



# Transition and Employment Designee (TED) Self-Assessment Rubric

This rubric highlights each of the statutory requirements for a TED. The document should be used for self-assessment purposes for an individual serving as a district's TED.

This document SHOULD NOT be used as evidence for determining TED performance, as it only serves as a resource to help a TED determine needed areas for building capacity.

This self-assessment rubric addresses the following areas:

**Transition Services:**

- Student Involvement
- Parent Involvement
- Adult Student Support
- Postsecondary Education
- Functional Vocational Evaluation
- Employment
- Age-Appropriate Instructional Environments
- Independent Living
- Referral to State Agency Services
- Self-Determination and Supported Decision-Making Agreements

**State Agencies:**

- Health and Human Services
- Texas Workforce Commission
- Department of State Health Services
- Department of Family and Protective Services

### Transition Services:

<b>Domain</b>	<b>Transition Planning: Student Involvement</b>			
Description	<p>A student’s ARD committee must consider, and if appropriate, address the following issues in the student’s individualized education program (IEP):</p> <p>(1) appropriate student involvement in the student’s transition to life outside the public school system</p>			
Rating	<input type="checkbox"/> <b>No Knowledge</b>	<input type="checkbox"/> <b>Limited Knowledge</b>	<input type="checkbox"/> <b>Moderate Knowledge</b>	<input type="checkbox"/> <b>Extensive Knowledge</b>

<b>Domain</b>	<b>Transition Planning: Parent Involvement</b>			
Description	<p>(2) if the student is younger than 18 years of age, appropriate involvement in the student’s transition by the student’s parents and other persons invited to participate by:</p> <p>(A) the student’s parents; or</p> <p>(B) the school district in which the student is enrolled</p>			
Rating	<input type="checkbox"/> <b>No Knowledge</b>	<input type="checkbox"/> <b>Limited Knowledge</b>	<input type="checkbox"/> <b>Moderate Knowledge</b>	<input type="checkbox"/> <b>Extensive Knowledge</b>

<b>Domain</b>	<b>Transition Planning: Adult Students</b>			
Description	<p>(3) if the student is at least 18 years of age, involvement in the student’s transition and future by the student’s parents and other persons, if the parent or other person:</p> <p>(A) is invited to participate by the student or the school district in which the student is enrolled; or</p> <p>(B) has the student’s consent to participate pursuant to a supported decision-making agreement under Chapter 1357, Estates Code</p>			
Rating	<input type="checkbox"/> <b>No Knowledge</b>	<input type="checkbox"/> <b>Limited Knowledge</b>	<input type="checkbox"/> <b>Moderate Knowledge</b>	<input type="checkbox"/> <b>Extensive Knowledge</b>

<b>Domain</b>	<b>Transition Planning: Postsecondary Education</b>			
Description	<i>(4) appropriate postsecondary education options, including preparation for postsecondary-level coursework</i>			
Rating	<input type="checkbox"/> <b>No Knowledge</b>	<input type="checkbox"/> <b>Limited Knowledge</b>	<input type="checkbox"/> <b>Moderate Knowledge</b>	<input type="checkbox"/> <b>Extensive Knowledge</b>

<b>Domain</b>	<b>Transition Planning: Functional Vocational Evaluation</b>			
Description	<i>(5) an appropriate functional vocational evaluation</i>			
Rating	<input type="checkbox"/> <b>No Knowledge</b>	<input type="checkbox"/> <b>Limited Knowledge</b>	<input type="checkbox"/> <b>Moderate Knowledge</b>	<input type="checkbox"/> <b>Extensive Knowledge</b>

<b>Domain</b>	<b>Transition Planning: Employment</b>			
Description	<i>(6) appropriate employment goals and objectives</i>			
Rating	<input type="checkbox"/> <b>No Knowledge</b>	<input type="checkbox"/> <b>Limited Knowledge</b>	<input type="checkbox"/> <b>Moderate Knowledge</b>	<input type="checkbox"/> <b>Extensive Knowledge</b>

<b>Domain</b>	<b>Transition Planning: Age-Appropriate Adult Environments</b>			
Description	<i>(7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments, including community settings or environments that prepare the student for postsecondary education or training, competitive integrated employment, or independent living, in coordination with the student’s transition goals and objectives</i>			
Rating	<input type="checkbox"/> <b>No Knowledge</b>	<input type="checkbox"/> <b>Limited Knowledge</b>	<input type="checkbox"/> <b>Moderate Knowledge</b>	<input type="checkbox"/> <b>Extensive Knowledge</b>

<b>Domain</b>	<b>Transition Planning: Independent Living</b>			
Description	<i>(8) appropriate independent living goals and objectives</i>			
Rating	<input type="checkbox"/> <b>No Knowledge</b>	<input type="checkbox"/> <b>Limited Knowledge</b>	<input type="checkbox"/> <b>Moderate Knowledge</b>	<input type="checkbox"/> <b>Extensive Knowledge</b>

<b>Domain</b>	<b>Transition Planning: Agency Facilitation</b>			
Description	<i>(9) appropriate circumstances for facilitating a referral of a student or the student’s parents to a governmental agency for services or public benefits, including a referral to a governmental agency to place the student on a waiting list for public benefits available to the student, such as a waiver program established under Section 1915(c), Social Security Act (42 U.S.C. Section 1396n(c))</i>			
Rating	<input type="checkbox"/> <b>No Knowledge</b>	<input type="checkbox"/> <b>Limited Knowledge</b>	<input type="checkbox"/> <b>Moderate Knowledge</b>	<input type="checkbox"/> <b>Extensive Knowledge</b>

<b>Domain</b>	<b>Transition Planning: Self-Determination and Supported Decision-Making</b>			
Description	<p><i>(10) the use and availability of appropriate:</i></p> <p><i>(A) supplementary aids, services, curricula, and other opportunities to assist the student in developing decision-making skills; and</i></p> <p><i>(B) supports and services to foster the student’s independence and self-determination, including a supported decision-making agreement under Chapter 1357, Estates Code</i></p>			
Rating	<input type="checkbox"/> <b>No Knowledge</b>	<input type="checkbox"/> <b>Limited Knowledge</b>	<input type="checkbox"/> <b>Moderate Knowledge</b>	<input type="checkbox"/> <b>Extensive Knowledge</b>

**State Agencies:**

Description	An individual designated in this role must provide information and resources for interagency coordination to ensure that local school staff communicate and collaborate with: students receiving special education services and their parents, and as appropriate, local and regional staff of the: Health and Human Services Commission, Texas Workforce Commission, Department of State Health Services, and Department of Family and Protective Services. TEC § 29.011(b)			
<b>Domain</b>	<b>Interagency Coordination: Health and Human Services Commission (HHSC)</b> <a href="https://hhs.texas.gov">hhs.texas.gov</a>			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge
<b>Domain</b>	<b>Interagency Coordination: Texas Workforce Commission (TWC)</b> <a href="https://twc.texas.gov">twc.texas.gov</a>			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge
<b>Domain</b>	<b>Interagency Coordination: Department of State Health Services (DSHS)</b> <a href="https://dshs.texas.gov">dshs.texas.gov</a>			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge
<b>Domain</b>	<b>Interagency Coordination: Department of Family and Protective Services (DFPS)</b> <a href="https://dfps.state.tx.us">dfps.state.tx.us</a>			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge

## Self-Assessment Summary

Please summarize each domain by checking the box in the appropriate column based on your answers on pages 2-4.

<b>Domain: Transition Planning</b>	<b>No Knowledge</b>	<b>Limited Knowledge</b>	<b>Moderate Knowledge</b>	<b>Extensive Knowledge</b>
Student Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Postsecondary Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional Vocational Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age-Appropriate Adult Environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agency Facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Determination and Supported Decision-Making Agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total:</b>	<b>___ out of 10</b>	<b>___ out of 10</b>	<b>___ out of 10</b>	<b>___ out of 10</b>

## Self-Assessment Summary

Please summarize each domain by placing an X under the appropriate column below based on your answers on pages 5:

<b>Domain: Transition Planning</b>	<b>No Knowledge</b>	<b>Limited Knowledge</b>	<b>Moderate Knowledge</b>	<b>Extensive Knowledge</b>
HHSC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TWC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DSHS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DFPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total:</b>	___ out of 4	___ out of 4	___ out of 4	___ out of 4

## Domains to Consider for Capacity Building

Review your scores on pages 6 and the top of page 7 to determine if you have any items marked in the “No Knowledge” or “Limited Knowledge” categories. If so, consider adding the item with the highest number in those categories as a priority area to address for this school year. If you do not have any areas marked in the “orange” categories, review the areas with the highest total from the “Moderate Knowledge” category.

### Priority 1

	<b>No Knowledge</b>	<b>Limited Knowledge</b>	<b>Moderate Knowledge</b>	<b>Extensive Knowledge</b>
<b>Domain:</b>				
<b>Action Plan:</b>	<p>When will I start working on this area of need?</p> <p>What training or support do I need?</p> <p>Who can help me with this area of need?</p>			

## Priority 2

	No Knowledge	Limited Knowledge	Moderate Knowledge	Extensive Knowledge
<b>Domain:</b>				
<b>Action Plan:</b>	<p>When will I start working on this area of need?</p> <p>What training or support do I need?</p> <p>Who can help me with this area of need?</p>			

## Priority 3

	No Knowledge	Limited Knowledge	Moderate Knowledge	Extensive Knowledge
<b>Domain:</b>				
<b>Action Plan:</b>	<p>When will I start working on this area of need?</p> <p>What training or support do I need?</p> <p>Who can help me with this area of need?</p>			

Self-Assessment Completion Date: