Transition begins in kindergarten. Teachers you are responsible for educating students, when they leave your class/grade are they prepared to enter the next educational environment? All who are involved in the education of students are also involved in transition. Students should be developing a sense of self awareness, educational awareness and career awareness. In other words have some idea of who they are, what they want to do during their life time. The world we live in demands life-long learning. They need to be prepared to benefit from that learning. This learning occurs in the home, the school, and the community.

As educators, you prepare and also influence students. You encourage them to pursue an education and prepare for life after high school.

This is transition.

Many factors influenced transition note the factors as listed below:

I. A SCANS Report of America 2000
   The Secretary’s Commission on Achieving Necessary Skills, U.S. Department of Labor, June 1991

II. Improvement in Educational Process
    Goals of Education 2000

III. School to Work Opportunities Act 1994

IV. IDEA 1997

V. The Global Economy and Educational Trends

VI. September 11, 2001
Educational Trends in the year 2002 also influence the process of transition:

I. Skill Development as indicated by SCANS Report and School to Work Initiative.

II. Legislative and governmental pressure to increase academic rigor

III. Technical colleges seen as stepping stone institutions within public higher education and as a key element in state economies

IV. Business Leaders have called for better trained workers with reading and writing skills

V. Stan Jones, Indiana’s Commissioner of higher Education, says “States are recognizing there’s a need for a system to support lifelong learning.”

VI. The raising of state and national educational standards.

How then do we define transition services?

Transition Services are a coordinated set of activities for a student, designed within an outcome orientated process, that promotes movement from school to post-school activities.

**Transition promotes movement from school to post-secondary activities, including:**

- post secondary education
- vocational training
- integrated and/or supported employment
- continuing and adult education
- adult services
- independent living
- community participation

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The coordinated set of activities is based on the student’s needs, taking into account the student’s preferences and interests and includes:

- Instruction
- related services
- community experiences
- development of employment
- other post-school adult living objectives
- when appropriate, acquisition of daily living skills and functional vocational evaluation

Transition Services are defined by the Individuals with Disabilities Education Act Amendments of 1997 (IDEA) and the Rehabilitation Act Amendments of 1992.
Who May Receive Transition Services

IDEA AMENDMENTS OF 1997

► beginning at age 14 all students with a disability who are receiving special/vocational education services and related services are entitled to receive transition services from Local Education Agencies (LEA). A statement of needed transition services is a required component on the Individual Education Plan (IEP) that focuses on the student’s courses of study (such as participation in advanced-placement courses or a vocational education program); and,

► beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, when appropriate, a statement of the interagency responsibilities or any needed linkages.

As students, families, and the educational community plan for the future they need to implement the transition concept which includes the following element:

1. Transition Experience
   A. Planning and preparation
   B. Real world experiences
   C. Preparatory education
   D. Awareness of and desire for life long learning

2. Triad Notion
   A. Sending institution
   B. Receiving institution/agency
   C. Smooth process for the individual
Students, parents and institution need to do the following:

I. **Develop a Formalized Transition Plan**
   A. Look at needed skills in future environments.
   B. Determine individual needs.
   C. Target school and post-school services to support participation in the new environment.
   D. Develop a formal Individualized Transition Plan (ITP).

II. **Parent Education and Involvement**
   A. Transition planning guide and ongoing training.
   B. Parent – enormous impact on direction of child’s future through their values and expectations.
   C. Parent/Student – only constants in the process.
   D. Parent/Student – most to gain or lose

III. **Interagency Cooperation and Collaboration**
   A. Establishment and maintenance of interagency agreements.
   B. Strong administrative support for resolving obstacles to collaboration.
   C. Designated individual or team for coordination and monitoring.
   D. Shared information across agency boundaries.
      (1) use common assessment
      (2) uniform procedures
      (3) shared understanding of service availability (policy, eligibility, criteria, etc.)
IV. Follow-up — Assessment

To evaluate program effectiveness: collect and report valid and reliable follow-up data.

Assessment findings could assist with:

(1) improving secondary programs
(2) developing transition service program
(3) structuring more effective educational and community services

Characteristics of Best Transition Practices

1. Parent involvement
2. Early planning (by 7th grade)
3. Team planning and interagency collaboration
4. Incorporating transition and career planning within the IEP process
5. Vocational training
6. Focus on integrated employment
7. Utilizing a functional, community-references curricula
8. Placing students in jobs that have opportunities for advancement
9. Providing ongoing in-service personnel training
10. Evaluating program effectiveness

From Rusch & Chadsey, *Beyond High School, Transition from School to Work* (1997)
Conceptual Framework for Transition

1. Student-focused transition planning
   a. student-centered—student profile and vision map—support group
      fostering goal attainment—written plan with identified responsibilities
   b. based on needs, preferences, interests

2. Family involvement
   a. the paradox: students want independence and need support at the same time
   b. facilitation: empowerment, training

3. Collaboration
   a. levels: student, organization, community
   b. need for role clarification
   c. power in diversity

4. Student development
   a. assessment (skills, preferences, interests), leads to...
   b. appropriate curriculum and instruction, leads to...
   c. life skills (self-determination, social skills, personal finance, family responsibility, food prep)

5. Program integration
   a. promoting #1-4
   b. integrating disabled youth with non-disabled youth
Ultimately all transition efforts lead to successful employment.

*Employment success factors include:*

Individual worker attributes and work site factors, impact employment success.

Worker motivation to achieve in his or her career is critical.

Work settings with appropriate accommodations for employees who are deaf is essential.

A comprehensive survey sent across 40 continental United States to 1,000 companies.

*All but the last two were considered “most important.”*

- Amount of work performed
- Quality of work performed
- Attendance and punctuality
- Following detailed instructions
- Adapting to changes in work setting
- Team work
- Working without supervision
- Getting along with coworkers
- Getting along with supervisors
- Dealing with customers*
- Safety*

Research of V. Johnson, conducted in 1989 at the University of Arkansas Rehabilitation and Training Center for Individuals who are Deaf and Hard of Hearing
Earlier in this document we identified factors that influenced transition including workplace know how.

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:

COMPETENCIES—effective workers can productively use:

- **Resources**—allocating time, money, materials, space, and staff.
- **Interpersonal Skills**—working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
- **Information**—acquiring and evaluating data, organizing and maintaining files, interpreting and communicating and using computers to process information.
- **Systems**—understanding social, organizational and technological systems, monitoring and correcting performance and designing or improving systems.
- **Technology**—selecting equipment and tools, applying technology to specific tasks and maintaining troubleshooting technologies.

THE FOUNDATION—competence requires:

- **Basic Skills**—reading, writing, arithmetic and mathematics, speaking and listening.
- **Thinking Skills**—thinking creatively, making decisions, solving problems, seeing things in the mind’s eye, knowing how to learn, and reasoning.
- **Personal Qualities**—individual responsibility, self-esteem, sociability, self-management and integrity.

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SCANS: The Secretary’s Commission on Achieving Necessary Skill
A summary of skills that workers need to survive & thrive
in a high performance workplace

FOUNDATION SKILLS

BASIC
Can read and write
Can do basic arithmetic and math
Listens effectively
Speaks clearly

THINKING
Creative thinking
Decision-making
Problem-solving
Visioning—“seeing things in the mind’s eye”
Knowing how to learn
Reasoning

PERSONAL QUALITIES
Responsibility
Self-esteem
Social
Self-management
Integrity/honesty

WORKPLACE COMPETENCIES

RESOURCES
Allocates time
Allocates money
Allocates material and facility resources
Allocates human resources

INFORMATION
Acquires and evaluates information
Organizers and maintains information
Interprets and communicates
Uses computers to process information

INTERPERSONAL
Participates as a member of a team
Teaches others
Serves clients/customers
Exercises leadership
Negotiates to arrive at a decision
Works with cultural diversity

SYSTEMS
Understands systems
Monitors and corrects performance
Improves and design systems

TECHNOLOGY
Selects technology
Applies technology to task
Maintains and troubleshoots technology

Acquisition of these necessary skills must be presented through real life classroom activities. Hence re-structuring of the classroom is a necessity. Note the following example and strategies.
<table>
<thead>
<tr>
<th>From the CONVENTIONAL CLASSROOM</th>
<th>To the SCANS CLASSROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher knows answer.</td>
<td>More than one solution may be viable, and teacher may not have it in advance.</td>
</tr>
<tr>
<td>Students routinely work alone.</td>
<td>Students routinely work with teachers, peers, and community members.</td>
</tr>
<tr>
<td>Teacher plans all activities.</td>
<td>Students and teachers plan and negotiate activities.</td>
</tr>
<tr>
<td>Information is organized, evaluated, communicated to students by teacher.</td>
<td>Information is acquired, interpreted and evaluated, organized, interpreted and communicated by students to appropriate audiences.</td>
</tr>
<tr>
<td>Organizing systems of the classroom are simple: one teacher teaches 30 students.</td>
<td>Organizing systems are complex: teacher and students both reach out beyond school for additional information.</td>
</tr>
<tr>
<td>Reading, writing, and math are disciplines; listening and speaking often are missing from curriculum.</td>
<td>Disciplines needed for problem separate solving are integrated; listening and speaking are fundamental parts of learning.</td>
</tr>
<tr>
<td>Thinking is usually theoretical and “academic”.</td>
<td>Thinking involves problem solving, reasoning and decision making.</td>
</tr>
<tr>
<td>Students are expected to conform to teacher’s behavioral expectations; honesty are monitored by teachers; student self-esteem is often poor.</td>
<td>Students are expected to be responsible, sociable, self-integrity and managing and resourceful; integrity and honesty are monitored within the social context of the classroom; students’ self-esteem is high because they are in charge of their own learning.</td>
</tr>
</tbody>
</table>
Curriculum, Instruction & Assessment

Curriculum: What is taught & learned

A structured set of learning outcomes in a prescribed course of study. The term “curriculum” is often used synonymously with the name of a textbook series when, in fact, the textbook is one of many materials which can be used to teach the curriculum.

Instruction: How we teach

The repertoire of strategies used to design learning experiences to promote student learning of the curriculum.

Assessment: How we know what they have learned

The repertoire of ways used to demonstrate what students know and what they can do with what they know.

All students, including special and remedial students, need to learn what is in the curriculum: it is the instructional and assessment methods that may be different. The curriculum is designed to prepare ALL students for successful living in society.
# Yesterday & Today

## CURRICULUM

<table>
<thead>
<tr>
<th>Chapters covered and workbooks completed</th>
<th>What is learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic context</td>
<td>Identification of what student should know and be able to do</td>
</tr>
<tr>
<td>Textbook as resource</td>
<td>Life context</td>
</tr>
<tr>
<td>Individual subjects</td>
<td>Multiple resources</td>
</tr>
<tr>
<td>Basic emphasized for all; thinking skills emphasized for gifted</td>
<td>Integrated subjects</td>
</tr>
<tr>
<td></td>
<td>Basics and thinking skills emphasized for all</td>
</tr>
</tbody>
</table>

## INSTRUCTION

<table>
<thead>
<tr>
<th>Teacher centered</th>
<th>Learner centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized around time</td>
<td>Organized for results</td>
</tr>
<tr>
<td>Single teaching strategy</td>
<td>Multiple teaching strategies</td>
</tr>
<tr>
<td>Teach once</td>
<td>Reteaching and enrichment</td>
</tr>
<tr>
<td>Fixed groups</td>
<td>Flexible groups</td>
</tr>
<tr>
<td>Whole group instruction</td>
<td>Differentiated instruction</td>
</tr>
<tr>
<td>Passive learning</td>
<td>Active learning</td>
</tr>
</tbody>
</table>

## ASSESSMENT

<table>
<thead>
<tr>
<th>Bell curve</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>One opportunity</td>
<td>Multiple opportunities</td>
</tr>
<tr>
<td>After instruction</td>
<td>Integrated with instruction</td>
</tr>
<tr>
<td>Paper and pencil based</td>
<td>Performance based</td>
</tr>
<tr>
<td>Grades averaged</td>
<td>Grades on final performance</td>
</tr>
<tr>
<td>Proving and accountability</td>
<td>Diagnose and prescribe</td>
</tr>
<tr>
<td>Focus on product</td>
<td>Focus on product and process</td>
</tr>
</tbody>
</table>
Instructional Strategies

Active Learning Structures

Use of Wait Time

Pause three to five seconds before calling on a student to answer questions and before responding to their answers to our questions (from Mary Budd Rowe).

10:2 Theory

To reduce information loss, Mary Budd Rowe recommends that we pause for two minutes at about ten minute intervals. For every ten minutes or so of meaningful chunks of new information, learners should be provided with two or so minutes to process information. Small groups share notes and/or discuss their current understanding and memory to fill in or supplement gaps.

Walking Tour

Create an environment in your classroom revolving around a theme. Everyone brings in artifacts related to the theme (postcards, pictures, poetry, food). Students, in small groups, take a walking tour of the classroom.

Graffiti

Put posterboard or newsprint on the walls of the classroom and write a topic at the top. Each person can add whatever they want related to that topic. Subtopics may arise and be categorized by groups or individuals. Good for brainstorming over a longer period of time for those of us who process information more slowly.

Corners

A topic that requires an opinion is presented. Each corner represents an opinion (Agree, Agree with reservations, Disagree, Disagree with
reservations). Each student goes to the corner that represents her opinion and the group that has gathered in that corner tries to convince the others to change their opinion.

**Line-Ups**

Make a prediction, write it down and have students line up in the following order: Disagree Strongly, Disagree, Disagree Somewhat, Agree Somewhat, Agree, Agree Strongly. Tell their reasons.

Write each step for a process on separate pieces of tagboard. Half the students line up in the order they think the steps occur. The other half of the class performs the process as the steps are ordered. If the steps are not in the right order, they line up and try again.

**Consulting Teams**

Working in teams of three or four, all students put their pens or pencils in the center of the workspace. A student reads the first question and all members of the team try to find the answer (from text or notes or discussion). The student sitting to the left of the reader checks to see that all the team members understand and agree with the answer. When they all agree, all teammates pick up their pen and write the answer in their own words. As the team moves on to the next question, the checker becomes the new reader.
Letter Writing

Pair up students and give them an issue to write about. Each person in the pair writes a letter to the other about an experience s/he has had related to the issue. The pair exchange letters and reply. In the next letter exchange, the pair writes about a problem related to the issue which s/he gives to the partner who offers advice and a possible solution to the problem.

Have students write letters to their classmates and teacher instead of compositions about their summer vacations.

Have students write letters of reflection to their teacher and the teacher can respond to all the students in one letter, taking parts from each student’s letter to reply to.
Assessment Strategies

Strategies for Documentation:

Yancy and Weaver place strategies for documentation in three categories: (1) observation by teacher (and/or a colleague); (2) interaction; and (3) reflection by student. The following strategies are identified by T (for observation by teacher); I (for interaction) and R (for reflection).

Use of Forms and Checklists (T, R)

See attached: Error Analysis Chart, How I’ll Show What I Know, and Incomplete Assignment Log.

Learning Logs and Academic Journals (T, I, R)

Students write down reactions, misunderstandings, etc. about a lesson, leave the logs in their desks with the understanding that the teacher may look at them. Teacher can then see how much the student understood and dialogue with the student if s/he wants to. The detail of the logs or journals depends on the age and sophistication of the student.

Question Box (T, I, R)

Teacher leaves a box in the classroom and students are free to write a question about any of the material that they have studied. The questions may be written during the class or afterwards. The teacher looks through the box and makes a transparency of one of the questions at the beginning of the next class in that subject. The teacher answers the question or asks for discussion about the question. (Advantages to this question box: Teacher sees where students are becoming confused about the material. Sometimes students can figure out their own answer when they write the question. Teacher can maintain some control over the topics discussed in class.)
Goal Setting (T, I, R)

Have students write down 3 to 5 goals that they have for the course. Be specific about the kind of statements that you want. Halfway through the year/semester/quarter, have students revisit their goals and revise them. At the end of the year, talk with the students individually about whether they have met their goals.

Self Evaluation Narrative

At the end of a significant unit or amount of time, have students reflect on their progress and process. Use the goals that they have set for themselves as well as goals for the course as a guide. Include the process that students used to reach their goals. (The process reflection may be done in steps.)

Portfolios

Portfolios¹
(based on Yancey, 1992)

Characteristics of Portfolios

- Longitudinal in nature
- Diverse in content
- Collaborative in ownership and composition
- Reflective in composition

Defining Features of Portfolios

- Both successes and failures are included (documenting both can be threatening)
- Contents are highly individualized (authentic assessment can be messy)
- Assessment of the portfolio is collaborative (student can be invited to narrate or gloss the contents)
- Assessment is “biased for the best”

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¹ Albertini, Assessment of Writing.
Principles of Portfolio Practice

- Voluntary adoption
- Design is context-specific
  - Frequently, two kinds: working and final
  - Bilingual portfolios?
- Purposes of reading portfolios:
  - Formative: to promote the development of writing
  - Summative: to evaluate the development of writing
How I’ll Show What I Know

To demonstrate what I have learned about __________________________ I want to:

_____ write a report
_____ compile a scrapbook
_____ put on a demonstration
_____ set up an experiment
_____ produce a videotape
_____ develop an interactive computer presentation
_____ create a series of sketches, diagrams, or graphic organizers
_____ other __________________________

This would be a good way to demonstrate understanding of this concept because:

___________________________________________________________________________________________

___________________________________________________________________________________________

To do this project I will need help with: ________________________________

___________________________________________________________________________________________

Action Plan ____________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

The criteria/rubric which will be used to assess the finished product are/is:

___________________________________________________________________________________________

___________________________________________________________________________________________

My projected completion date is ___________________________________________________________________

___________________________________________________________________________________________

Student Signature ___________________________ Date __________________

Teacher Signature ___________________________ Date __________________
Incomplete Assignment Log

Title of Assignment:

Name:

Date:

Period:

I did not complete this assignment because:

What I’m going to do about it is:
### Error Analysis Chart

**ONE ASSIGNMENT**

Name ____________________________________________
Date ______________________________________________
Assignment __________________________________________

<table>
<thead>
<tr>
<th>PROBLEM NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>Added Wrong</td>
</tr>
<tr>
<td>Multiplied Wrong</td>
</tr>
<tr>
<td>Used Wrong Operation</td>
</tr>
<tr>
<td>Dropped a Negative Sign</td>
</tr>
<tr>
<td>Did Not Distribute Number</td>
</tr>
<tr>
<td>Copied Incorrectly</td>
</tr>
<tr>
<td>Mistake in Formula</td>
</tr>
<tr>
<td>Did Not Follow Directions</td>
</tr>
<tr>
<td>Incomplete</td>
</tr>
<tr>
<td>Cancelled Wrong</td>
</tr>
<tr>
<td>Skipped the Problem</td>
</tr>
<tr>
<td>Other (specify)</td>
</tr>
</tbody>
</table>

**Directions:**

For each problem containing an error, write the problem number on the top of the chart. Make the types of errors which were made in the columns.

What I'm going to do about it is:
This document attempts to convey the concept of transition, the factors that influence it and its numerous components. Transition does not happen in isolation it must happen for the student at home, at school and in the community.

Be an active catalyst for life-long learning. Be sure transition begins in kindergarten and continues till a student successfully graduate from high school.

Hopefully all student you teach and influence will become life-long learners.