

PROCESS SHEET
Transition Collaboration Survey & Rubric

STEP 1: Administer Transition Collaboration Survey to all members of the Community Transition Team.

STEP 2: Complete the *Transition Collaboration Survey Review Worksheet*.

1. Using the individual surveys, record the **NUMBER OF RESPONSES** for each value (5, 4, 3, 2, 1)
2. Calculate the **TOTAL RESPONSES**
3. Calculate the **Average Score** for each question.
 - a. **Multiplying the VALUE by the NUMBER OF RESPONSES** and write the product in the grayed cell
 Using the example below, for the value “5”, there are 10 respondents. The product for value “5” is 50 (5*10), etc.
 - b. **Add the products for each value and enter this into the SUM OF PRODUCTS cell.**
 - c. **Calculate the Average. Divide the SUM OF PRODUCTS by the TOTAL RESPONSES.**

<i>Transition Collaboration Survey Review Sheet</i>	Number of Responses:					Total Responses	Average Score
VALUES	5	4	3	2	1	Sum of Products	
1. I can summarize the shared vision in transition education/services.	10	5	3	1	1	20	4.1
<i>To calculate the Average: Multiply the value times the number of respondents for that value. Add the products and divide by the number of respondents.</i>	50	20	9	2	1	82	

STEP 3: Enter Average Scores for items in the *Transition Collaboration Survey Review Sheet* into the appropriate domain area listed below on the *Transition Collaboration Rubric*.

STEP 4: Review Average Scores, and then Discuss the Rubric as a Team.

Circle the boxes on the rubric that the team determines best represent where you are at this time.


STEP 5: Using one or two of the indicators, create Action Plan using the goal provided (note: limit action plan activities to short-term (3 months or less) easily accomplished activities).

Transition Collaboration Survey Review Worksheet

CTT NAME/ SCHOOL DISTRICT:	Number of Responses:					Total Responses	Average Score
	VALUES	5	4	3	2	1	
1. I can summarize the shared vision in transition education/services.							
2. I have a clear understanding of how my coworkers' jobs are related to transition.							
3. I have a clear understanding of a variety of adult agency services that young adults with disabilities may access.							
4. I feel that my boss supports transition education/services.							
5. I have the time necessary to work with other professionals to provide transition planning and services.							
6. On a regular basis, I coordinate transition services with coworkers in my school/organization.							
7. I regularly work with staff outside my school/organization to coordinate transition services.							
8. I communicate frequently with families about transition planning and services.							
9. I am involved in action planning to improve transition services.							
10. Sometimes I take the lead in accomplishing tasks related to improving transition services.							
11. I participate in professional development related to transition.							
12. I participate in professional development outside my organization where I learn ways to improve transition practices.							
13. I communicate training opportunities and events to coworkers and colleagues from outside my school/organization.							
14. I feel that working with other adult professionals (in schools and agencies) is important for transition.							
15. I feel that transition meetings with others are productive.							

Transition Collaboration Implementation Rubric

Indicators of Collaboration	Minimal or No Implementation Indicators occur sporadically or not at all.	Partial Implementation Indicators are partially implemented and exist in a majority of instances	Proficient Implementation Evidence demonstrates that indicators are present in all instances	Deep Implementation Evidence of practices/ protocols demonstrate sustainability and effectiveness
Shared Vision AVG. Score: Q1: _____	No shared vision.	Some participants have identified a shared vision, but not all participants helped determine or understand the vision.	Group participants can articulate the team vision which reflects a common overall goal and a target population (e.g., young adults with disabilities).	Proficient implementation plus: Ongoing monitoring and updating of shared vision if needed over time. New partners explained shared vision.
Variety of Partnerships AVG. Score: Q2: _____ Q3: _____	Lack of partnerships	Some partnerships exist, but with a limited group of participants.	Formalized partnerships exist with a variety of members (e.g., parents, adult agencies, social services, non-profits, employers, higher education) working toward a shared vision.	Proficient implementation plus: Types of partnerships reviewed regularly and expanded based on need.
Time Together AVG. Score: Q6: _____ Q7: _____ Q8: _____	No teams established and/or no regular meeting times scheduled.	Teams or partners meet sporadically at varying times. Lack of consistency in communication.	Ongoing, regular meeting time. Priority placed on regular communication (e.g., face-to-face, conference calls, email)	Proficient implementation plus: Ongoing, regular meeting time held in neutral space (often non-school environment)
Joint Planning AVG. Score: Q9: _____	Little evidence of joint planning.	Some participants are engaged in planning. Planning does not happen regularly. Team meetings are not activity oriented. Lack of specificity in goals and task assignments.	All participants engaged in brainstorming activities to further the shared vision. Activities are broken down into steps assigned to a variety of members. Due dates and deliverables included.	Proficient implementation plus: Focus on evaluating activities for continuous improvement and meeting objectives. Progress is closely monitored.



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Shared Leadership AVG. Score: Q4: _____ Q5: _____ Q10: _____	Limited leadership established.	Majority of work falls on one or two people. Lack of administrative support for working with others.	Multiple people share leadership with a clear delineation of roles and responsibilities. Administrative support.	Proficient implementation plus: Ongoing monitoring and adjustments over time. Strong administrative support for partnership/teaming.
Structure Q15: _____	No norms, roles, or protocols established.	Some effective communication but not always. Lack of documentation at times. Lack of consistent information giving and receiving.	Participants effectively use documentation, meeting norms and protocols (e.g., agendas, minutes, decision-making tools, inquiry processes). Communication is effective.	Proficient implementation plus: Routine assessment and monitoring of norms, roles and protocols.
Training Together AVG. Score: Q11: _____ Q12: _____	Lack of joint training	Some participants attend training outside their area of expertise, but not often.	Participants often attend training to learn colleagues' services and procedures. Cross-training happens regularly and most members participate. Members understand colleagues' core services and limitations.	Proficient implementation plus: Information attained at joint training is documented and shared with extended team.
Policies/ Procedures minimize duplication of services AVG. Score: Q13: _____	Lack of policies/procedures to minimize duplication	Some participants communicate job initiatives and tasks (e.g., upcoming trainings or services).	Time at meetings identified where participants communicate accurate and appropriate information about their job tasks and charges related to group (e.g., upcoming trainings).	Proficient implementation plus: Ongoing monitoring and adjustments of services by adding needed services and combining duplicate services.
Plan for Sustainability AVG. Score: Q14: _____	No plan for sustaining relationships and activities.	Some discussion of how to sustain group and activities but few mechanisms in place.	New participant orientation (e.g., training, meetings, activities), contingency plans for change in funding, staffing, high documentation of processes.	Proficient implementation plus: Ongoing monitoring and adjustments if needed over time.

Action Plan

CTT Name & School District: _____

GOAL: Increase level of collaboration both within my organization and with other critical organizations to promote high outcomes for young adults with disabilities.

In order to reach the identified goals.....

- What needs to take place *immediately* – within the next month
- What needs to take place *down the road?* – within the next 3-6 month

	Who	By When	What's the Outcome?
Action			
1.			
2.			
3.			
4.			