

## NH Pre-Service Special Education Transition & Career Development Survey-Pre

**Student-Focused Planning competencies support the development of practices that focus on using assessment information and facilitating students' self-determination to develop individual education programs based on students' post-school goals. Please rate your knowledge and skill level for each key element of the competency below. Then rate the importance of each key element in preparing students with disabilities to transition to life after high school.**

- \* A1. Competency: Use information from a variety of transition assessments is used to inform student-centered transition and career development planning. Please rate your knowledge and skills for the key elements of this competency below:

	Knowledge	Skills
A1.1 Understand a variety of formal and informal transition assessments and procedures used to identify students strengths, preferences, interests, and needs critical to transition outcomes (postsecondary education, employment, independent living).	<input type="text"/>	<input type="text"/>
A1.2 Conduct informal transition assessments and modify to meet individual student needs.	<input type="text"/>	<input type="text"/>
A1.3 Communicate transition assessment information so that the results are understood by students, families, and professionals.	<input type="text"/>	<input type="text"/>

- \* A2. Competency: Develop student-centered transition IEPs that ensure student voice in goals, processes, and outcomes Please rate your knowledge and skills for the key elements of this competency below

	Knowledge	Skills
A2.1 Write measurable postsecondary goals that reflect student interests and preferences).	<input type="text"/>	<input type="text"/>
A2.2 Write measurable annual goals and objectives related to measurable postsecondary goals.	<input type="text"/>	<input type="text"/>
A2.3 Design transition services and course of study to achieve postsecondary goals and objectives.	<input type="text"/>	<input type="text"/>
A2.4 Align instructional activities and related activities with postsecondary goals and objectives.	<input type="text"/>	<input type="text"/>
A2.5 Understands the importance and elements of a student-centered summary of performance.	<input type="text"/>	<input type="text"/>
A2.6 Understand state and federal transition requirements and how to incorporate into an IEP.	<input type="text"/>	<input type="text"/>

**Student Development Practices support the development of practices that emphasize life, employment, and occupational skill development through school-based and work-based learning experiences. Student assessment and accommodations provide a fundamental basis for student development resulting in successful transitions. Please rate your knowledge and skill level for each key element of the competency below. Then rate the importance of each key element in preparing students with disabilities to transition to life after high school.**

\* B. Competency: Design student-centered curriculum, instruction, assessments, related activities, and accommodations that facilitate the movement toward identified post-secondary goals. Please rate your knowledge and skills for the key elements of this competency below:

	Knowledge	Skills
B1. Knowledge of a range of post-school options (i.e., employment, postsecondary education, and independent living) to inform student-centered transition and career development planning.	<input type="text"/>	<input type="text"/>
B2. Knowledge of evidence informed instruction, curricular resources, and practices (including Extended Learning Opportunities, ELOs) regarding transition to post-school settings.	<input type="text"/>	<input type="text"/>
B3. Knowledge of augmentative and alternative communication systems and a variety of assistive technologies that support transition and career development for individuals with disabilities.	<input type="text"/>	<input type="text"/>
B4. Knowledge of curricular resources and instructional activities that educators can use to connect general education course content to an individual's postsecondary goals.	<input type="text"/>	<input type="text"/>
B5. Teach self-advocacy and self-determination skills to facilitate student understanding of their strengths and challenges.	<input type="text"/>	<input type="text"/>
B6. Articulate the importance and impact of a variety of work-based learning experiences including Extended Learning Opportunities (ELOs).	<input type="text"/>	<input type="text"/>

**Interagency Collaboration Practices facilitate the involvement of school personnel, community businesses, organizations, and agencies in all aspects of transition-focused education. Please rate your knowledge and skill level for each key element of the competency below. Then rate the importance of each key element in preparing students with disabilities to transition to life after high school.**

\* C. Competency: Collaborate with stakeholders to insure and increase effective transition services, activities, supports, and outcomes for individuals with disabilities and their families. Please rate your knowledge and skills for the key elements of this competency below:

	Knowledge	Skills
C1. Knowledge of roles and responsibilities of educators, employers, and other service providers in the variety of settings related to postsecondary outcomes.	<input type="text"/>	<input type="text"/>
C2. Understand strategies that facilitate collaboration among transition stakeholders.	<input type="text"/>	<input type="text"/>
C3. Advocate for integrating transition content within general academic courses for individual students.	<input type="text"/>	<input type="text"/>
C4. Knowledge of how to connect students to internal school resources (e.g., technical education, school counseling) and community resources (e.g., Vocational Rehabilitation, Mental Health).	<input type="text"/>	<input type="text"/>
C5. Knowledge of how to prepare the student, family, team and other related-agency members for the transition planning process.	<input type="text"/>	<input type="text"/>
C6. Knowledge of how to coordinate and facilitate transition planning during and after IEP meetings.	<input type="text"/>	<input type="text"/>
C7. Understand the student/family referral process for postsecondary and community services.	<input type="text"/>	<input type="text"/>
C8. Develop and maintain professional ethics in working with students, families, school personnel, community and related agency personnel.	<input type="text"/>	<input type="text"/>

**Family Involvement Practices support parent and family involvement in planning and delivering education and transition services. Family-focused training and family empowerment activities increase the ability of family members to work effectively with educators and other service providers. Please rate your knowledge and skill level for each key element of the competency below. Then rate the importance of each key element in preparing students with disabilities to transition to life after high school.**

\* D. Competency: Actively involve all families with sensitivity and responsiveness to the family’s cultural, linguistic and socioeconomic makeup throughout the transition decision making and implementation process. Please rate your knowledge and skills for the key elements of this competency below:

	Knowledge	Skills
D1. Understand the significance of family engagement throughout the post-secondary transition planning process and how it relates to increased student success.	<input type="text"/>	<input type="text"/>
D2. Knowledge of the effects of the cultural and environmental context of the individual and the family on behavior and learning in the context of transition planning.	<input type="text"/>	<input type="text"/>
D3. Understand the supports necessary for families to communicate effectively and work collaboratively with educational personnel.	<input type="text"/>	<input type="text"/>
D4. Identify information for families to understand transition related education services, information on IDEA, and potential support networks and services.	<input type="text"/>	<input type="text"/>

**Program Structures support efficient and effective delivery of transition-focused education and services, including philosophy, planning, policy, evaluation, and human resource development. The structures and attributes of a school provide the framework for a transition perspective. Please rate your knowledge and skill level for each key element of the competency below. Then rate the importance of each key element in preparing students with disabilities to transition to life after high school.**

\* E. Competency: Knowledge of program structures that use evidence-informed practices and research to establish effective programs and services Please rate your knowledge and skills for the key elements of this competency below:

	Knowledge	Skills
E1. Knowledge of career and technical instructional strategies, models, and curricula.	<input type="text"/>	<input type="text"/>
E2. Knowledge of transition practices, programs, and services that produce successful post school outcomes.	<input type="text"/>	<input type="text"/>
E3. Knowledge of transition laws and policies (e.g., IDEA, Rehabilitation Act, Fair Labor Standards Act).	<input type="text"/>	<input type="text"/>
E4. Knowledge of organizations and publications relevant to the field of secondary special education and transition.	<input type="text"/>	<input type="text"/>

Overall, how prepared do you feel you are to engage with students/families in planning meaningful transition goals and activities?

Are there any specific areas related to transition that you would like more skills in or information/resources about?

Do you have any comments after completing this survey?