



# Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

## Indiana Secondary Transition Best Practices Self-Assessment Toolkit Rubric

This resource from the Indiana Department of Education's (IDOE's) Office of Special Education is designed to be a self-assessment of systemic best practices for Secondary Transition, which is Indicator 13 of the Individuals with Disabilities Education Act (IDEA). This rubric can assess the systemic support a local education agency (LEA) has in place to effectively engage in transition planning and service delivery. For specific guidance, view the Indicator 13 Monitoring and Compliance Guide, available on IDOE's [Special Education webpage](#).

This rubric is divided into two sections: oversight and training. The oversight section encompasses broad systemic needs, such as the development of policy and practice documents, schedules to allow for necessary collaboration, and a system of checks and reviews to ensure transition plans are being reviewed on a regular basis. The training section contains indicators related to the types of support, feedback, and follow-up that staff members responsible for transition planning should have available.

### Step 1: Evaluation Team

The self-assessment tool should be completed by a small team of administrators who have the ability to make policy decisions, as well as special educators responsible for implementing the transition planning process.

School Wide Evaluation Team	
<p><b>Team Members:</b> These staff members should commit to fully engaging in the evaluation process as a collaborative and results-focused committee.</p> <ul style="list-style-type: none"><li>● Corporation Special Education Director and/or Assistant Directors</li><li>● Principal/Assistant Principal</li><li>● Instructional Coach</li><li>● All Teachers of Record (TORs)</li><li>● Content Area Teachers (for elementary, at least one primary and one upper elementary; for secondary, at least two teachers from different content areas)</li></ul>	<p><b>Contributing Staff:</b> These staff members will contribute feedback and data for the evaluation process and, depending on the local context, may or may not be members of the evaluation team.</p> <ul style="list-style-type: none"><li>● School Counselor</li><li>● Assessment/Data Coordinator</li><li>● Special Education Support Staff</li><li>● English Learner Teacher</li></ul>

**Step 2: Scoring**

Each item listed is scored on a scale of zero to two. Generally, a score of *two* represents full implementation of the criteria listed; a score of *one* indicates a partial or inconsistent implementation of the criteria; and a score of *zero* would indicate that the item has not yet been introduced. A maximum score of 26 can be achieved. The cumulative score in each section, oversight or training, will assist the LEA in developing an improvement plan related to the transition planning process. Please fill out the following information prior to rubric completion.

<b>LEA</b>	
<b>Point of Contact</b>	
<b>Email</b>	
<b>Phone</b>	

Oversight			
Criteria	Achieved (2)	Emerging Progress (1)	Not Yet Introduced (0)
The LEA develops a quality control system for consistently creating Individualized Education Program (IEP) Transition Plans that are compliant with Indicator 13.	The LEA has written policies and procedures that: <ol style="list-style-type: none"> <li>1. Identify the individual(s) responsible for reviewing Transition IEPs on a monthly basis and at least once annually for Indicator 13 compliance using the Indicator 13 checklist.</li> <li>2. Specifies the plan for providing timely feedback and/or training to staff in any areas of concern or noncompliance identified as part of the review.</li> </ol>	The LEA has developed written policies and procedures related to the review of Transition IEPs, but has not identified individual(s) responsible for such reviews or developed a plan for timely feedback or training based on the results of the reviews.	The LEA has not developed written policies and procedures related to the review of Transition IEPs.
Special education case managers use the Indicator 13 checklist for every Transition IEP they write.	The LEA has developed a written procedure that: <ol style="list-style-type: none"> <li>1. Ensures all special education teachers of record have the Indicator 13 checklist available.</li> <li>2. Ensures that staff consistently use the Indicator 13 checklist when developing Transition IEPs.</li> </ol>	The LEA has developed a written procedure related to special education teachers of record using the Indicator 13 checklist when they write Transition IEPs, but the checklist is inconsistently being used to develop Transition IEPs.	The LEA has not developed a written procedure that ensures special education teachers of record are utilizing the Indicator 13 checklist.

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<p>The LEA has a strong relationship with their local interagency partners (Vocational Rehabilitation, Pre-ETS, etc).</p>	<p>The LEA consistently invites the VR/Pre-ETS transition counselors to case conferences to discuss transition planning.</p>	<p>The LEA inconsistently invites the VR/Pre-ETS transition counselors to case conferences to discuss transition planning.</p>	<p>The LEA does not invite the VR/Pre-ETS transition counselors to the case conference to discuss transition planning.</p>
<p>Time is provided for special educators to attend the available trainings related to Transition IEPs.</p>	<p>All special educators have a professional development schedule that allows them to complete all available transition trainings and attend new trainings when they become available.</p>	<p>Some special educators are following a professional development schedule and are completing trainings related to transition.</p>	<p>Special educators are not following a professional development schedule for transition trainings.</p>
<p>Special educators are collaborating with each other and receiving feedback as they generate Transition IEPs.</p>	<p>All special educators have scheduled time to collaborate and receive feedback on Transition IEPs.</p>	<p>Some special educators are collaborating with each other as they generate Transition IEPs.</p>	<p>Special educators are not supporting one another as they generate Transition IEPs.</p>
<p>The LEA has written policies and procedures that ensure there is ongoing communication with students and families to support the creation of transition plans in a collaborative process.</p>	<p>The LEA has written policies and procedures that ensure special educators have ongoing communication with students and families to support the creation of Transition IEPs in a collaborative process.</p>	<p>The LEA has written policies and procedures related to communication with students and families about transition plans, but the LEA inconsistently monitors to ensure that transition planning is occurring in a collaborative process.</p>	<p>The LEA does not have written policies and procedures to ensure that transition planning is occurring in a collaborative process.</p>
<p>Connections are made between the current IEP transition plan and activities/classes the student is participating in to improve the likelihood of reaching postsecondary goals.</p>	<p>Transition plans are aligned with the activities/classes the student is participating in to improve the likelihood of reaching postsecondary goals.</p>	<p>Some transition plans are aligned with activities/classes the student is participating in to improve the likelihood of reaching postsecondary goals.</p>	<p>Transition plans are not aligned to activities/classes the student is participating in to increase the likelihood of reaching postsecondary goals.</p>

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Training			
Criteria	Achieved (2)	Emerging Progress (1)	Not Yet Introduced (0)
Special educators receive ongoing Professional Development related to secondary transition.	All special educators have a professional development schedule that allows them to have completed all available transition trainings and attend new trainings as they are delivered.	Special educators in an LEA do not consistently participate in ongoing professional development and training surrounding secondary transition for students on IEPs.	Special educators are not participating in ongoing professional development and training surrounding secondary transition for students on IEPs.
Training and information provided to teachers are put into a step-by-step guide specific to that school site.	Every special educator has a copy of the step-by-step transition planning guide developed by the school corporation based on guidance delivered by IDOE.	LEA is developing its own step-by-step guide for transition planning.	LEA does not have a step-by-step guide for transition planning.
Special educators working with transition-aged students are provided with instruction on how to support students with disabilities around transition services.	Special educators are provided explicit instruction on how to best support students with disabilities as they plan for individualized postsecondary opportunities.	Special educators have received some instruction on how to support students with disabilities as they plan for individualized postsecondary opportunities.	Special educators don't receive any instruction on how to support students with disabilities as they plan for individualized postsecondary opportunities.
Indicator 13 is discussed at staff meetings throughout the year and includes an ongoing review of the elements and components of a compliant Transition IEP.	LEA ensures that Indicator 13 is discussed regularly with staff throughout the year. Staff are given opportunities to review elements of a transition plan and check in with one another for interpretation of specific components.	LEA occasionally allows for staff meetings to be used to discuss transition plans. Staff are provided with minimal opportunities to connect and review elements of a transition plan collaboratively.	Staff meetings never have opportunities to connect and review elements of a transition plan collaboratively.

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<p>The lead transition special educator takes the existing IDOE recommendations and creates sample transition plans for a generic student using language the staff are already used to at their school to support special educators.</p>	<p>The LEA has at least one sample (mock or redacted) transition IEP that is:</p> <ol style="list-style-type: none"> <li>1. Readily accessible by all special educators.</li> <li>2. Used to train staff in writing comprehensive transition plans that align with the language being used at the school.</li> </ol>	<p>The LEA is in the process of completing a sample (mock or redacted) transition IEP to support the school's special educators in this process.</p>	<p>There is no plan to create a sample transition plan that the LEA could utilize to support special educators in this process.</p>
<p>The LEA has created a toolkit of transition assessments for special educators to utilize. The assessments measure student strengths, needs, preferences, and interests as they relate to current and future employment, higher education, and independent living. All staff know how to locate and administer the collection of assessments.</p>	<p>The LEA has a robust collection of available transition assessments to utilize, including:</p> <ol style="list-style-type: none"> <li>1. Assessments that are accessible and universally designed, in which individualized assessment needs are considered.</li> <li>2. Assessments that include all the areas that need to be assessed (strengths, needs, preferences, interests).</li> </ol>	<p>The LEA has a small number of available transition assessments to utilize, including:</p> <ol style="list-style-type: none"> <li>1. Assessments that are not universally designed and limited in their accessibility</li> <li>2. Assessments don't cover all the areas that need to be assessed (strengths, needs, preferences, interests).</li> </ol>	<p>The LEA does not have a collection of transition assessments to utilize.</p>

**Success Readiness Score: \_\_\_\_\_ / 26 total points**