style="list-style-type: none"> Identify appropriate assessments 	<p style="text-align: center;">✔</p> <ul style="list-style-type: none"> Understand how to use effective assessments Develop a transition assessment plan 	<p style="text-align: center;">✔</p> <ul style="list-style-type: none"> Interpret and apply data within your setting 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Make data-based changes using transition assessments
<p><u>Transition Coordinator: What Do I Need to Know</u></p>  <p>Instead of learning how to be a Transition Coordinator “on the job”, get started with the following tips and background resources.</p>	<p style="text-align: center;">✔</p> <ul style="list-style-type: none"> Learn the responsibilities of a transition coordinator, state policies and procedures, responsibilities of a transition specialist 	<p style="text-align: center;">✔</p> <p>With a cohort of other transition coordinators, learn:</p> <ul style="list-style-type: none"> Responsibilities of a transition coordinator State policies and procedures Responsibilities of a transition specialist 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Identify strengths and opportunities for growth for transition coordinators and specialists 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> With feedback and coaching, implement changes suggested in the resources to improve practices
<p>Data Collection and Use Resources</p>				

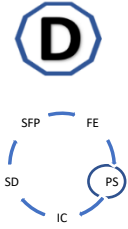
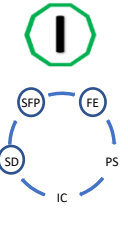
	Content Focus is Relevant and Aligns with educator knowledge and beliefs	Team-based Participation among Educators	Active Learning Opportunities Exist	Sustained Duration of PD (Include Feedback and Coaching)
<p>Contacting Hard to Find Youth: Strategies for the Post-School Survey</p>  <p>This 1-page tip sheet for SEAs provides strategies to increase the response rate for the post-school outcomes survey and locate students.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Learn information and strategies about hard-to-find youth 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Examine strategies and determine which are or not implemented in your school 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Create a school or district toolkit of strategies for contacting hard to find youth 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Train and implement strategies across the school or district to engage in contacting hard to find youth
<p>Core Dropout Data Tool</p>  <p>The Core Data Tool should be used as an initial exploration of a school's data. If it identifies problems, the other Dropout Data Tools may be used to further explore and identify the area(s) of need (i.e., academics, attendance, discipline, graduation, dropout for middle schools for middle and high schools).</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Learn to organize data related to graduation and dropout rates 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Collect current data to learn about strengths and opportunities for growth 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Examine current data to make data-based decisions 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Make school- or district-level changes, based upon data

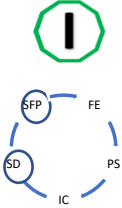
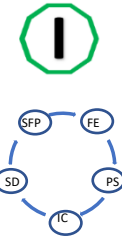
	Content Focus is Relevant and Aligns with educator knowledge and beliefs	Team-based Participation among Educators	Active Learning Opportunities Exist	Sustained Duration of PD (Include Feedback and Coaching)
<p><u>Crosswalk of Federally Required Data Elements</u></p>  <p>This chart, developed by the Workforce Innovation National Technical Assistance Center (WINTAC), provides a visual of the association of required data collection elements under WIOA, IDEA, and Perkins V.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Learn about required data collection elements reflected across legislation 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Examine school- or district-level data, as mandated by legislation 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Examine data collection practices currently implemented 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Examine school and/or district data to identify opportunities for growth and implement systemic change
<p><u>Logic Model Resources</u></p>  <p>A variety of resources have been compiled related to logic models.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Learn to plan, evaluate, and communicate about logic models 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Participate in a logic model development activity 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Use of logic model materials 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Development of a logic model, followed by collection of data based on the model to make systemic change

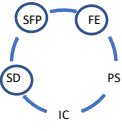
	Content Focus is Relevant and Aligns with educator knowledge and beliefs	Team-based Participation among Educators	Active Learning Opportunities Exist	Sustained Duration of PD (Include Feedback and Coaching)
<p><u>Part B Tree of Influence</u></p>  <p>The graphic and introductory text describes the theoretical relationship across all of the OSEP Part C and Part B Indicators for the State Performance Plan. It is as one model to show possible logical relationships among the Indicators and the (a) resources States invest, (b) activities implemented, and (c) benefits or changes that result.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Understand Part B Indicators 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Examine this document and school-, district-, or state-level data to compare performance 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Research school- or district- data and make plans to improve Indicator practices 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Make district-wide changes to identify Part B areas of growth
<p><u>QI-2 Needs Assessment</u></p>  <p>The QI-2 is a self-assessment instrument designed to help determine the most critical needs within a transition program, across seven transition domains. It is available at www.transitioncoalition.org under "Tools".</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Learn about seven domains important for transition 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Identify areas of improvement 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Create a plan for making targeted program changes 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Implement a plan for making targeted changes to your program
<p><u>Resources for Indicators 14 (Post-School Outcomes): Collecting your Data</u></p>  <p>These resources include practitioner-friendly and research-supported strategies for collecting I-14 data.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Learn strategies for contacting students to collect I-14 data 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Discuss strategies for collecting Indicator 14 data 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Use the Training Interviewers Guide to improve Indicator 14 data collection skills 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Practice using strategies and receive ongoing feedback and coaching to improve I-14

	Content Focus is Relevant and Aligns with educator knowledge and beliefs	Team-based Participation among Educators	Active Learning Opportunities Exist	Sustained Duration of PD (Include Feedback and Coaching)
<p>State Toolkit for Examining Post-School Success (STEPSS)</p>  <p>STEPSS is a web-based multi-phase tool to facilitate data-based decision making using the secondary transition data to improve in-school programs for students with disabilities. The STEPSS Facilitator Guide assists a facilitator in leading a discussion with stakeholders from state or local school districts to examine, analyze, and use the secondary results for program improvement. The guide is to be paired with use of the STEPSS web-based tool.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Learn about graduation, dropout, secondary transition components of the IEP, and post-school success 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Assess progress toward meeting targets for graduation, dropout, secondary transition components of the IEP, and post-school success 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Develop an action plan to improve in-school, secondary transition programs 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Implement an action plan to improve in-school secondary transition programs

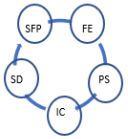
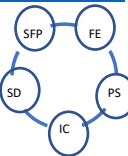
	Content Focus is Relevant and Aligns with educator knowledge and beliefs	Team-based Participation among Educators	Active Learning Opportunities Exist	Sustained Duration of PD (Include Feedback and Coaching)
<p><u>Transition Gradebook</u></p>  <p>NTACT developed the Transition Gradebook as a school-level tool for recording individual students' transition-related activities, including the required pre-employment transition services (Pre-ETS), and various risk and protective factors associated with dropout, graduation and positive postschool outcomes.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Examine aspects related to promoting post-school success 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Collect data on student performance and preparation for life after high school 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Exam student-specific data to identify strengths and opportunities for growth 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Make data-based decisions to improve current practices for preparing students for adult life
<p><u>Transition Indicators 101</u></p>  <p>The PowerPoint presentation may be used to present and discuss the federal reporting requirements at the state and local levels for Part B Indicators 1, 2, 13, and 14 as well as the potential relationships in programming and performance associated with these indicators.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Learn about Part B Indicators 1, 2, 13, and 14 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Examine and learn about current Part B data 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Practice scoring current IEPs with Indicator 13 checklist 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Use Indicator 13 data to improve transition planning practices

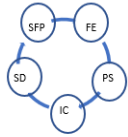
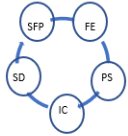
	Content Focus is Relevant and Aligns with educator knowledge and beliefs	Team-based Participation among Educators	Active Learning Opportunities Exist	Sustained Duration of PD (Include Feedback and Coaching)
<p>Online Strategic Planning Tool</p>  <p>This is a web-based system for building capacity and developing programs to provide K-12 transition education and services and inclusive postsecondary education.</p> <p>See also: User's Manual</p>	<p>✓</p> <ul style="list-style-type: none"> Review your previous goals and examine progress 	<p>✓</p> <ul style="list-style-type: none"> Examine your state's needs and develop goals to improve transition practices and services 	<p>✓</p> <ul style="list-style-type: none"> Examine statewide data as a group and determine strengths and opportunities for growth 	<p>✓</p> <ul style="list-style-type: none"> Examine data, progress, and needs to improve transition practices and services
<h3>Effective Practice Resources</h3>				
<p>Effective Practices and Predictors Matrix</p>  <p>NTACT identified evidence-based (EBP) and promising practices for secondary students with disabilities and predictors associated with positive post-school outcomes for all students with disabilities. The findings were evaluated regarding the amount, type, and quality of the research conducted. Also, reference the operational definitions of the practices, the practices organized by skills taught, and the skills taught that are aligned by outcome area.</p>	<p>✓</p> <ul style="list-style-type: none"> Learn about effective practices and predictors of post-school success aligned by post-school outcome area 	<p>E</p> <ul style="list-style-type: none"> Learn about using practices and predictors for secondary transition across classes and grades 	<p>E</p> <ul style="list-style-type: none"> Apply effective practices or predictors of post-school success to develop lessons related to specific content 	<p>E</p> <ul style="list-style-type: none"> Receive ongoing coaching and feedback on teacher implementation of practices and predictors in lessons

	Content Focus is Relevant and Aligns with educator knowledge and beliefs	Team-based Participation among Educators	Active Learning Opportunities Exist	Sustained Duration of PD (Include Feedback and Coaching)
<p><u>Lesson Plan Starters</u></p>  <p>NTACT’s research to practice lesson plan starters were created based on articles used to identify the EBPs.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Learn about using best practices in transition in lesson plans 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Work with a group to examine the research supporting best practices 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Collaborate and determine the courses and instructors appropriate for lesson plan starters 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Teach with the lesson plan starters and ask for feedback from colleagues or administration
<p><u>Secondary Transition Autism Spectrum Disorders Resources (STAR)</u></p>  <p>This comprehensive resource provides research-based strategies and practices found to be effective for and with secondary students with Autism Spectrum Disorders (ASD) including links to resources, curricula, training, and websites.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Learn about effective strategies for students with ASD 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Examine practices implemented across instructional settings 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Design instruction embedding the use of these practices 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Examine quality of implementation of these practices

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<p><u>Student- and Family-Focused Products and Materials*</u></p>  <p>This collection of products and materials may be useful for teachers to use with families and students as they navigate the transition process.</p> <p>* <i>Note.</i> Taxonomy category changes by particular resource.</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Identify resources for supporting students (e.g., Pocket Resume, Independent Living Checklist) 	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> Identify resources that relate to your practices and setting (e.g., WIOA Brief: Tips for Transition, The NEW Parent Transition Survey) 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Consider critical needs when transition planning (e.g., employment placement and support needs; E-JAM) 	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Implement systemic changes to your transition planning systems and processes (e.g., using the Opening Doors to Postsecondary Education and Training resource)

Additional Resources

Resources	Purpose/Use
<p>Annotated Bibliographies</p>  <p>NTACT develops annotated bibliographies on current topics in secondary transition, school completion, and post-school success to provide background information for novice and seasoned researchers.</p>	<p>Annotated Bibliographies highlight the most up-to-date research and can help practitioners stay abreast of current information in the field of secondary transition. Topics addressed are not yet reflected in the identified evidence-based practices or predictor resources; but are critical topics in secondary transition.</p>
<p>PD Roster</p>  <p>A roster is a group of registered users on the Transition Coalition website who can come together around training modules offered on this website.</p>	<p>The TC website has a mechanism by which a district or school admin can create a PD roster to organize and track a group's progress on PD opportunities on the TC website.</p>

Resources	Purpose/Use
<p data-bbox="107 220 621 293">Taxonomy for Transition Programming 2.0 (Taxonomy 2.0)</p>  <p data-bbox="258 302 611 873">The Taxonomy 2.0 incorporates the literature regarding predictors of post-school success, strategies to increase graduation and reduce dropout, school climate, and vocational rehabilitation services focused on fostering student-focused planning, student development, interagency collaboration, family engagement, and program structure.</p>	<p data-bbox="642 220 2001 329">The Taxonomy 2.0 provides a framework for planning high-quality transition practices to effectively prepare students for adult life. Practitioners can use this to examine current practices and make changes to their transition service delivery practices.</p>
<p data-bbox="107 922 621 995">Transition Education and Services from Birth to Adult</p>  <p data-bbox="258 1000 611 1149">This framework highlights how to implement the Taxonomy 2.0 areas across the lifespan.</p>	<p data-bbox="642 922 1948 995">Educators may consider how to embed transition practices across the lifespan. Furthermore, schools and/or districts can plan services across the district to develop a seamless transition to adult life.</p>

Resource Name	Link
Presentations, Modules, and Webinars	
Ask the Expert	https://transitioncoalition.org/ask-the-experts/
NTACT's Indicator 13 (I-13) Presenter Guide	https://transitionta.org/presenterguides
The Transition Coalition's (TC) Modules and Module Study Guides	https://transitioncoalition.org/online-training-modules/
TransCen's Webinars	https://www.transcen.org/training-ta/webinars/
Transition Coalition (TC) Self-Studies	https://transitioncoalition.org/blog/transition-coalition-self-study/
Transition Coalition Webinars	https://transitioncoalition.org/webinars-list/?cat_ID=341
Transition Tips	https://transitioncoalition.org/blog/webinar/transition-tips-to-start-your-year-off-right/
Compilation of Topics	
Quick Guides	https://transitionta.org/quickguides
Toolkits	https://transitionta.org/toolkit-resources
TransCen's Positive Personal Profile Resources	https://www.transcen.org/training-ta/resources/
Guides and Frameworks	
From Assessment to Practice: A Model for Teachers	https://transitionta.org/system/files/resourcetrees/Assessment to Practice 2 2019.pdf?file=1&type=node&id=1256&force=
Literature Map of Dropout Prevention Interventions	https://www.transitionta.org/sites/default/files/graduation/NDPC-SD Dropout Lit map 2014.pdf
Preventing Dropout in Secondary Schools	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf
Strategies for School Completion Module	https://transitioncoalition.org/blog/school-completion-introduction/
Transition Assessment Guide	https://transitioncoalition.org/blog/transition-assessment-guidance/
Transition Coordinator: What Do I Need to Know	https://transitioncoalition.org/blog/tc-materials/what-do-i-do-transition-coordinator/
Data Collection and Use Resources	
Contacting Hard to Find Youth: Strategies for the Post-School Survey	https://www.transitionta.org/system/files/resourcetrees/NPSO_ContactingHardtoFindYouthStrategiesforthePostSchoolSurvey.pdf
Core Dropout Data Tool	https://transitionta.org/datatools
Crosswalk of Federally Required Data Elements	https://transitionta.org/sites/default/files/news/WIOA%20IDEA%20Perkins%20Indicators%20WINTAC.11.22.19.pdf
Effective Practices and Predictors Matrix	https://transitionta.org/epmatrix
Lesson Plan Starters	https://transitionta.org/lessonplans
Logic Model Resources	https://transitionta.org/system/files/resourcetrees/ep%20data%20tools.pdf?file=1&type=node&id=1539
Part B Tree of Influence	https://transitionta.org/system/files/resourcetrees/Tree_of_Influence.pdf

Resource Name	Link
QI-2 Needs Assessment	https://transitioncoalition.org/blog/qi-2-self-assessment/
Resources for Indicators 14 (Post-School Outcomes): Collecting your Data	https://transitionta.org/indicatorb
Secondary Transition Autism Spectrum Disorders Resources (STAR)	https://www.transitionta.org/star
State Toolkit for Examining Post-School Success (STEPSS)	https://stepss.uoregon.edu/ https://transitionta.org/sites/default/files/dataanalysis/STEPSS_Facilitator.pdf
Student- and Family-Focused Products and Materials	https://transitioncoalition.org/tc-materials-display/?cat_ID=331
Transition Gradebook	https://www.transitionta.org/gradebook
Transition Indicators 101	https://transitionta.org/system/files/resourcetrees/Transition_Indicators_101_Final.pdf
Online Strategic Planning Tool	https://transitionta.org/system/files/resourcetrees/ep%20data%20tools.pdf?file=1&type=node&id=1539
Additional Resources	
Annotated Bibliographies	https://transitionta.org/bibliographies
PD Roster	https://transitioncoalition.org/pd-hub-roster/
Taxonomy for Transition Programming 2.0	https://www.transitionta.org/system/files/resourcetrees/Taxonomy_for_Transition_Programming_v2_508_.pdf?file=1&type=node&id=1727&force=
Transition Education and Services from Birth to Adult	https://transitionta.org/system/files/resourcetrees/EBPP_Birth_to_Adult_Research_for_Success_0.pdf?file=1&type=node&id=1877&force=