



Needs Assessment Implementation Levels Summary

Transition Competency Area	Key Elements	Imp Level	Ave
Student Focused Planning	A1.1 Understand a variety of transition assessments		
	A1.2 Conduct informal transition assessments		
	A1.3 Communicate transition assessment information		#####
	A2.1 Write measurable postsecondary goals		
	A2.2 Write measurable annual goals and objectives		
	A2.3 Design transition services and course of study		
	A2.4 Align instructional et al with MPSGs		
	A2.5 Understand student-centered SOP		
	A2.6 How to incorporate transition requirements in IEP		#####
Student Development	B1. Knowledge of a range of post-school options		
	B2. Knowledge of transition instruction/curriculum		
	B3. Knowledge of augmentative and assistive tech		
	B4. Knowledge to connect gen ed content to MPSGs		
	B5. Teach self-advocacy and self-determination skills		
	B6. Articulate role of work-based learning experiences		#####
Interagency Collaboration	C1. Knowledge of roles and responsibilities		
	C2. Understand strategies that facilitate collaboration		
	C3. Advocate for integrating transition content in gen ed		
	C4. Connect students to school/community resources		
	C5. Prepare people for the transition planning process.		
	C6. How to coordinate ongoing transition planning		
	C7. Referral process to community/postsecondary services		
	C8. Professional ethics		#####
Family Involvement	D1. Understand family engagement significance		
	D2. Effects of cultural/environmental milieu on learning		
	D3. Family supports for collaboration		
	D4. Identify transitio information for families		#####
Program Structures	E1. Career and technical education models and curricula		
	E2. Transition practices, programs, and services		
	E3. Transition laws and policies		
	E4. Organizations and publications		#####
	Overall Level of Implementation	#####	

- 1 – Not Implemented
- 2 – Initial Implementation
- 3 – Significant
- 4 – Full Implementation

Note: ##### will provide averages when levels filled in

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