

Collaborating to Improve Preservice Training in Transition

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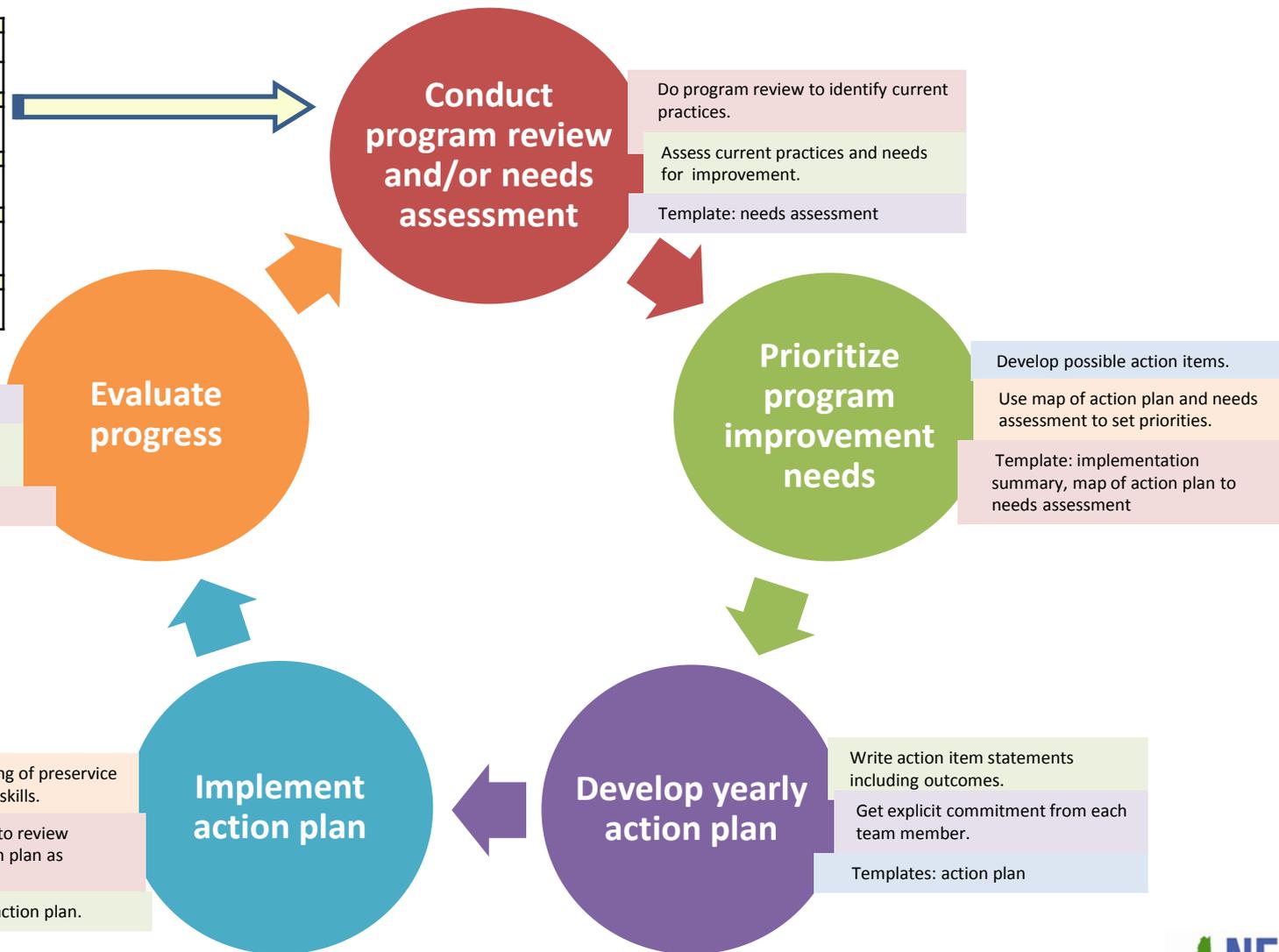
Two IHEs, One Improvement Process



A Continuous Improvement Process for Infusing Transition Knowledge and Skills in Preservice Special Education Certification Programs

Transition Competencies

A. Student-Focused Planning
Competency A1: Use information from a variety of transition assessments to inform student-centered transition and career development planning.
Competency A2: Develop student-centered transition IEPs that ensure student voice in goals, processes, and outcomes.
B. Student Development
Competency B: Design student-centered curriculum, instruction, assessments, related activities, and accommodations that will facilitate the movement toward identified post-secondary goals.
C. Interagency Collaboration
Competency C: Collaborate with stakeholders to insure and increase effective transition services, activities, supports, and outcomes for individuals with disabilities and their families.
D. Family Involvement
Competency D: 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.
E. Program Structures
Competency E: Knowledge of program structures that use evidence-informed practices and research to establish effective programs and services.



Transition Competencies for Preservice Special Education Programs

A. Taxonomy Area: Student-Focused Planning
<i>Competency A1:</i> Use information from a variety of transition assessments to inform student-centered transition and career development planning.
<i>Competency A2:</i> Develop student-centered transition IEPs that ensure student voice in goals, processes, and outcomes.
B. Taxonomy Area: Student Development
<i>Competency B:</i> Design student-centered curriculum, instruction, assessments, related activities, and accommodations that will facilitate the movement toward identified post-secondary goals.
C. Taxonomy Area: Interagency Collaboration
<i>Competency C:</i> Collaborate with stakeholders to insure and increase effective transition services, activities, supports, and outcomes for individuals with disabilities and their families.
D. Taxonomy Area: Family Involvement
<i>Competency D:</i> 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.
E. Taxonomy Area: Program Structures
<i>Competency E:</i> Knowledge of program structures that use evidence-informed practices and research to establish effective programs and services.

31 Elements

Example: Family Involvement elements

D1.	Understand the significance of family engagement throughout the postsecondary transition planning process and how it relates to increased student success.
D2.	Knowledge of the cultural and environmental milieu of the individual and the family on behavior and learning in the context of transition planning.
D3.	Understand the supports necessary for families to communicate effectively and work collaboratively with educational personnel.
D4.	Identify information for families to understand transition related education services, information on IDEA, and potential support networks and services.



**Conduct
program review
and/or needs
assessment**

Do program review to identify current practices.

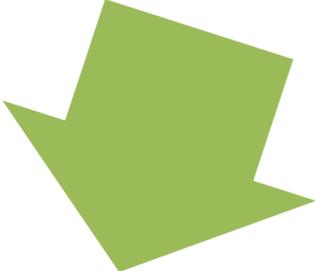
Assess current practices and needs for improvement.

Template: needs assessment





**Prioritize
program
improvement
needs**



Develop possible action items.

Use map of action plan and needs assessment to set priorities.

Templates: implementation summary,
map of action plan to needs
assessment



Develop yearly action plan

Write action item statements including outcomes.

Get explicit commitment from each team member.

Template: action plan

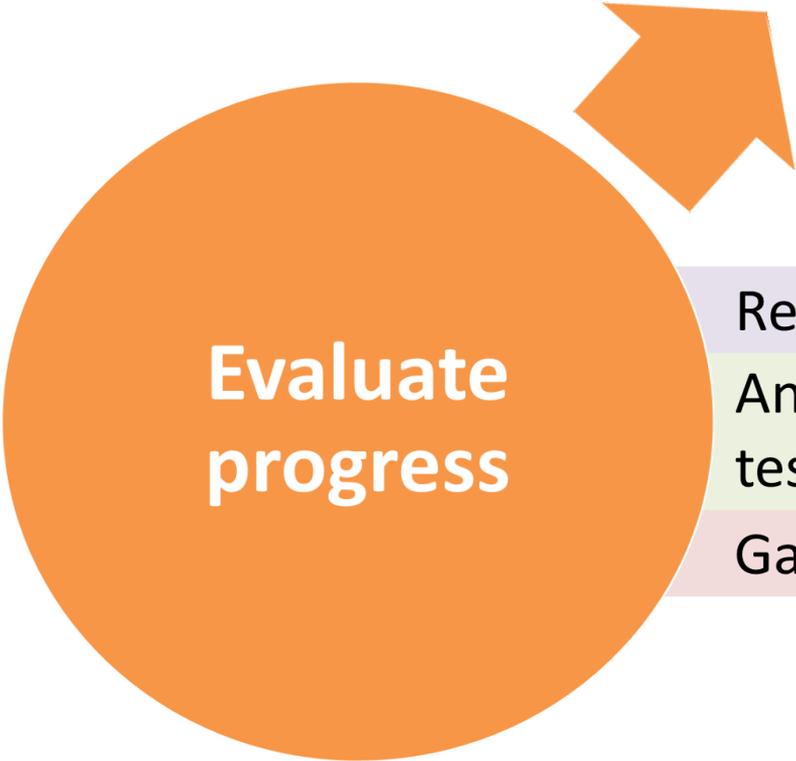


Implement action plan

Administer pre/post testing of preservice students' knowledge and skills.

Gather team periodically to review progress and adjust action plan as needed.

Make progress notes on action plan.



Evaluate progress

Review action plan progress notes.

Analyze preservice students' pre/post testing results.

Gather faculty for in-depth review.

Questions

1. What types of skills and knowledge in transition are important for entry level special education teachers?
2. What transition and career development knowledge and skill gaps do you see in your professional situation?
3. Given your professional situation, how could you use the transition competencies and continuous improvement tools?
4. How can institutions of higher education (IHEs) connect more with state and district level initiatives?

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