

Driving Question: Does the specially designed instruction support each student’s Post School Goals?

STAGES OF PRACTICE						
Components	Little or No Knowledge 0	Basic Knowledge 1	Partial Application 2	Regular Practice 3	Best Practice 4	SCORE
Postsecondary Goals	Postsecondary goals for education, training, employment, and (if needed) independent living are addressed but are not measurable or are not appropriate (appropriate postsecondary goals align to present levels, strengths, and interests of students).	Postsecondary goals for education, training, employment, and (if needed) independent living are appropriate and measurable but are not updated annually or based on age appropriate transition assessments.	Postsecondary goals for education, training, employment, and (if needed) independent living are appropriate, measurable and updated annually but are not based on age appropriate transition assessments.	Postsecondary goals for education, training, employment, and (if needed) independent living are appropriate, measurable, updated annually, and based on age appropriate transition assessments.	Postsecondary goals for education, training, employment, and (if needed) independent living are appropriate, measurable, updated annually, and based on age appropriate transition assessments. <i>Data regarding post-school outcomes for previous students is used to assess the effectiveness of transition services in meeting postsecondary goals.</i>	
Academic Courses & Programs of Study	Linkages between courses and postsecondary/ transition goals are not explicit.	Scheduling takes individual student interests into account rather than postsecondary/ transition goals.	Scheduling takes individual student interests and postsecondary/ transition goals into account.	Scheduling takes individual student interests and postsecondary/ transition goals into account. Student records are monitored to ensure successful completion of all required coursework.	Scheduling takes individual student interests and postsecondary/ transition goals into account. Student records are monitored to ensure successful completion of all required coursework. <i>Program of study is enhanced through community experience, supplemental resources, or additional courses.</i>	
Career Readiness	Students do not participate in career assessments. Students are not	Students participate in career assessments to identify school and	Students participate in career assessments to identify school and post school	Students participate in career assessments on an annual basis to identify school and post	Students participate in career assessments on an annual basis to identify school and post school preferences,	

	provided opportunities to develop job preparation skills and personal skills related to employability.	post school preferences, interests, skills, and abilities at least one time during their high school career.	preferences, interests, skills, and abilities at least one time during their high school career. Students are provided limited opportunities to develop job preparation skills and personal skills related to employability based on program availability.	school preferences, interests, skills, and abilities. Students are provided multiple opportunities to develop job preparation skills and personal skills related to employability based on student identified preferences, interests, skills, and abilities.	interests, skills, and abilities. Students are provided multiple opportunities to develop job preparation skills and personal skills related to employability based on student identified preferences, interests, skills, and abilities. <i>Students are provided information and opportunities to participate in job shadowing, part-time employment, and other activities located in the community.</i>	
College Readiness	Students are not provided information or resources on post-secondary education opportunities.	Students are provided limited information and resources on post-secondary education opportunities.	Students are provided information and resources through multiple means on post-secondary education opportunities. Students may participate in coursework to prepare them for college entrance exams.	Students are provided information and resources through multiple means on post-secondary education opportunities. Students participate in coursework to prepare them for college entrance exams.	Students are provided information and resources through multiple means on post-secondary education opportunities, including information regarding admission and scholarship requirements. Students participate in coursework to prepare them for college entrance exams. <i>Students are explicitly taught self-advocacy skills and methods for self-support in post-secondary institutions.</i>	
Preparation for Adult Life	Students are not provided information or resources on independent living, self-determination, or community participation.	Students are provided limited information and resources on independent living, self-determination, or community participation.	Students are provided information and resources through multiple means on independent living, self-determination, and community participation to ensure their success in post-secondary adult life.	Students are provided information and resources through multiple means on independent living, self-determination, and community participation to ensure their success in post-secondary adult life. Students are provided opportunities to practice these skills in relation to their individual abilities.	Students are provided information and resources through multiple means on independent living, self-determination, and community participation to ensure their success in post-secondary adult life. Students are provided opportunities to practice these skills in relation to their individual abilities. <i>Students are explicitly taught self-advocacy skills and methods for self-support in</i>	

					<i>adult life.</i>	
Communication among Students, Families, and Schools	School professionals do not communicate with students and their families to provide reciprocal, meaningful and individualized support.	School professionals do not consistently communicate with students and their families to provide support.	School professionals regularly communicate with students and their families to provide support on an as needed basis.	School professionals regularly communicate with all students and their families to provide individualized support.	School professionals regularly communicate with all students and their families to provide <i>reciprocal, meaningful</i> and individualized support. <i>Students and families provide feedback regarding effectiveness of communication and supports.</i>	
Community-Based Support Structure	School professionals do not collaborate with community partners.	School professionals do not consistently collaborate with community partners to support students.	School professionals frequently collaborate with community partners to provide support for students. Support is not directly connected to students' chosen post-school options.	School professionals frequently collaborate with community partners to provide individualized support for students. Support is directly connected to students' chosen post-school options.	School professionals frequently collaborate with community partners to provide <i>reciprocal, meaningful</i> and individualized support for students. Support is directly connected to students' chosen post-school options. <i>Students provide feedback regarding effectiveness of supports and services they receive.</i>	
Student Participation in the Individualized Education Program (IEP) Meeting	Transition age students are not invited to participate in the IEP meeting.	Transition age students are invited to the IEP meeting but do not play an active role.	Transition age students are invited to the IEP meeting. School personnel encourage student to actively participate in the IEP meeting.	Transition age students are invited to the IEP meeting. School personnel encourage student to actively participate in the IEP meeting. Student is provided information and their input is sought prior to the IEP meeting.	Students of at least transition age are invited to the IEP meeting. School personnel encourage student to actively participate in the IEP meeting. Student is provided information and their input is sought prior to the IEP meeting. <i>Students are explicitly taught self-advocacy skills to enhance their participation in the IEP process.</i>	
Student Contact Information	There is no process in place to ensure that student contact information is collected prior to student's	Student contact information is collected by various individuals prior to student's graduation from	A process is in place to ensure that student contact information is accurate and collected prior to student's graduation from high	A process is in place to ensure that student contact information is accurate and collected prior to student's graduation from high	A process is in place to ensure that student contact information is accurate and collected prior to student's graduation from high school. Information is kept in a central	

	graduation from high school.	high school.	school.	school. Information is kept in a central location. Information is sent to students prior to the survey (Ex. postcard).	location. Information is sent to students prior to the survey. <i>Teachers contact students individually for the survey.</i>	
COMMENTS:					TOTAL: Points possible = 36	
4 “Best Practice” requires a) observable/measurable evidence and b) documentation of consistent use.						