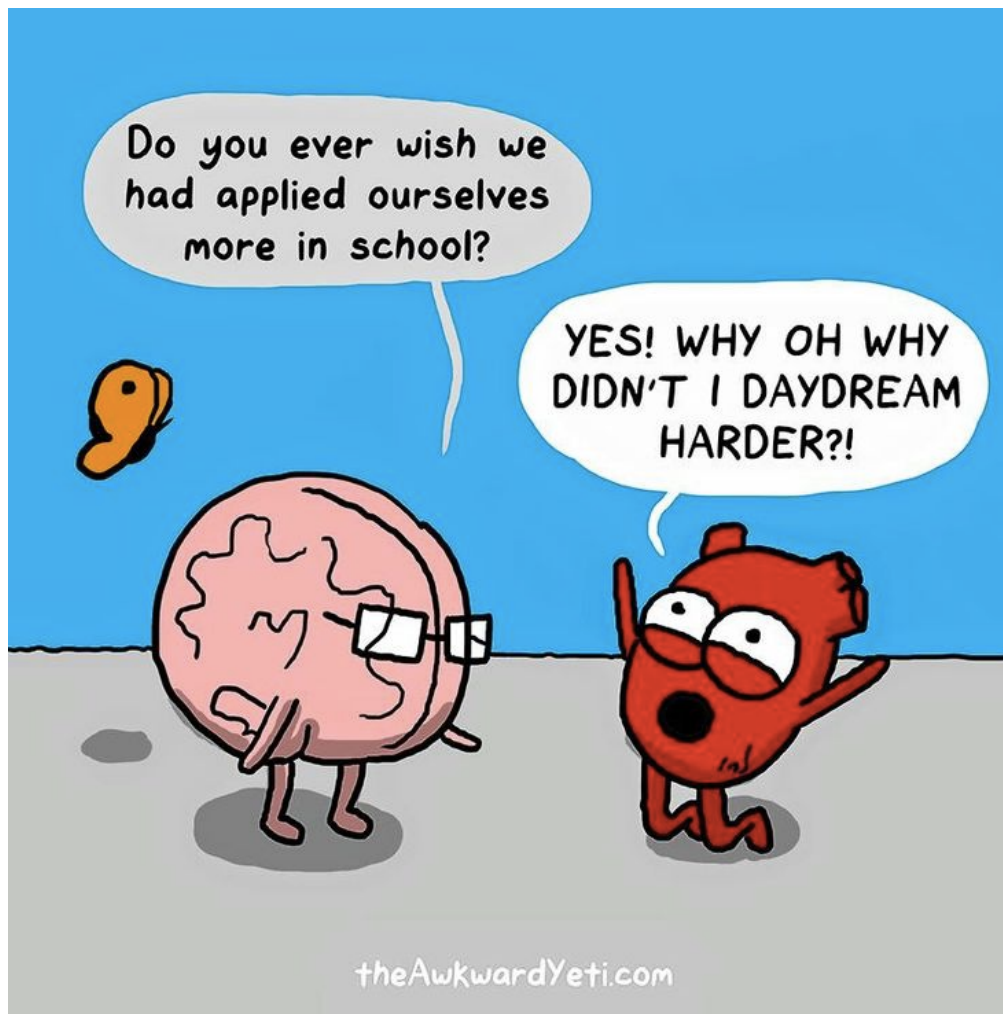


As you enter-

Please take the sticky notes and answer the questions on the flip charts/board.



Promoting Student Achievement Through Innovation and Collaboration

www.specialedcoop.org

The DC Special Education Cooperative

Infusing Secondary Transition into General Education

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Secondary Transition Institute



What we've heard

“Transition is not for [academic] content teachers”

“I don't know how to do transition, I only teach... [insert subject]”

“How do I grade/assess these skills as a content teacher?
Should it count towards their grade?”

Agenda

- I. What is the challenge(s) with transition
- II. College and career ready
- III. How our IEP team member roles impact transition
- IV. How to integrate transition into the general education class

Objectives

- I. Participants will have a basic understanding of what secondary transition is and the current challenges.
- II. Participants will examine what it means to be college and career ready.
- III. Participants will learn how to synthesize what it means to be college and career ready in relation to secondary transition.
- IV. Participants will be able to use a checklist to integrate CCR in the general education class.

The Transition Challenge



The Transition Challenge

Employment Challenges

For Civilians between ages 18 and 64 who are living in the community (persons who are residing in the community and who are not living in institutions such as jails, prisons, nursing homes, hospitals, etc.)

Category	Person without a disability	Persons with a disability
Total DC Population	90.3%	9.7%
Employment based on % of population	75.5% of the total # of persons w/o disability are employed	30.3% of the total # of persons w/ a disability are employed
Employment based on total population	68% of DC's total are employed without disability	2% of DC's total are employed w/ a disability

http://www.disabilitycompendium.org/docs/default-source/2015-compendium/compendium_2015_final.pdf

The Transition Challenge

Charter School Specific

Indicator 14 gathered in September 2015. It counts students respondents who left school in 2013-2014 year

- 28% of charter school students responded they were enrolled in higher education
- 35.6% of charter school students responded they were in higher education OR competitively employed
- 46.4% of charter school students responded they were in higher education OR other postsecondary education/training program OR competitively employed OR in some type of employment

53.6%

charter school students with disabilities one year out of high school did not have any type of employment nor had they completed a term of postsecondary education

The Transition Challenge

Standards-Based Reform

Purpose (Bartholomew et al., 2015) “align special education programs and policies with larger national school improvement efforts”

The U.S. Department of Education during the reauthorization of ESEA asserts that “every student should graduate from high school ready for college and a career. Every student should have meaningful opportunities to choose from upon graduation from high school”

The National Council of State Legislators have found that when considering the number of first time undergraduate students roughly anywhere between 28 and 40 percent of students enroll in at least one remedial class. This is supported by the US Department of Education that found 4 out of every 10 college students, including those at a 2-year institution need to take remedial courses in college.

U.S. Department of Education (2010, March) *A blueprint for reform: The reauthorization of the Elementary and Secondary Education Act*. Washington, D.C: Author. Retrieved from <https://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf>

College and Career Ready

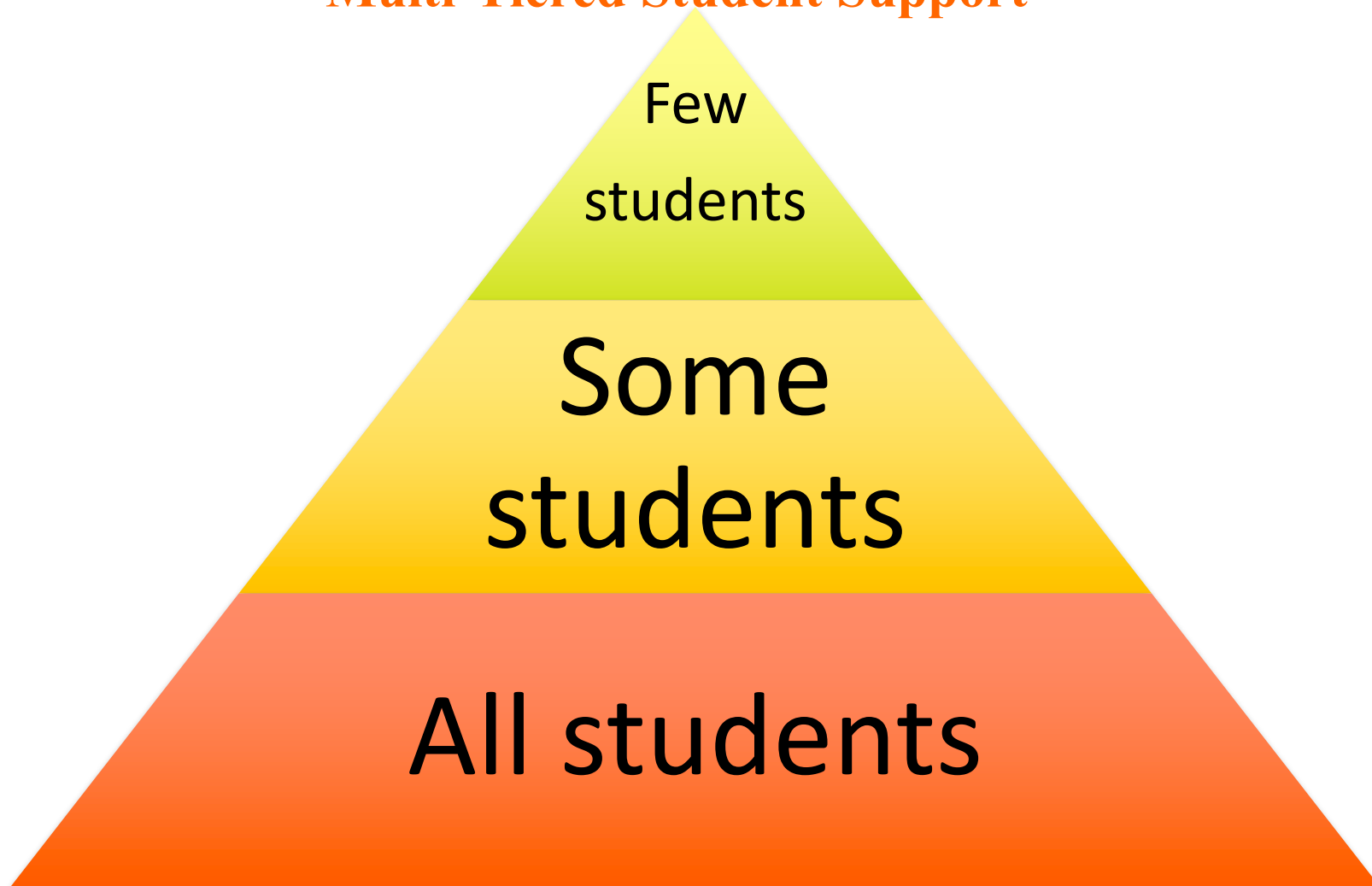
OSSE

“Demands students know more than just content, but demonstrate that they know how to learn and build upon that content to solve problems. They must develop versatile communication skills, work collaboratively and work competitively in a school or work environment”



Transition Skills

Multi-Tiered Student Support



Transition Skills

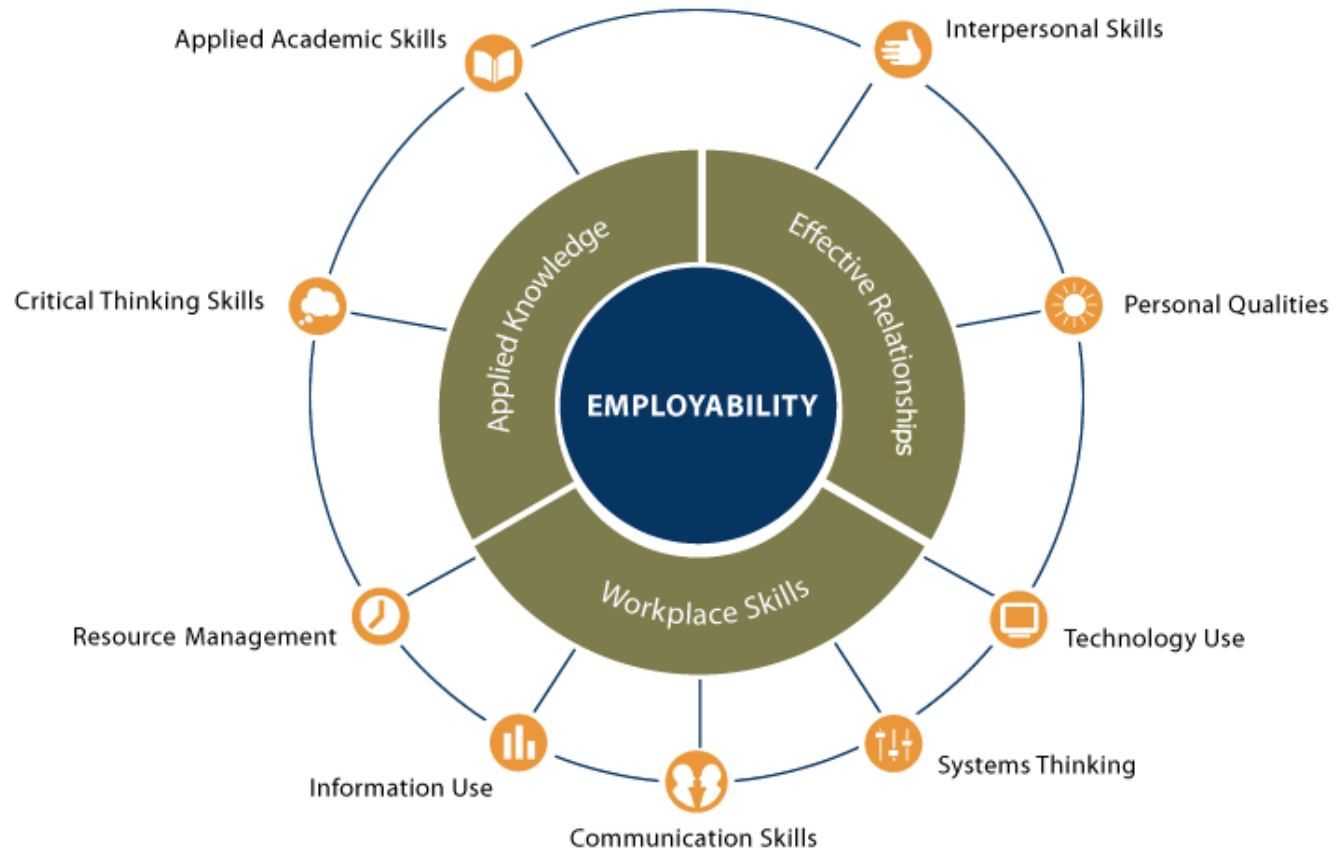
Common Core requires students to...

- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Values evidence
- Uses technology and digital media
- Understand others perspectives and cultures

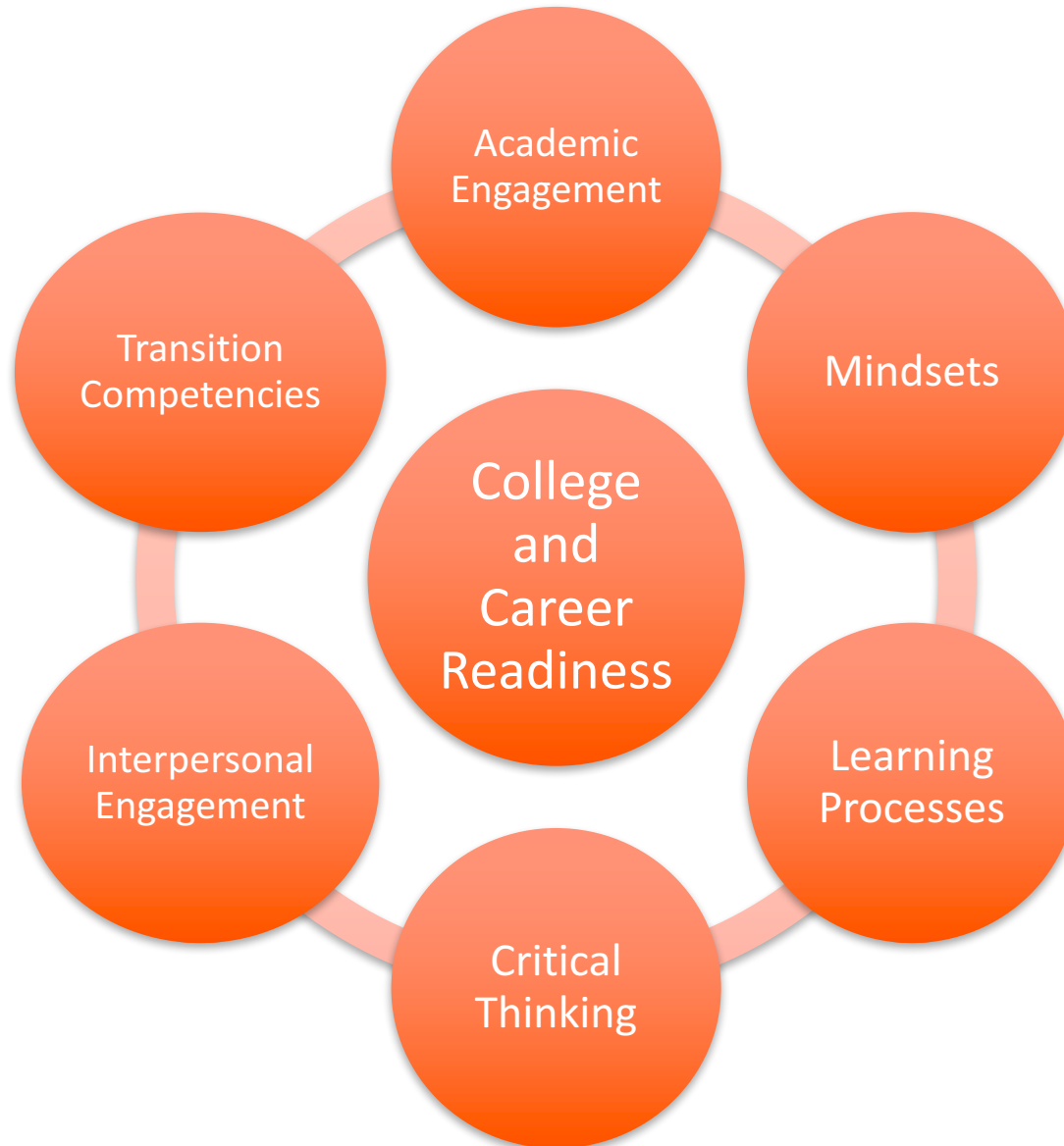
According to the National Council on Disabilities (2000), what we ask students to learn, how we ask them to learn it, and how they are tested should correspond to the ways in which they will demonstrate proficiency on the job, in lifelong education activities, in their families and in the community.

Transition Skills

Employability Skills Framework



CCR Organizing Framework



College and Career Ready

Academic Engagement

Content Knowledge

- The content in classes directly connects to life after school in sometimes the simplest ways. But making a direct connection helps students.
- The concepts are able to be linked across and within. Students use their ability to link knowledge to demonstrate a depth over facts.
- Development of behavior and good work habits.



Academics

College and Career Ready

Mindsets

Sense of belonging

Growth Mindset

Self-awareness and Self-efficacy

Perseverance



College and Career Ready

Learning Process

The learning requires access to content and engaging in learning

- Support students with test-taking, note-taking, time management and organizational skills
- Technology is essential for all students. Think less about how we pull kids out and more how SPED experts can provide support in general education classrooms.
- In employment we work on a team. Learning how to work with others to achieve a common goal and communicate effectively are essential.



College and Career Ready

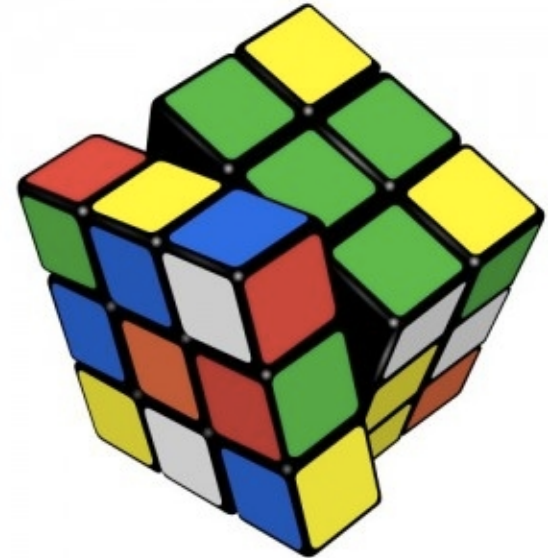
Critical Thinking

Problem Solving

Communication

Research and Interpretation

Precision and Accuracy



College and Career Ready

Interpersonal Engagement

Understanding Self

Understanding Others

Engaging with Others



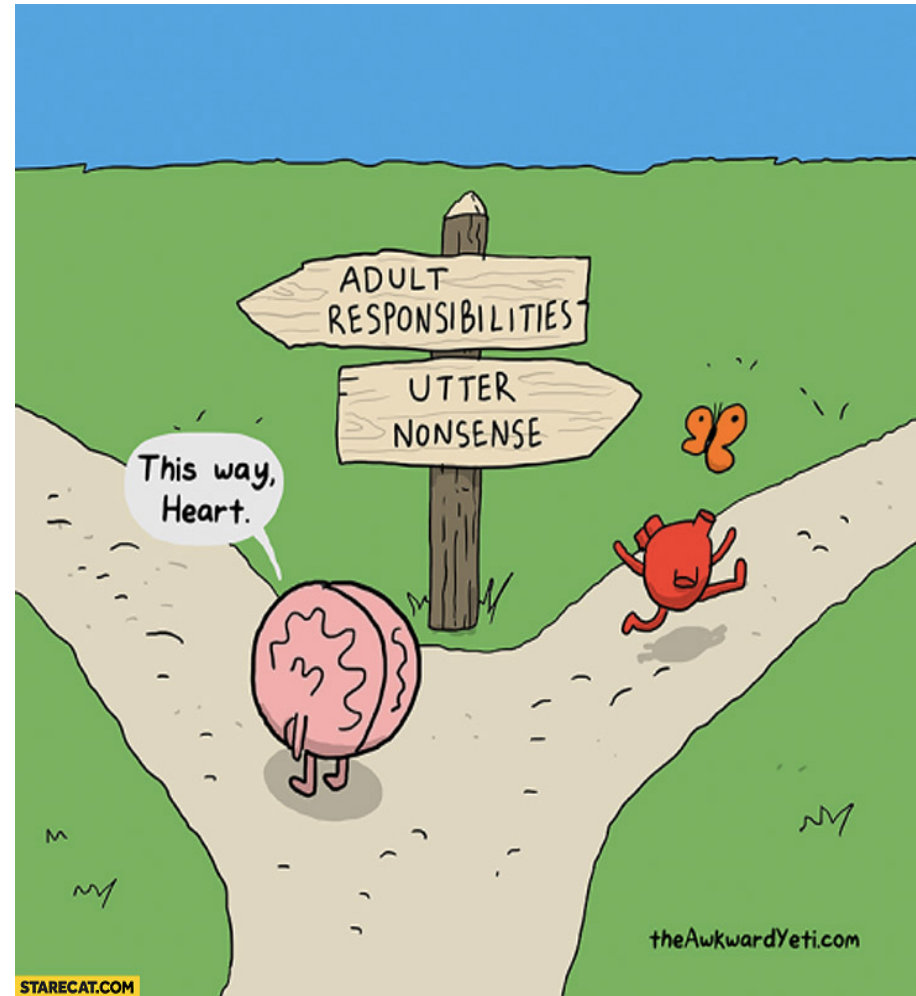
College and Career Ready

Transition Competencies

All students need guidance, support and attention to plan for their college and career. With appropriate scaffolding all students can have experiences to help them plan.

Rethink what we mean by “college” so we include a wide range of post-secondary educational opportunities

Adult Roles and Responsibilities



Our Role

IEP Team Members

Students
Family Members
Special Education Teacher
General Education Teacher
Related Service Providers
Transition Specialists
Community Service Providers

“IEP team members are responsible for ensuring that the student acquires the necessary skills to reach the anticipated adult outcome when the transition is complete. This means that the IEP team must know what skills will be required for the student to be successful in the targeted environment” (Integrating Transition Planning into the IEP Process, West et. al 1992, p. 18).



Transition Skills

Ways to Integrate in General Education

Cronin et al (2007) suggested 5 options for teaching life skills.

1. Coursework
 1. Credit or noncredit
 2. Elective or required
2. Course in topical content area (ex. Math in the Real World). An example of how to develop this type of course is described in Helmke (1994)
3. Single Course Topic (ex. Living on your Own)
4. Augmentation-supplementing existing content courses with additional life-skills information
5. Infusion-capitalizing on opportunities presented in the content of the lesson.

Transition Skills

How to Integrate

1. Start with the academic skill
 - *Of Mice and Men*
 - Standards: determine what text says to make logical inferences and cite specific evidence
 - Transition connections: migrant workers/finding jobs, dreams for their future, conflict resolution, cover letters for jobs (CC writing 4)
2. Start with transition skill
 - More often used for students whose programming has emphasis on secondary transition
 - Transition skill: Food preparation
 - Standards: know that there are numbers that are not rational, and approximate them by rational numbers.

Augmentation Examples

The Common Core Standards addressed on a math midterm assessment included systems of equations in answering a question, solving real world mathematical problems, using variable to represent two quantities.



The task: Research the minimum wage for the state of your choice and choose a job you want to have for the summer. Students had to write a statement, create a table, draw a graph, write an equation, use the equation to determine how many hours they'd need to work to earn \$500, and \$1050 for the summer, describe the amount of money, and list of pros and considerations for job. The information was presented using technology.



How can teachers infuse transition skills?

More than Academics

Choice Making	Self Determination Components
Decision making	
Problem Solving	
Goal Setting, Attainment and Evaluation	
Self-regulation	
self-instruction	
self-advocacy	
self-efficacy	
self-awareness and self-knowledge	
reflection/learning from past	
Logic and mathematics	Academics
Reading	
Writing	
Listening	
Speaking	
Study Skills	

Team member	Intrapersonal
Actions and consequences	
Self-management	
Responsibility	
Flexibility	
Organization	
Thorough	
Decision-making	
Independent Worker	
Creative and Innovative Thinking	
Speaking	Interpersonal
Listening	
Being Willing to "give and take"	
Team member	
Work with Diversity	
Leadership	
Demonstrates Computer Literacy	Materials
Manages an email program	
Effective use of the Internet	
Manages all materials and resources	

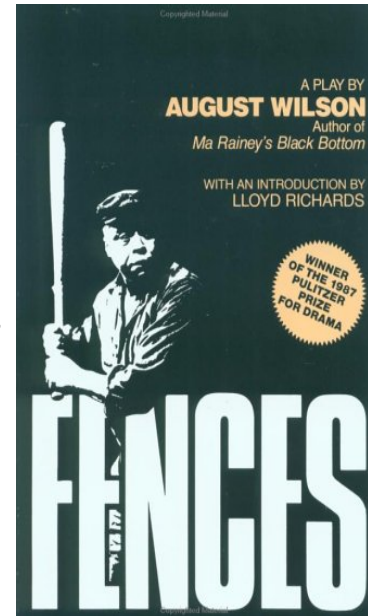
Highlighting what's already being done

DCPS's 9th grade English Cornerstone project:

In an explanatory essay students write an essay to describe the impact of stories within the central story around Troy and his relationships, and how they contribute to the overall story in the play.

Part 1 and 2-Students will independently identify 5-10 important lines in the play, rank them in order of importance, and prepare rationale statements to defend their ranking. Group discussion of their top three lines, debate their rationales for rankings, and write revisions or affirmations.

Part 3 and 4-Students will select, prepare and rehearse performance of most important line. After performing their line and listening to others, students will write reflective summaries of how hearing the lines impacted their comprehension.



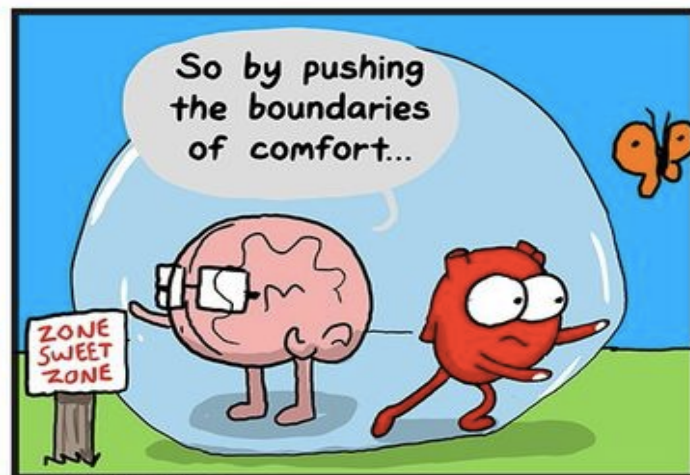
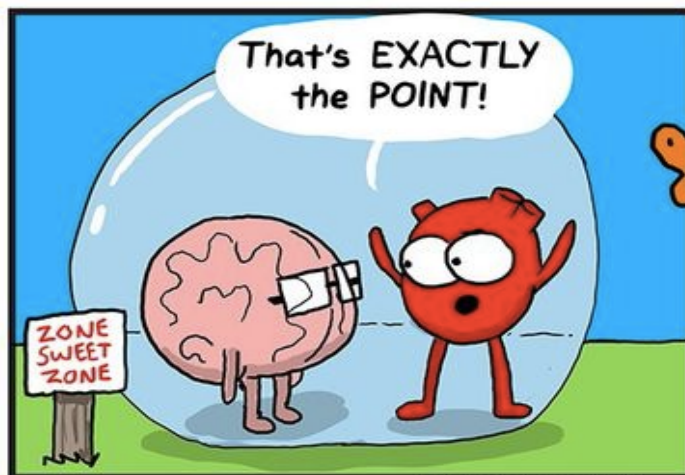
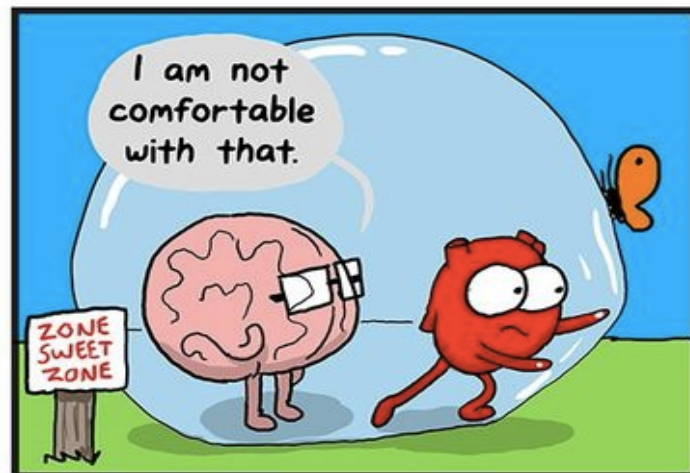
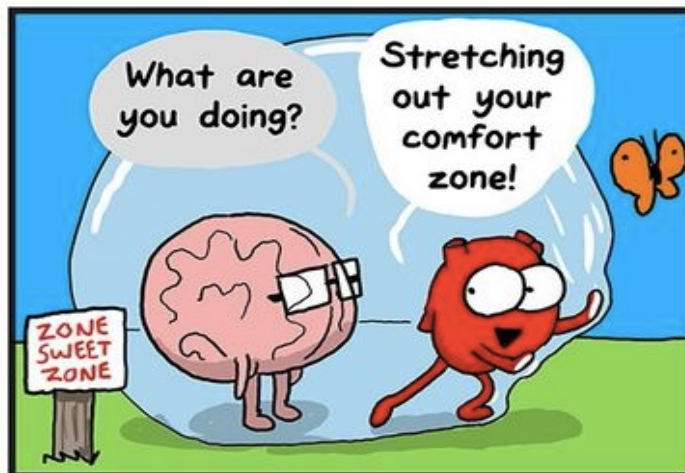
Highlighting what's already being done—cont'd

DCPS's 9th grade English:

Supplemental texts that connect with the theme and essential questions of unit (how author builds tension, mystery, and surprise) and Why are there conflicts between people when they love each other?

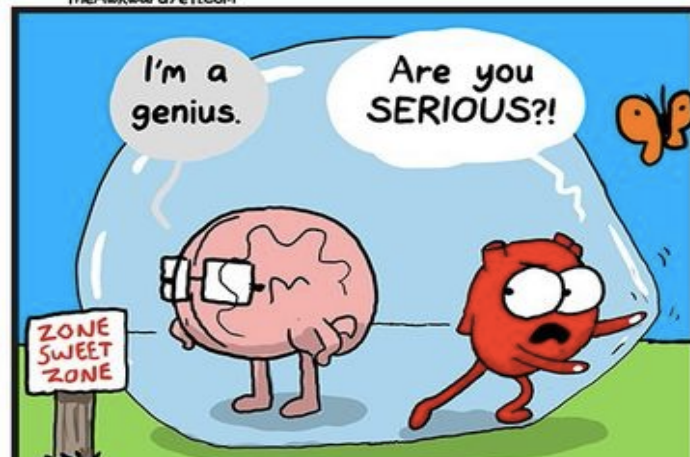
- “Why do I Fight with my Parents So Much?” Teens Health, Informational Text
- “The Story of Matthew Sheppard” by GLSEN, Informational Text
- “The Condition of Black Life is one of Mourning” by Claudia Rankine, Informational Text





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Resources

“How to improve Transition Results for High School Students with Disabilities,” Dr. Mary Morningstar Webinar

<https://goto.webcasts.com/viewer/event.jsp?ei=1113912>

OSSE PowerPoint slides from “Secondary Transition Curricula”

<http://osse.dc.gov/sites/default/files/dc/sites/osse/documents/Secondary%20Transition%20Curricula.pdf>

OSSE Preparing Students for Future Employment: Utilizing Career Clusters, Labor Market Information and 21st Century Skills

<https://osse.dc.gov/sites/default/files/dc/sites/osse/documents/Preparing%20Students%20for%20Future%20Employment.pdf>

SCANS Skills Assessment Rubric

http://www.newwaystowork.org/qwbl/tools/kcktoolkit/Tools/Tool_20.PDF