

Email address: doepping.emily@gmail.com**Date:** 2020-09-17 19:08:36**State:** CA**District:** Simi Valley Unified School District**Role:** Special Ed. Teacher

Explanation of Scores

The score for each domain is an average (mean) of your total responses to each quality indicator statement in that domain. The highest average for each domain is 4 and the lowest is 1.

- The higher the overall domain score, the more quality indicators you've achieved in that domain.
- The low domain scores are the domains you may want to target for change.
- The domain average can help you identify which area of transition might be the most critical for you, your district, or state to begin planning around or making changes.

You can track your QI-2 Survey results under My Portfolio > My Surveys. This section keeps track of each time you've taken the QI-2, your scores each time you take it, and gives you access to print or email your QI-2 scores.

Domain	SCORE
Transition Planning Domain Score:	3.50
1. Transition planning begins early in a student's educational experience (but no later than 16 years old).	4
2. Progress toward a student's postsecondary goals are reviewed on an ongoing basis.	4
3. Transition planning incorporates student-centered approaches (e.g., MAPS, Personal Futures Planning	3
4. Postsecondary goals are based upon student strengths, interests, and preferences.	3
5. Postsecondary goals target postsecondary education/training, employment, and when appropriate independent living.	4
6. Transition services and a course of study are identified to assist the student to reach postsecondary goals.	4
7. Annual IEP goals addressing both academics and transition needs are identified.	4
8. Approaches are used during transition planning to identify outcomes supporting student and family cultures.	2
Transition Assessment Domain Score:	2.83
9. A wide variety of formal and informal transition assessments are available to use with students.	3
10. Assessments for each student evaluate specific transition needs, strengths, preferences, and interests.	3
11. The transition assessment process is ongoing throughout the year.	2
12. Transition assessment results are shared with students, families and staff in a meaningful way.	2
13. Student postsecondary goals are based on transition assessment results.	3
14. A summary of performance with recommendations for meeting postsecondary goals is developed when student exits high school	4
Family Involvement Domain Score:	3.17
15. Family members (including extended family, friends, or legal guardians) regularly participate in transition planning and IEP meetings.	3
16. The family's needs and supports are taken into consideration during transition planning.	3
17. Information and training are provided to families about transition.	4
18. Pre-planning activities are in place so families can provide input prior to transition meetings.	2
19. Family members are actively involved throughout the transition planning process.	3

20. Supports are in place to involve family members in transition planning meetings (e.g., flexible time and location, language interpreter). 4

Student Involvement Domain Score: 2.57

21. Decision-making skills are taught using evidence-based curriculum and/or strategies. 3

22. Opportunities to make real-life, meaningful choices are provided to students. 3

23. Goal setting skills using evidence-based curriculum and/or strategies are taught. 3

24. Opportunities for students to learn about specific post-school options (e.g., postsecondary education and training, employment, independent living) are provided. 3

25. Evidence-based curriculum and/or strategies are used to teach students to develop and lead their transition planning process. 2

26. Students have the opportunity to lead their IEP and transition planning process. 2

27. Parents are provided with information and training to support student self-determination and self-advocacy. 2

Transition-Focused Curriculum and Instruction Domain Score: 4.00

28. Programs are in place to teach academic strategies (e.g., mnemonics, graphic displays, learning strategies, self-management). 4

29. Accommodations are identified and implemented in the general curriculum. 4

30. Effective instructional methods are in place to teach academic content (e.g., universal design for learning, cooperative groups). 4

31. School-based programs are in place to teach career development. 4

32. Work-based programs are in place for community employment and career experiences. 4

33. Programs are in place to teach independent living skills. 4

34. Programs are in place to teach social/interpersonal skills. 4

Interagency Collaboration and Community Services Domain Score: 3.40

35. School-business partnerships exist to support career development activities. 3

36. A process is in place for schools and agencies to determine the anticipated service needs of students who are moving from school to community services. 4

37. Referrals to outside agencies are completed before students exit school. 4

38. Accurate information about the range of community services is provided to students and families. 3

39. Interagency agreements identify roles and responsibilities regarding exchanging information, sharing resources, and coordinating services. 3

Systems Level Infrastructure Domain Score: 3.38

40. A comprehensive data collection system is in place that includes academic, behavioral, transition, and postsecondary outcomes data. 4

41. Comprehensive data systems are used to evaluate secondary programs and transition services. 4

42. The school district has at least one professional responsible for coordinating transition services and working with outside agencies. 4

43. Dropout prevention programs are in place to support students to engage in school. 4

44. Transition policies and procedures are communicated to all school personnel involved in transition planning. 3

45. Procedures are in place for facilitating the inclusion of students with disabilities into general education programs, activities, and extra-curricular events. 4

46. Teachers in core academic and vocational courses are provided with assistance to adapt instruction to meet the diverse needs of students. 2

47. Professional development related to transition is regularly provided to school personnel involved in transition 2

planning.

Morningstar, M.E. Erickson, A.G., Lattin, D.L. & Lee, H. (Revised June, 2012). Quality indicators of exemplary transition programs needs assessment summary [Assessment tool]. Lawrence, KS. University of Kansas, Department of Special Education. Retrieved from www.transitioncoalition.org

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