

OKLAHOMA TRANSITION INSTITUTE



Team Planning Tool for
Student-Focused Planning
and Student Development
Practices

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TEAM PLANNING TOOL FOR STUDENT-FOCUSED PLANNING AND STUDENT DEVELOPMENT

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Additional resources are available at:

<http://www.nsttac.org>

<http://www.wmich.edu/ccrc>

<http://homepages.wmich.edu/~kohlerp/research>

- Taxonomy for Transition Programming
- Worksheet for Student-Focused Planning and Student Development Practices
- Worksheet for Student Development Practices (example)
- Worksheet for Interagency Collaboration
- Worksheet for Family Involvement
- Worksheet for Program Structures

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Team Planning Tool for Student-Focused Planning and Student Development Practices

Team Information

Team Name: _____ Primary Contact: _____ Position: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____	Team Member: _____ Position: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____
Team Member: _____ Position: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____	Team Member: _____ Position: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____
Team Member: _____ Position: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____	Team Member: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____

To include all members, use back of page if necessary

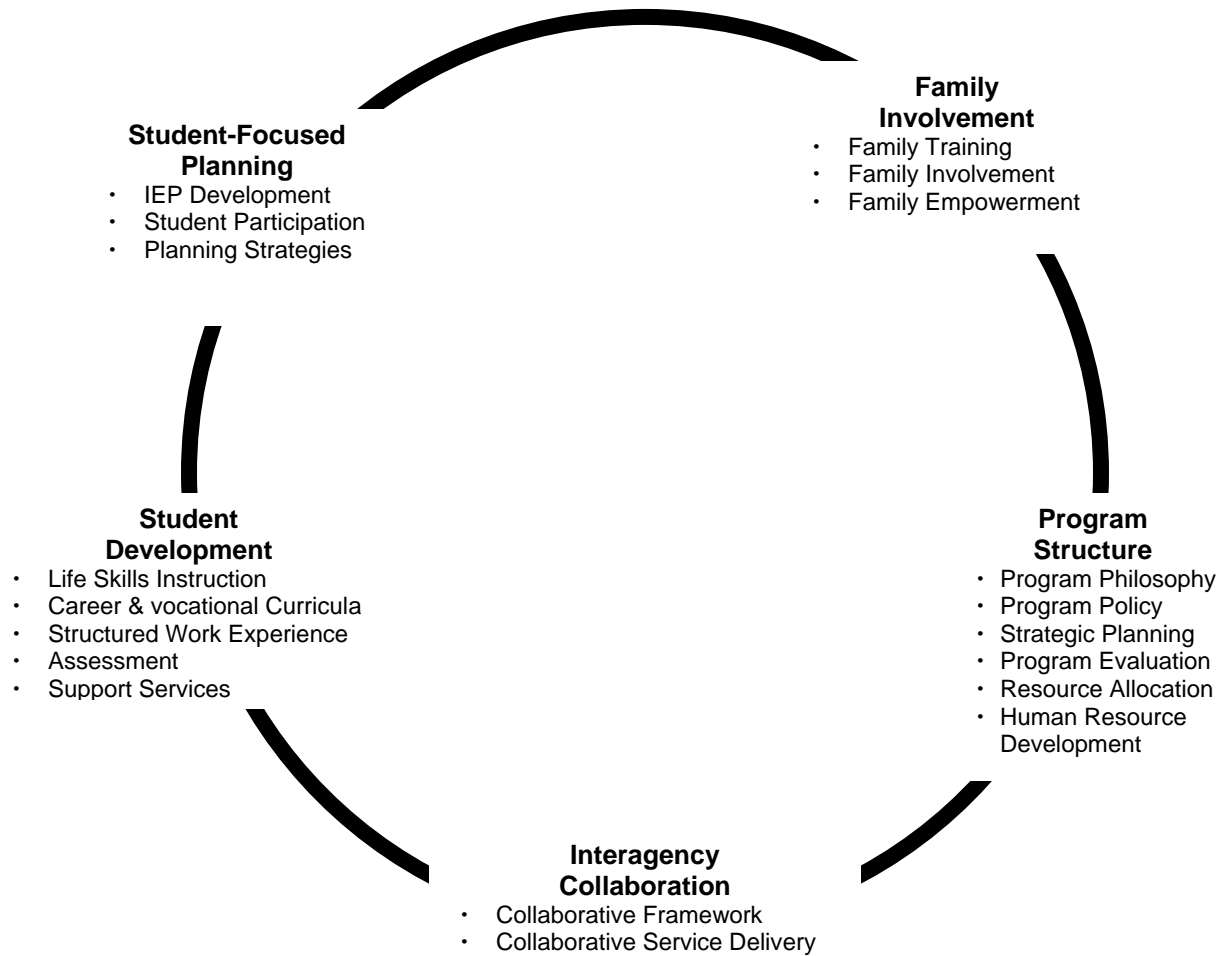
Transition-Focused Education

This planning tool focuses on assisting school-community teams to review and plan their strategies for implementing *transition-focused education*. Over the past decade, transition practices research has illustrated that post-school outcomes of students with disabilities improve when educators, families, students, and community members and organizations work together to implement a broad perspective of transition planning, more appropriately referred to as transition-focused education. In general, this concept of transition-focused education represents the perspective that “transition planning” is the fundamental basis of education that guides development of students’ educational programs, rather than an “add-on” activity for students with disabilities when they turn age 14 or 16. The impact of transition-focused education is greatly enhanced when systems and programs connect and support the implementation and application of such learning.

Transition-focused education is directed toward adult outcomes and consists of academic, career, and extracurricular instruction and activities, delivered through a variety of instructional and transition approaches, and responsive to the local context and students’ learning and support needs. Primary to the concept of transition-focused education is the expectation for *all* students to achieve a quality life, valued within the context of their family, school, and community. Quality of life outcomes include those in four general areas: independent living (home and family), employment (including postsecondary education and training that leads to employment), community citizenship and participation, and leisure and recreation. To prepare students to achieve such outcomes, transition-focused education builds student competence through academic, occupational, and social development. Further, to insure that all our students can develop and achieve at their greatest potential, transition-focused education provides a variety of instructional pathways that may include few or no specialized supports to extensive applied experiences or supports. This framework of transition-focused education provides a structure for educational planning that is outcome-oriented and promotes greater involvement and ownership in the decision-making process by key stakeholders.

The *Taxonomy for Transition Programming*, represented on the next page, provides concrete practices—identified from effective programs—for implementing transition-focused education. As described in the next section, this tool is designed to help you reflect broadly on your application of student-focused planning and student development practices—two categories of practices in the taxonomy.

TAXONOMY FOR TRANSITION PROGRAMMING



Taxonomy for Transition Programming



STUDENT
DEVELOPMENT

INTERAGENCY
COLLABORATION

FAMILY
INVOLVEMENT

PROGRAM
STRUCTURE

STUDENT-FOCUSED PLANNING

IEP Development	Student Participation	Planning Strategies
<ul style="list-style-type: none"> ▶ Options identified for each outcome area or goal ▶ Post-secondary education or training goals and objectives specified in the IEP ▶ Vocational goals and objectives specified ▶ Community-related and residential goals and objectives specified (e.g., voting) ▶ Recreation and leisure goals and objectives specified ▶ Educational program corresponds to specific goals ▶ Goals are measurable ▶ Personal needs are addressed in planning (e.g., financial, medical, guardianship) ▶ Specific goals and objectives result from consumer choices ▶ Progress or attainment of goals is reviewed annually ▶ Responsibility of participants or agencies specified <p>Evaluation of participant fulfillment of responsibilities</p>	<ul style="list-style-type: none"> ▶ Planning team includes student, family members, and school and participating agency personnel ▶ Assessment information is used as basis for planning ▶ Transition-focused planning begins no later than age 14 ▶ Meeting time adequate to conduct planning ▶ Preparation time adequate to conduct planning ▶ Planning meeting time and place conducive to student and family participation ▶ Accommodations made for communication needs (e.g., interpreters) ▶ Referral to adult service provider(s) occurs prior to student's exit from school ▶ Planning team leader identified 	<ul style="list-style-type: none"> ▶ Self-determination facilitated within the planning process ▶ Planning decisions driven by student and family ▶ Planning process is student-centered ▶ Student involvement in decision making ▶ Documentation of student interests and preferences ▶ IEP involvement training for students ▶ Career counseling services provided to student ▶ Student self-evaluation of process

Taxonomy for Transition Programming

STUDENT-FOCUSED
PLANNING

INTERAGENCY
COLLABORATION

FAMILY
INVOLVEMENT

PROGRAM
STRUCTURE

STUDENT DEVELOPMENT

Life Skills Instruction	Employment Skills Instruction	Career & Vocational Curricula
<ul style="list-style-type: none"> ▶ Leisure skills training ▶ Social skills training ▶ Self-determination skills training, including goal setting and decision making ▶ Self-advocacy skills training ▶ Independent living skills training ▶ Learning strategies skills training 	<ul style="list-style-type: none"> ▶ Work-related behaviors and skills training ▶ Job seeking skills training ▶ Occupation-specific vocational skill training 	<ul style="list-style-type: none"> ▶ Provide career education curriculum ▶ Provide tech prep curriculum
Support Services	Assessment	Structured Work Experience
<ul style="list-style-type: none"> ▶ Identification and development of environmental adaptations ▶ Identification and development of accommodations ▶ Identification and development of natural supports ▶ Provision of related services (e.g., OT, PT, speech therapy, transportation) ▶ Use of mentors 	<ul style="list-style-type: none"> ▶ Vocational assessment (including curriculum-based and situational assessment) ▶ Academic, cognitive, and adaptive behavior assessments 	<ul style="list-style-type: none"> ▶ Apprenticeships ▶ Paid work experience ▶ Work study program ▶ Job placement services (prior to school exit)

Overview of Team Planning Tool

This planning tool focuses on assisting teams to review their practices associated with implementing Student-Focused Planning and Student Development Practices within the *Taxonomy for Transition Programming*, such as developing transition-focused individual education programs, teaching students self-determination skills, developing and using career assessment strategies, developing career awareness and exploration, providing work-based education, and identifying and providing student supports. We suggest you use a team approach to reflect on the *extent* to which and *how* you currently implement transition-focused education practices, determine issues and barriers to implementation, and develop specific goals to address your needs. This worksheet is designed to help guide you through this process.

Use **Part 1—Current Implementation Assessment**, to reflect on the degree to which you are implementing the practices described. To assist with this reflection, we provide a set of questions and indicators that focus on each area. These questions are designed to help you go beyond simple “yes” or “no” answers as you reflect on implementation and identify evidence that supports your reflection.

In **Part 2—Issues and Barriers**, consider your findings from Part 1 and identify specific issues that may inhibit or limit implementation and/or effectiveness.

Use **Part 3—Program Planning** to develop plans that address your needs. In developing your plans, be specific. Refer to the guidelines on the last page of this tool to help you set meaningful, achievable, and measurable goals. It is helpful to identify specific goals that your team can achieve in the next year, and then the activities you will implement to achieve your goals. Also think about the things you will produce (products), the outcomes you want to achieve, and how you will tell if you achieved them.

Remember that the purpose of these efforts is to improve student outcomes! *Thus, one’s efforts must begin and end with the knowledge of what students are achieving after leaving high school.* The questions included herein focus primarily on educational processes and services, designed to provide students with the skills they need to live and work independently. Specific reflective questions focused on students’ post-school outcomes are listed below. They should guide your reflection and provide the basis for all your educational and transition programs and services.

Fundamental Questions

- ▶ Regarding short-term outcomes, do your students have the skills they need to be successful
 - Academic skills?
 - Independent living skills?
 - Occupational skills?
 - Work behaviors?
 - Self-determination skills?
- ▶ Regarding long-term outcomes, are your students
 - Employed?
 - Living independently?
 - Participating in their communities?
- ▶ Do your students have the educational and community supports and services they need to be successful?

Part 1: Current Implementation Assessment

Use the following **Implementation Level Rating Scale** to indicate to what extent you are implementing the practices described. Also describe evidence that illustrates the practice is being implemented at the level indicated. Use the reflective questions and suggested indicators to help clarify and expand the reflective process. The reflective questions are designed to help you go beyond simple “yes” and “no” responses and substantively reflect on the degree of implementation in each area. The questions and indicators also help provide examples of evidence you might examine to determine the implementation level. An example is provided.

Example:

STUDENT DEVELOPMENT PRACTICES	WHAT ARE WE DOING?
1. Life skills development, including self-determination skills	Use ChoiceMaker curriculum in school-based component of cooperative vocational education, 10 th -12 th grades <ul style="list-style-type: none"> ▶ <i>Choosing Employment Goals</i> ▶ <i>Self-Directed IEP</i> in 11th grade for students with LD, BD SPED teachers work with class and individual students in home rooms and resource rooms to review assessment info and plan IEP meetings and content

STUDENT DEVELOPMENT PRACTICES	NOTES AND EVIDENCE
Reflective Questions <ul style="list-style-type: none"> ▶ How are target skills determined and assessed? What do these assessments indicate regarding student learning/achievement of target skills? ▶ Do students have the skills they need to be successful, including: <ul style="list-style-type: none"> ▪ Self-determination skills? Suggested Indicators <ul style="list-style-type: none"> ▶ % mastery of target skills ▶ # students attending their IEP meeting; level of student participation 	Pre and post tests with self-determination curricula <ul style="list-style-type: none"> ▶ 80% of students with “mild” disabilities ▶ Significant skills increase, min of 70% mastery on post test IEP review = 95% of students attended IEP IEP meeting eval indicated only about 50% of students actively participate

STUDENT-FOCUSED PLANNING PRACTICES	WHAT ARE WE DOING?
1. Students' IEPs include measurable post-school goals in the following areas: <ol style="list-style-type: none"> a. Education and/or training b. Employment c. Independent living 	
2. Students' IEPs include annual IEP goals and transition services that will enable them to achieve their post-school goals.	
3. Age-appropriate assessment information is used to identify students' preferences, interests, choices, and needs.	
4. Students, families, educators, and relevant service providers work together to plan and provide instruction and services.	
5. Students participate meaningfully in their IEP development.	

STUDENT-FOCUSED PLANNING PRACTICES	NOTES AND EVIDENCE OF IMPLEMENTATION
<p>Reflective Questions</p> <ul style="list-style-type: none"> ▶ To what extent do students and their parents actively participate in the development of their Individual Education Program (IEP)? ▶ Do students have the knowledge and skills to participate actively? ▶ How are students’ interests, needs, and preferences determined and documented? ▶ To what extent do students’ educational programs include student-identified goals and objectives? How many goals are student-initiated? ▶ To what extent and how is academic, cognitive, vocational, and/or adaptive behavior assessment information used in developing educational goals and objectives and to determine related service needs? To what extent is transition-related assessment information reflected in students’ educational programs? ▶ To what extent and how is information gathered through career awareness and exploration activities subsequently linked to a student’s educational program? ▶ To what extent are the goals and objectives identified in students’ educational programs (including “transition services”) implemented and evaluated? ▶ What strategies are used to insure that students, parents, agency personnel, and other appropriate individuals actively participate in planning meetings? ▶ How is participation measured and what are the findings? ▶ To what extent and how are the responsibilities assigned through the IEP process reviewed? To what extent do identified services go undelivered? What procedures are used to address discrepancies between services promised and services provided? <p>Suggested Indicators</p> <ul style="list-style-type: none"> ▶ # students with PLEP regarding transition goals and services based on transition-related assessments ▶ # students with measurable post-school goals ▶ # IEP goals that are student-initiated ▶ # students with goal-related annual objectives and transition services ▶ # students attending their IEP meeting; level of student participation ▶ # students whose course of study aligns with post-school goals 	

STUDENT DEVELOPMENT PRACTICES	WHAT ARE WE DOING?
1. Age-appropriate transition assessments	
2. Academic skill development	
3. Life skills development, including self-determination skills	
4. Employment skills development, including work experience	
5. Identification and provision of support services	

STUDENT DEVELOPMENT PRACTICES	NOTES AND EVIDENCE OF IMPLEMENTATION
<p>Reflective Questions</p> <ul style="list-style-type: none"> ▶ Do students' educational programs align with their post-school goals? ▶ To what extent do all students participate in work-based education, including paid and/or unpaid work experiences, during high school? ▶ In which occupational areas are students employed? ▶ Are students' work experiences aligned with their post-school goals? ▶ Are students' work experiences aligned with their course of study? ▶ To what extent do students have the supports, accommodations, and/or related services they need to access work experiences? ▶ How are target skills determined and assessed? What do these assessments indicate regarding student learning/achievement of target skills? ▶ How are students informed of and recruited for co-curricula and extra-curricular activities? ▶ Do students have the skills they need to be successful, including: <ul style="list-style-type: none"> ▪ Academic skills? ▪ Independent living skills? ▪ Occupational skills? ▪ Employability and work behaviors? ▪ Self-determination skills? ▶ How are student accommodation needs identified? ▶ What methods are used to help students identify their accommodation needs in different environments? <p>Suggested Indicators</p> <ul style="list-style-type: none"> ▶ # and % of students receiving services in specific settings ▶ Student performance on cognitive, academic, vocational, and adaptive behavior assessments ▶ Specific strategies for student recruitment ▶ # students participating in work-based, co-curricular, and extracurricular activities ▶ # and % of accommodation needs met and unmet ▶ Assessments used ▶ Student performance on assessments ▶ % mastery of target skills 	

Part 2: Issues and Barriers

Instructions

Reflect on your descriptions in Part 1. Are there issues or barriers that are inhibiting or limiting implementation or effectiveness? Describe them below so that you may address them in developing your plans.

Example

PRACTICES	ISSUES OR BARRIERS
<p>Student-Focused Planning</p> <p>4. Students, families, educators, and relevant service providers work together to plan and provide instruction and services. Students participate meaningfully in IEP development</p>	<ul style="list-style-type: none"> ▶ Allotted time for IEP meeting not adequate for facilitating meaningful student participation ▶ Need to include pre-IEP preparation—development of goals, choices, course of study—within curriculum
<p>Student Development</p> <p>1. Age-appropriate transition assessments</p> <p>3. Life skills development, including self-determination skills</p>	<ul style="list-style-type: none"> ▶ Assessment limited to vocational interest inventory in 9th grade ▶ Need additional assessment for determining PLEP in other areas ▶ Self-determination skill development provided only for students with “mild” disabilities ▶ Need to address students with more significant cognitive impairments

STUDENT-FOCUSED PLANNING PRACTICES	ISSUES OR BARRIERS
1. Students' IEPs include measurable post-school goals in the following areas: <ol style="list-style-type: none"> a. Education and/or training b. Employment c. Independent living 	
2. Students' IEPs include annual IEP goals and transition services that will enable them to achieve their post-school goals.	
3. Assessment information is used to identify students' preferences, interests, choices, and needs.	
4. Students, families, educators, and relevant service providers work together to plan and provide instruction and services	
5. Students' course of study aligns with their post-school goals.	

STUDENT DEVELOPMENT PRACTICES	ISSUES OR BARRIERS
1. Age-appropriate transition assessments	
2. Academic skill development	
3. Life skills development, including self-determination skills	
4. Employment skills development, including work experience	
5. Identification and provision of support services	

Part 3: Planning Student-Focused Planning and Student Development

Instructions

The purpose of this section is to help you make plans for the coming year. Use the responses from your implementation assessment in Part 1 and issues and barriers in Part 2 to identify specific goals. Then identify specific goal-related activities, the person(s) responsible for the activity, and the timeframe for implementation. As you are planning, also identify (a) the outputs or products to be produced, (b) your anticipated or expected outcomes, (c) indicators to determine whether the outcomes were achieved, and (d) data sources through which evidence will be collected. As a resource, use the **checklist on the last page** to help you clarify your goals, activities, outputs, and anticipated outcomes.

Example

STUDENT-FOCUSED PLANNING AND STUDENT DEVELOPMENT			
Goal: Develop annual transition goals based on students' present level of performance.			
SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
<ul style="list-style-type: none"> ▸ Identify additional transition-related assessments ▸ Establish assessment schedule/context ▸ Implement at least 1 assessment with current 11th graders 		<ul style="list-style-type: none"> ▸ Scott and Emily ▸ Transition council ▸ Scott oversee, with teachers 	<ul style="list-style-type: none"> ▸ By Oct. 15 ▸ By Dec. 15 ▸ By March 15
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES
<ul style="list-style-type: none"> ▸ List of assessments ▸ Assessment schedule ▸ Assessment report for each student 	<ul style="list-style-type: none"> ▸ Increased student, teacher, family, service provider knowledge of students' transition-related skills and/or behaviors ▸ Increased # of student IEPs with PLP regarding transition goals 	<ul style="list-style-type: none"> ▸ Student scores ▸ # students assessed ▸ # IEPs with assessment info 	<ul style="list-style-type: none"> ▸ Assessment profile, report ▸ IEP documents

STUDENT-FOCUSED PLANNING

FOCUS:

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES

PERSON RESPONSIBLE

TIMEFRAME

OUTPUTS/PRODUCTS

EXPECTED OUTCOMES

POTENTIAL INDICATORS

DATA SOURCES

STUDENT-FOCUSED PLANNING

FOCUS:

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES**PERSON RESPONSIBLE****TIMEFRAME****OUTPUTS/PRODUCTS****EXPECTED OUTCOMES****POTENTIAL INDICATORS****DATA SOURCES**

STUDENT-FOCUSED PLANNING

FOCUS:

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES

PERSON RESPONSIBLE

TIMEFRAME

OUTPUTS/PRODUCTS

EXPECTED OUTCOMES

POTENTIAL INDICATORS

DATA SOURCES

STUDENT DEVELOPMENT			
FOCUS:			
GOAL:			
SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

STUDENT DEVELOPMENT			
FOCUS:			
GOAL:			
SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

STUDENT DEVELOPMENT

FOCUS:

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES**PERSON RESPONSIBLE****TIMEFRAME****OUTPUTS/PRODUCTS****EXPECTED OUTCOMES****POTENTIAL INDICATORS****DATA SOURCES**

**CHECKLIST FOR IDENTIFYING AND EVALUATING
PROGRAM GOALS, ACTIVITIES, OUTPUTS, AND OUTCOMES**

Focus Area	Considerations and Criteria	
Goals	<ul style="list-style-type: none"> ▸ Be specific. ▸ Identify what you are trying to accomplish. ▸ Think in terms of outcomes rather than process or products. ▸ Is the goal achievable within the specified timeframe? 	<ul style="list-style-type: none"> ▸ Is the goal measurable? ▸ Is the goal within the scope of your control? ▸ Is the goal action-oriented? ▸ Is the goal realistic?
Activities	<ul style="list-style-type: none"> ▸ Is the activity action-oriented? ▸ Will the activity move you toward your goal? 	<ul style="list-style-type: none"> ▸ Is the activity theoretically-based? ▸ Is the activity do-able with available resources?
Outputs	<ul style="list-style-type: none"> ▸ Think in terms of “product” – something that will be produced? 	<ul style="list-style-type: none"> ▸ Is the “product” producible with the available resources? ▸ Will the outputs move you toward your goal?
Expected Outcomes	<ul style="list-style-type: none"> ▸ Think in terms of impact—what do you expect to happen as a result of your activities and outputs? ▸ What do you expect to achieve? ▸ Is the expected outcome an important aspect of your goal(s)? 	<ul style="list-style-type: none"> ▸ Is the expected outcome specific? ▸ Is the expected outcome meaningful? ▸ Is the expected outcome measurable?
Outcome Indicators	<ul style="list-style-type: none"> ▸ Are specific indicators needed or required by specific audiences (e.g., Feds, state, etc.?) ▸ What information do you need to answer the important evaluation question(s)? ▸ Is the indicator specific? 	<ul style="list-style-type: none"> ▸ Is the indicator measurable? ▸ Is the indicator meaningful? ▸ Is the indicator short or long-term (need both)? ▸ Is the indicator possible with available resources?
Outcome Data Collection	<ul style="list-style-type: none"> ▸ Are information sources identified? <ul style="list-style-type: none"> ▪ Available from existing sources? ▪ New sources must be developed? ▸ What methods will you use to collect information? <ul style="list-style-type: none"> ▪ Can sampling methods be used? ▪ Must information be collected about all students? 	<ul style="list-style-type: none"> ▸ Who will collect the information? ▸ Do arrangements need to be made for data collection? ▸ Do data collection instruments need to be developed?