## TEXASFIDELITY CHECKLIST AND REFLECTION TOOL:Student-Centered Transitions NetworkConducting Necessary Transition Assessments

PURPOSE: This self-check will help you determine where your district is currently performing in regard to conducting transition assessments.

**INSTRUCTIONS:** Complete the <u>Conducting Necessary Transition Assessments training</u>. Afterwards, complete this document to get a baseline for your district. As you move forward in your practice, use the Fidelity Checklist and Reflection Tool and the assessment tools to increase your district's fidelity in implementing the practices associated with conducting transition assessments. Follow up by completing another Fidelity Checklist and Reflection Tool every three months to document your progress, as a means to increase your district's fidelity in implementing the practices associated with conducting transition assessments.

## In the course of your regular job performance, how often would you say you observe the following?

Date: \_

Conducting Necessary Transition Assessments		Not ever or rarely observed (0)	Occasionally observed (1)	Frequently observed (2)	Observed all the time (3)
1.	Students are invited and attend their IEP meetings to give input to the committee.				
2.	Students have goals in the IEP aligned to what they want to pursue after high school.				
3.	Students are informed of a variety of postsecondary options available to them before their senior year.				
4.	Students are instructed on self-determination skills and strategies.				
5.	All students have a course of study/4-year plan going into high school.				
6.	Starting at age 14 and continuing at least annually, students are given a variety of transition assessments.				
7.	Transition assessments are selected on an individual basis.				
8.	All students have a minimum of at least one formal transition assessment on file.				
9.	School staff is provided professional development on transition-related topics.				
		Add up all points above to determine your current fidelity score:			



## Comments/Discussion: What active steps can you take to increase your fidelity moving forward?

- 1. Students are invited and attend their IEP meetings to give input to the committee.
- 2. Students have goals in the IEP aligned to what they want to pursue after high school.
- 3. Students are informed of a variety of postsecondary options available before their senior year.
- 4. Students are instructed on self-determination skills and strategies.
- 5. All students have a course of study/4-year plan going into high school.
- 6. Starting at age 14 and continuing at least annually, students are given a variety of transition assessments.
- 7. Transition assessments are selected on an individual basis.
- 8. All students have a minimum of at least one formal transition assessment on file
- 9. School staff is provided professional development on transition-related topics



This document was designed to accompany the <u>Conducting Necessary Transition Assessments</u> training from SCTN.