***Transition Academy Practice Profile***

Implementation with fidelity requires clearly described implementation criteria.  The Practice Profile framework has been developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). According to NIRN, the Practice Profile emerged from the conceptualization of the change process outlined in the work of Hall and Hord’s (2006) Innovation Configuration Mapping (NIRN, 2011). The Practice Profile is anchored by the essential functions. Moving from left to right are the essential functions of the practice, implementation performance levels, and lastly, evidence which provides data or documentation for determining implementation levels.

**Note: In the document “The IEP Team” refers to all stakeholders including parents/guardians, student, faculty, administrators, related service providers, and agency representatives.**

***How to Use the Practice Profile***

The essential functions align with the teaching/learning objectives for the learning package. For each teaching/learning objective are levels of implementation. For some essential functions, proficient and exemplary implementation criteria are the same and in others, criteria differ. Close to proficient levels of implementation suggest the skill or practice is emerging and coaching is recommended for moving toward more proficient implementation. When implementation is reported at the unacceptable variation level, follow-up professional development in addition to coaching is recommended. The professional development provider should walk through the practice profile with the educator-learners, referring to the data and artifacts listed as suggested evidence. It is an important tool for self-monitoring their own implementation because it serves as a reminder as to the implementation criteria and is also aligned with the fidelity checklists.

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| The Transition Academy is designed to help educators plan for college and career readiness and positive postsecondary outcomes for students with an IEP. The components to be addressed during the academy are Indicator 13, the transition compliance portion of the student’s IEP, how to plan for post-secondary outcomes and the framework and practice of how to include self-determination strategies and skills during instruction.  Specific components provided in greater detail will be Transition Assessments and Services and to teach students to participate in the planning process of their future. |

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| **Transition Academy  Practice Profile** | | | | | |
| **Essential Function** | | **Exemplary Implementation** | **Proficient** | **Close to Proficient**  (Skill is emerging, but not yet to proficiency. Coaching is recommended) | **Far from Proficient**  (Follow-up professional development and coaching are critical.) |
| 1 | Indicator 13 is explicitly followed and adherence to compliance guidelines are distinct. | The IEP Team members, through the IEP, will explicitly demonstrate adherence to each of the following indicators reflecting a student’s active participation and growth in transition planning. Student’s needs, preferences, and interests have been considered in all phases of this process as they move through the K-12 setting.     * Transition Assessment * Present Level of Academic and Functional Performance (PLAAFP) * Annual Measurable Postsecondary Goals * Transition Services * Links to annual IEP goals * Course of Study * Interagency Linkages * Student Invitation to Meeting   \*All of the eight questions from Indicator 13 MUST be in compliance to be found compliant. The IEP has met both the Spirit of the Law and the Letter of the Law.\* | IEP Teams will provide evidence at the annual IEP meeting that clearly reflects that all transition indicators have been addressed. Student participation and growth has been considered and practiced, but the quality is not consistent. | IEP Teams will provide evidence at the annual IEP meeting that clearly reflects more than half of the indicators have been addressed. Student participation and growth has been considered and practiced, but the quality is not consistent. | IEP Teams will provide evidence at the annual IEP meeting that clearly reflects less than half of the indicators have been addressed.  There is insufficient evidence of student participation and growth is documented. |
|  | **Essential Function** | **Exemplary Implementation** | **Proficient** | **Close to Proficient**  (Skill is emerging, but not yet to proficiency. Coaching is recommended | **Far from Proficient**  (Follow-up professional development and coaching are critical.) |
| 2 | Educators utilize strategies that are student centered and evidence-  based. | Student’s involvement in planning for their transition needs is evident and monitored in the student program with clear documentation in the IEP using the 6 items listed below:   * Student Focused Transition Planning and Curriculum   + Social and Emotional Learning * **Age Appropriate Transition Assessments** * **Measurable Postsecondary Goals** * **Transition Services** * Research Based Transition Best Practices:   + Student & Parent/Guardian Participation   + Student Directed Planning and Student Led IEP * School-Based Enterprises or Community Experiences   \*The **BOLDED** items are required in Indicator 13. | Student’s involvement in planning for their transition needs is evident and monitored in the student program with clear documentation in the IEP of age appropriate transition assessments, postsecondary goals, transition services, and one other of the remaining 3. | Student’s involvement in planning for their transition needs is evident and monitored in the student program with clear documentation in the IEP of the age appropriate transition assessments, measurable postsecondary goals, and transition services. | Student’s involvement in planning for their transition needs is not evident. |
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|  | **Essential Function** | **Exemplary Implementation** | **Proficient** | **Close to Proficient**  (Skill is emerging, but not yet to proficiency. Coaching is recommended | **Far from Proficient**  (Follow-up professional development and coaching are critical.) |
| 3 | Educators develop and implement a clearly defined model of Self- Determination for student mastery and practice within their entire curriculum. | The IEP Team will provide documented evidence in the transition programming that clearly shows that the student exhibits behaviors and acts in a manner in all these areas that reveals the student   * knows him/herself and their environment * values him/herself * shows skill in planning * shows skill in adapting to various social situations * acknowledges the outcomes and accepts new learning | The IEP Team will provide documented evidence in the transition programming that clearly shows that the student exhibits behaviors and acts in a manner in 4 areas. | The IEP Team will provide documented evidence in the transition programming that clearly shows that the student exhibits behaviors and acts in a manner in 3 areas. | The IEP Team will provide documented evidence in the transition programming that clearly shows that the student exhibits behaviors and acts in a manner in 2 areas. |

Reflection 1: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reflection 2: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reflection 3: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_