Professional Development for Transition
Part 2:

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What do You Need to Consider?

• What Content do you want to focus on?
  – What content and materials currently exist?
  – What do you need to develop?
  – What’s out there already?

• Who can you support to be facilitators?

• How can you develop self-sustaining feedback?
  – In person or online

• What methods do you have/need to evaluate programs and promote self-assessment

• What are your carrots and sticks? (Accountability)

• What resources do you have for providing *ongoing* professional development?
  – (staff, TA Centers, RRCs, IHEs, SIGs/SPDGs, online resources….)
Blooms Taxonomy

- **Remembering**: Recalling relevant knowledge from long term memory.
- **Understanding**: Making sense of what you have learnt.
- **Applying**: Use the knowledge gained in new ways.
- **Analysing**: Breaking the concept into parts and understand how each part is related to one another.
- **Evaluating**: Making judgements based on a set of guidelines.
- **Creating**: Putting information together in an innovative way.
Most Bang for your Buck…

Self-Paced Learning

+ 

Real Time Facilitator or Instructor

+ 

Carrot & Stick

= 

Best Combination
To get to the top of Bloom...

**What Works:**
- Facilitator
- Feedback
- A group dynamic
- Methods to evaluate programs and self-assess
- Action plan
- Accountability
- Incentives such as:
  - CEUs
  - Recognition
  - $$$
  - Rewards

**What doesn’t work:**
- Independent Work
- No feedback
- Only internal incentives (desire to improve skills)
- Lack of plan
- No external accountability
Flipping the Classroom

• “Lecture” at “home”
  – Self-directed learning

• Application at “school”
  – Facilitator, group
  – Action planning
  – Support to change behaviors
Content Available....

- Content you already use for training
- Online modules
- Online mini modules
- Assessment Review
- Interagency and Community Systems training
Online Training Modules

The Transition Coalition provides FREE research-based online training for professionals and others involved in transition planning. These modules are developed using up-to-date research in transition, effective practices in professional development, and are tested by practitioners across the country.

Best Practices in Planning for Transition

This training module will provide you with an overview of the transition requirements of IDEA as well as best practices in planning for the transition from school to adult life. Participants will be able to identify three major principles of... More info

Secondary Transition and Cultural Diversity

The goal of this training is to move beyond awareness and understanding of overt or stereotypic cultural difference when working with families from culturally and linguistically diverse backgrounds during the transition process. This online... More info

Transition Assessment: The Big Picture

Participants who complete this training will be able to identify various types and approaches to transition assessment, as well as understand the steps in a continuous assessment process. This online module provides comprehensive information... More info

The Essentials of Self-Determination

Self-Determination & IDEA

Before we actually get into the theory and application of self-determination, we should first address what the Individuals with Disabilities Education Act (IDEA), says about self-determination. Let’s see what you may already know about self-determination and IDEA.

Instructions: Decide whether the statement is True or False Then submit your answer to find out how much you know!

1. IDEA requires that students ages 16 and older lead their IEP meetings.
   - FALSE  TRUE  Continue
Mini Modules

**Person-centered Planning** - Offering an overview of person-centered planning techniques and their use during transition planning. You will learn about why person-centered planning was developed, the major features of person-centered methods, and applying person-centered planning to transition.

**Advocacy 2006** - Here is some information about advocacy from a broader perspective. While developing self-advocacy skills are important, you must also need to understand how to advocate at a systems level. This is the focus of today's lecture: disability activism and systems advocacy.

**Centers for Independent Living** - What is the philosophy of the Independent Living Movement? The independent living paradigm is based on the assumption that the restrictions faced by individuals with disabilities are societal, not individual. The change agents, according to the independent living model, are individuals with disabilities...

**HCBS Waivers and Individualized Funding** - This section discusses Community-Based Services Medicaid Waiver. You will also learn what is meant by the terms "individualized funding" or "self-determination funding." These terms refer to the availability of funds that are tailored to the specific needs of the person.

**Juvenile Justice and Disabilities** - Research has dealt extensively with juvenile correctional facilities. A conservative estimate of between 25% and 32% of juveniles admitted to correctional facilities have been identified as having disabilities. Of these, 60% of the children had learning disabilities, and 45% had emotional disturbances.

**Mental Health Services and Youth with Emotional and Behavioral Disabilities** - This module provides an overview of the critical issues facing youth with emotional and behavioral disorders in school to adult life. We will focus on how community mental health services are used to ensure effective transition and mental health services.

**Transitioning to Community Supports** - This module provides an overview of the different ways in which individuals with disabilities have changed over time.

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**Person-Centered Planning for the Transition to Adulthood**

**PERSON-CENTERED PLANNING** was developed as an alternative to individualized planning methods in use by service systems such as the IEP used by schools, the IPE (individualized plan of employment) used by vocational rehabilitation, or the IHP (individualized habilitation plan) used by MR/DD service agencies.

Let's take a minute and define the characteristics of the existing planning procedures for an IEP. Think about the following questions and kick on the arrow to view the answer...

- Why do we have IEPs? (It is mandated by law)
- Who attends IEP meetings? (Usually more staff than parents = Unequal ratio)
- Who runs the IEP meetings? (Usually the teacher or administrator = Professionally driven process)
- What is the atmosphere during the meeting? (Professional and collaborative)
- Where are meetings held? (School or community setting)
- How often do they meet? (At least once per year)
- What is the outcome of the meeting? (IEP goals and objectives)
- How long does the process take? (Variable, depending on needs and progress)
- Who is responsible for implementing the plan? (Parents, teachers, and other service providers)
1. **AIR Self-Determination Scale**
   - Average Rating: ★★★★★ (27 reviews)
   - American Institutes for Research (1994)
   - Arlington, TX: The Arc of the United States.
   - Free Resource
   - http://education.gwu.edu/zarrow/?p=38&z=3

2. **Arc Self-Determination Scale**
   - Average Rating: ★★★★★ (13 reviews)
   - Arlington, TX: The Arc of the United States.
   - Free Resource

3. **Behavior Indication Assessment Scale (BIAS) & Inventory of Potential Communicative Acts (IPCA)**
   - Average Rating: ★★★★★ (8 reviews)

4. **Brigance Transition Skills Inventory (TSI)**
   - Average Rating: ★★★★★ (1 review)
   - North Bilerica, MA: Curriculum AssoGates, Inc.
   - http://www.curriculumassoates.com/

5. **C.I.T.E. Learning Styles Instrument**
   - Average Rating: ★★★★★ (17 reviews)
   - Wichita, KS: Murdoch Teachers Center. Republished 2003 by WVABE.
   - Description
     - The Center for Innovative Teaching Experiences C.I.T.E. Learning Styles Instrument helps educators determine their students' learning styles. Students rate themselves on 49 items, total their score, and come up with a major and minor learning style. Descriptions of each learning style are given to help understand a student's preferred mode of learning. This is also a great tool for teachers to know the major learning styles of their students. FREE
   - Ratings & Reviews
     - I administered this instrument to myself and, scored it. I was amazed at how accurate it was. The assessment includes a short form, which produces scores related to different learning style areas. Scale ranges correlate to the results: Major Learning Style, Minor Learning Style, and Indifferent Use. The learning styles are well defined, and include techniques for teaching to students who possess each style. I found that particularly informative. Often I am asked to give suggestions to casemangers about how best to teach students with different learning styles. Utilizing this instrument in evaluations will help me to do that. I think the information this instrument can provide would be very relevant for all students, but particularly those with disabilities, whose processing difficulties make specialized instruction essential.

   - Report: Was this review helpful to you? Yes No

   - Melissa Barnett
   - November 12, 2009 10:25AM
Centers for Medicare and Medicaid Services (CMS)

Centers for Medicare and Medicaid Services were established in 2001 to administer the Medicare and Medicaid programs. CMS goals include the following: support a skilled, committed, and highly-motivated workforce; provide accurate and predictable payments; support high-value health care; promote confident, informed consumers; and promote collaborative partnerships.

- **Medicare**
  Provides health insurance for medical care to people over 65, with limited exceptions.

- **Medicaid**
  Provides health insurance for medical care to low-income people, and supports Home & Community Based Services (HCBS) Waivers.

- **Children’s Health Insurance Program (CHIP)**
  Insures children up to age 18 from low-income families who make too much to qualify for Medicaid.

The majority of individuals who receive health insurance through these plans receive benefits via a fee-for-service delivery system, however, an increasing number are choosing managed care plans.

In addition to providing health insurance, CMS also performs regulatory oversight of laboratories and health care facilities (including nursing homes, home health agencies, ICFMRs, and hospitals), develops coverage policies, and works to increase quality of care.

See the [CHIP website](#) to learn about CHIP.
Content:
What do you need to do next?
• What are the 1 or 2 things you need to do in the next 2 weeks?
• In the next 2 months?

Name: ________________________    Email: ________________________

TO DO LIST:
What Do you Need to Do in the Next… 2 WEEKs…. 2 Months

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Who</th>
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</thead>
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<tr>
<td>Making Content Available</td>
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<td>2 weeks</td>
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<td>2 Months</td>
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<tr>
<td>Supporting Groups and Facilitators</td>
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<td>2 Months</td>
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<tr>
<td>Accountability for PD/Evaluating PD</td>
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<td>2.</td>
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<td>2 Months</td>
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</table>
Online Modules + Face to Face Study Group

- Building-level teams
- Independent learning followed-up with additional activities in a group setting (self-directed, online)
  - Live Discussions/threaded discussions
  - Evaluating an IEP using I-13 (a group)
- Feedback provided from group members and facilitator (online or in person)
- Multiple methods of accountability
Vu’s Incorrect IEP

1. Is there an appropriate measurable postsecondary goal in:
   - A. Education/Training
   - B. Employment
   - C. Independent Living
1 Discussions
Use the discussion forms to share resources, ask questions, and collaborate with other facilitators.

- Transition Assessment Unit Discussion
- IDEA and Secondary Transition Unit Discussion
- General Questions

2 General Information
Here you will find some of the basic forms and information you will need for any Self-Study Unit.

- Action Plan
- Sign-In Sheets

Our mailing and contact information:

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University of Kansas, Center for Research on Learning (CRL)
Joseph R. Pearson Hall
1122 West Campus Rd., Rm. 521
Lawrence, KS 66045-3101

Phone 785-864-1177
Fax 785-864-5421

Dana Lattin - dlatin@ku.edu
Amy Geunner Erickson - aericsson@ku.edu
Madeline Wetta - madlin@ku.edu

3 IDEA and Secondary Transition Unit
Here you will find all of the resources for this unit.

- Week 3 Webinar - Indicator 13 Presentation for IEP Audit
- Indicator 13 Presentation Handout (optional)
- IEP Tally Form
- DESE Transition Questions & Answers
- Vu's Incorrect IEP
- Vu's Correct IEP
- NSTTAC Indicator 13 Checklist (Form B)
Feedback to participants

- Phone calls
- In person
- Video conferencing
Supporting Groups/Facilitators: What do you need to do next?

- What are the 1 or 2 things you need to do in the next 2 weeks?
- In the next 2 months?

Name: ___________________ Email: ___________________

**TO DO LIST:**
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<tr>
<td>2.</td>
<td></td>
<td>2 Months</td>
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</tbody>
</table>
Accountability to the PD Provider

- Pre/post test scores (knowledge)
- Summary of Responses saved to the Portfolio (understanding, applying)
- Participation in online activities (applying, evaluating)
- Development & implementation of an action plan (analyzing, evaluating, creating)
- Goal Attainment Scaling (creating)
## My Reports – Online Modules

**SPED 856 (Fall 2011)**

- **View Online Modules**

### SS: Satisfaction Survey Taken

<table>
<thead>
<tr>
<th>Student</th>
<th>Best Practices</th>
<th>Cultural Diversity</th>
<th>Transition Assessment</th>
<th>Working with Families</th>
<th>Youth with IDD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>View SS: Yes</td>
<td></td>
<td>View SS: Yes</td>
<td>View SS: Yes</td>
<td>View SS: Yes</td>
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<tr>
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<td>n/a</td>
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<td>n/a</td>
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</tr>
<tr>
<td></td>
<td>View SS: Yes</td>
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<td>View SS: Yes</td>
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<td>View SS: Yes</td>
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<td>View SS: Yes</td>
<td>View SS: Yes</td>
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<tr>
<td></td>
<td>View SS: Yes</td>
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<td>View SS: Yes</td>
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<td>View SS: Yes</td>
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<td>View SS: Yes</td>
<td>View SS: Yes</td>
<td>View SS: Yes</td>
</tr>
</tbody>
</table>
# Quality Indicators of Exemplary Transition Programs Needs Assessment

## Domains
- Transition Planning
- Curriculum & Instruction
- Transition Planning
- Assessment
- Family Involve
- Student Involve
- Interagency
- Systems

### Transition Planning

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completey Achieved</td>
</tr>
<tr>
<td>2. Progress toward student’s postsecondary goals are reviewed on an ongoing basis.</td>
<td></td>
</tr>
<tr>
<td>3. Transition planning incorporates student-centered approaches (e.g., MAPS, Personal Futures Planning)</td>
<td></td>
</tr>
<tr>
<td>4. Postsecondary goals are based upon student strengths, interests, and preferences.</td>
<td></td>
</tr>
<tr>
<td>5. Postsecondary goals target postsecondary education/training, employment, and when appropriate independent living.</td>
<td></td>
</tr>
<tr>
<td>6. Transition services and a course of study are identified to assist the student to reach postsecondary goals.</td>
<td></td>
</tr>
<tr>
<td>7. Annual IEP goals addressing both academics and transition needs are identified.</td>
<td></td>
</tr>
<tr>
<td>8. Approaches are used during transition planning to identify outcomes supporting student and family cultures.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition Assessment

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completey Achieved</td>
</tr>
<tr>
<td>9. A wide variety of formal and informal transition assessments are available to use with students.</td>
<td></td>
</tr>
<tr>
<td>10. Assessments for each student evaluate specific transition needs, strengths, preferences, and interests.</td>
<td></td>
</tr>
<tr>
<td>11. The transition assessment process is ongoing throughout the year.</td>
<td></td>
</tr>
<tr>
<td>12. Transition assessment results are shared with students, families and staff in a meaningful way.</td>
<td></td>
</tr>
<tr>
<td>13. Students’ postsecondary goals are based on transition assessment results.</td>
<td></td>
</tr>
<tr>
<td>14. A summary of performance with recommendations for meeting postsecondary goals is developed when student exits high school.</td>
<td></td>
</tr>
</tbody>
</table>

### Family Involvement

<table>
<thead>
<tr>
<th>Current Status</th>
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<tbody>
<tr>
<td>Completey Achieved</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
### Family Involvement Domain Score: 1.67

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family members (including extended family, friends, or legal guardians) regularly participate in transition planning and IEP meetings.</td>
<td>3</td>
</tr>
<tr>
<td>The family's needs and supports are taken into consideration during transition planning.</td>
<td>2</td>
</tr>
<tr>
<td>Information and training are provided to families about transition.</td>
<td>2</td>
</tr>
<tr>
<td>Pre-planning activities are in place so families can provide input prior to transition meetings.</td>
<td>1</td>
</tr>
<tr>
<td>Family members are actively involved throughout the transition planning process.</td>
<td>1</td>
</tr>
<tr>
<td>Supports are in place to involve family members in transition planning meetings (e.g., flexible time and location, language interpreter).</td>
<td>1</td>
</tr>
</tbody>
</table>

### Student Involvement Domain Score: 0.86

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-making skills are taught using evidence-based curriculum and/or strategies are taught.</td>
<td>1</td>
</tr>
<tr>
<td>Opportunities to make real-life, meaningful choices are provided to students.</td>
<td>2</td>
</tr>
<tr>
<td>Goal setting skills using evidence-based curriculum and/or strategies are taught.</td>
<td>1</td>
</tr>
<tr>
<td>Opportunities for students to learn about specific post-school options (e.g., postsecondary education and training, employment, independent living) are provided.</td>
<td>0</td>
</tr>
<tr>
<td>Evidence-based curriculum and/or strategies are used to teach students to develop and lead their transition planning process.</td>
<td>0</td>
</tr>
<tr>
<td>Students have the opportunity to lead their IEP and transition planning process.</td>
<td>1</td>
</tr>
<tr>
<td>Parents are provided with information and training to support student self-determination and self-advocacy.</td>
<td>1</td>
</tr>
</tbody>
</table>

### Transition-Focused Curriculum and Instruction Domain Score: 1.57
Action Planning – Online Modules

Pause & Reflect

Think about the information and materials you've learned about that focus on Career Assessment. Complete the questions below to start building your Action Plan for enhancing your employment program/practices. The completed Action Plan can be found in the Documents section of My Library.

What changes/improvements need to be made to your practices for Career Assessment?

Identify what I know and what I need to know about my students and identify assessments to learn that info.

What Action Steps will you take to make changes to the needs you identified for Career Assessment?

Complete assessment plans for my students and find more assessments to meet the need.

What is the Anticipated Outcome for these action steps?

More complete picture of my students’ preferences, interests, needs and strengths.
## Enhancing Employment Outcomes Action Plan

Within the next 6 months, you identified you would address the following CHANGES through ACTIONS with ANTICIPATED OUTCOMES below.

<table>
<thead>
<tr>
<th>Changes/Improvements to Make</th>
<th>Action Steps (steps to make changes)</th>
<th>Anticipated Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Assessment</td>
<td>Identify what I know and what I need to know about my students and identify assessments to learn that info.</td>
<td>Complete assessment plans for my students and find more assessments to meet the need.</td>
</tr>
<tr>
<td>School-based Activities</td>
<td>Ensure that my vocational course meshes with others in the building.</td>
<td>Meet with teachers whose courses may mesh with mine and share information.</td>
</tr>
<tr>
<td>Work-site Experiences</td>
<td>Test</td>
<td>Create an evaluation for students to use and for job coaches to use. Collect evaluations.</td>
</tr>
<tr>
<td>School-Business Partnerships</td>
<td>Connect with more businesses for possible job sites.</td>
<td>Connect with the chamber of commerce and business organizations like Rotary Club. Meet with business leaders/owners during summer.</td>
</tr>
<tr>
<td>On-Site Support &amp; Training</td>
<td>Improve onsite training.</td>
<td>Have job coaches take training and get some materials and resources for doing a better and more consistent job of training students on the job.</td>
</tr>
<tr>
<td>Postsecondary Ed./Training</td>
<td>More of my students who explore postsecondary options.</td>
<td>Meet with Guidance Counselor to figure out how we can work together on this.</td>
</tr>
</tbody>
</table>
Action Planning Embedded in Training:
“What are the 2 things you plan to do when you get back…”

Name: ___________________________ Email: ___________________________

**ACTION PLAN— Facilitating Family Engagement in Transition**

**Goal:** To enhance employment outcomes for students with disabilities

<table>
<thead>
<tr>
<th><strong>Action Steps</strong></th>
<th><strong>Who</strong></th>
<th><strong>By When</strong></th>
<th><strong>What’s the Outcome?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to Families 1.</td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td>Inviting Involvement 1.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>
## Embedding Evaluation w/in Training: Goal Attainment Scaling

<table>
<thead>
<tr>
<th>Level of Attainment</th>
<th>Target Item for Improvement: Formally and informally, assessment measures are available to school staff in order to develop transition plans that target postschool goals and outcomes. (employment, post-secondary education, independent living).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much less -2 than expected</td>
<td>All secondary special education teachers have access to at least four formal and four informal assessments but are not utilizing any assessments prior to a student’s transition planning meeting.</td>
</tr>
<tr>
<td>Somewhat less -1 than expected</td>
<td>Secondary special education teachers are using at least one of the available assessments prior to a student’s transition planning meeting for 20% of the students eligible for transition assessment.</td>
</tr>
<tr>
<td>Expected level 0 of outcome</td>
<td>All secondary special education teachers have access to at least four formal and four informal assessments in order to develop transition plans that target postschool goals and outcomes (employment, post-secondary education, independent living).</td>
</tr>
<tr>
<td>Somewhat more +1 than expected</td>
<td>Secondary special education teachers are using at least one assessment prior to a student’s transition planning meeting for 50% of the students eligible for transition assessment.</td>
</tr>
<tr>
<td>Much more +2 than expected</td>
<td>Secondary special education teachers are using at least two assessment measurements prior to a student’s transition planning meeting for 50% of the students eligible for transition assessment.</td>
</tr>
</tbody>
</table>
Evaluation:
What do you need to do next?

- What are the 1 or 2 things you need to do in the next 2 weeks?
- In the next 2 months?

Name: ___________________________  Email: ___________________________

TO DO LIST:
What Do you Need to Do in the Next... 2 WEEKs.... 2 Months

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Professional Development Hub

The Transition Coalition Professional Development Hub is designed to meet the needs of higher education and faculty.

The purpose of the Professional Development Hub is to provide you with:

1. **My Course Roster** - a way to create a roster of your students to identify the students in your course you can track their work on the Transition Coalition site;

2. **My Reports** - to track and collect the work your students have completed on the Transition Coalition site;

3. **Teaching Resources** - a place to share with other faculty and instructors resources you use teaching transition content to graduates and undergraduate students (e.g., grading rubrics, syllabi, assignments, student projects, etc.); and

4. **Discussion Forum** - to discuss and share your thoughts and questions with other faculty and related to teaching transition content to graduates and undergraduate students.

Our intent is to further develop the Professional Development Hub. To make recommendations or suggest improvements, please contact us.