
Student-Focused Planning Evaluation Examples

Title: Colorado Transition Institute 2008 Team Planning Tool for Student-focused Planning

Evaluation example: Planning tool

Context for use: Transition institute with school-community teams

Protocol for use: This planning tool focuses on assisting school-community teams to review and plan their strategies for implementing transition-focused education regarding student-focused planning. It can be used annually to reflect upon effectiveness of practices, determine strengths and needs, and develop plans; as well as during the year as a formative evaluation tool.

Title:	Evaluation Tools for Implementing Student Involvement Curricula
Evaluation example:	Overview and instructions for a set of evaluation instruments
Context for use:	A set of educator evaluation tools for documenting curriculum implementation and outcomes
Protocol for use:	The overview and instructions should be used in advance of the curriculum implementation.

Title:	Tool 1: Educator Implementation Information — Student Involvement and Self-Determination Curriculum
Evaluation example:	Data collection tool
Context for use:	Form for educators to describe the curriculum implementation, including lesson modification and barriers encountered
Protocol for use:	Tool should be completed during and after the curriculum is implemented.

Title:	Tool 2: Student Demographic Information—Student Involvement and Self-Determination Curriculum
Evaluation example:	Data collection tool
Context for use:	Form for educators to document demographic information about students who participated in the curriculum
Protocol for use:	Tool should be completed after the curriculum has been implemented.

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- Title:** Tool 3: Educator Information on Student Involvement in Their IEP Meeting
- Evaluation example:** Data collection tool
- Context for use:** Form for educators to document information about the student's involvement in his/her IEP meeting
- Protocol for use:** Tool should be completed at the conclusion of the IEP meeting.

Title:	Tool 4: Student Feedback Tool—Student Involvement in the IEP Meeting
Evaluation example:	Data collection tool
Context for use:	Tool for students to provide information about their involvement in their IEP meeting
Protocol for use:	This tool should be completed by the student at the conclusion of the IEP meeting.

Title:	Tool 5: Parent/Guardian/Family Feedback Form-Student Involvement in his/her IEP Meeting
Evaluation example:	Data collection tool
Context for use:	Form for parent/guardian/family member to provide information about their student's involvement in the IEP meeting
Protocol for use:	This form should be completed by the parent/guardian/family member at the conclusion of the IEP meeting.

Title: Assessment of Student Involvement in Transition Planning

Evaluation example: Data collection tool

Context for use: Form for educator to document information about the involvement of a student in his/her IEP meeting

Protocol for use: This form should be completed at the conclusion of the IEP meeting.

Title: Using Transition Assessment Results to Build a Transition-Rich IEP

Evaluation example: Overall workshop evaluation

Context for use: Two-day workshop for special educators and other service providers

Protocol for use: Participants complete evaluation at the conclusion of the event.

Title:	Using Transition Assessment Results to Build a Transition-Rich IEP— Gathering Data Regarding Indicator 13: Checklist for Reviewing IEPs
Evaluation example:	Pretest and posttest
Context for use:	Two-day workshop for special educators and other service providers
Protocol for use:	Prior to the workshop, participants are instructed to bring a sample student IEP, with identifying information “blacked” out. At the beginning of the workshop before any content is provided, the participants are given the NSTTAC Indicator 13 checklist. Participants choose a code name to record on both their pre and posttests to ensure anonymity. Using the pretest checklist, they evaluate the transition components in their sample IEP. This pretest is collected before the content begins. At the conclusion of the workshop, the participants are instructed to rewrite the transition areas of their IEP and to use a new checklist with the same code name to evaluate their changes. The posttest checklist and the IEP are collected. The evaluator scores each participant’s tests and compares the scores to determine if content of the IEP improved.

Title:	Using Transition Assessment Results to Build a Transition-Rich IEP
Evaluation example:	Pretest and posttest
Context for use:	Two-day workshop for special educators and other service providers
Protocol for use:	Using several key objectives of the workshop, create a pretest for the participants to complete at the beginning of the workshop. Participants use a code name on their test to ensure anonymity. At the conclusion of the day(s), the participants complete a posttest with the same questions as the pretest, using the same code name. The evaluator scores each participant's tests and compares the scores to determine if participants' knowledge of the content changed.

Title:	Using the NSTTAC Indicator 13 Checklist to Measure the Effectiveness of IEP Forms
Evaluation example:	Data collection tool
Context for use:	Tool to be used by educators, administrators, and other service providers to determine if their district IEP form includes the required Indicator 13 components
Protocol for use:	This form can be used after an IEP is reviewed with the Indicator 13 checklist to determine if the IEP contains the required transition components.

Note. The evaluation example included here uses the 2006 – 2008 version of the NSTTAC Indicator 13 checklist. In 2009, OSEP revised Indicator 13; the changes are effective with the 2010 data collection. From this point on, the 2009 NSTTAC Indicator 13 checklist should be used with this and other evaluation examples and activities; it is included in Section 2 of this toolkit.

Title:	Student Involvement in Educational and Transition Planning
Evaluation example:	Overall workshop evaluation
Context for use:	One-day workshop for special educators and other service providers
Protocol for use:	Participants complete the evaluation at the conclusion of the event.

Title:	Student Involvement in Educational and Transition Planning
Evaluation example:	Pretest and posttest
Context for use:	One-day workshop for special educators and other service providers
Protocol for use:	Using several key objectives of the workshop, create a pretest for the participants to complete at the beginning of the workshop. Participants use a code name on their test to ensure anonymity. At the conclusion of the day(s), the participants complete a posttest with the same questions as the pretest, using the same code name. The evaluator scores each participant's tests and compares the scores to determine if participants' knowledge of the content changed.