

# A Holistic Approach to Secondary Transition Planning And Effective Assessment Implementation Strategies

Adapted from materials originally presented during the September 18, 2009  
Secondary Transition:  
Making the Connections to Address the Whole Student Statewide PA  
Community on Transition Videoconference



# PaTTAN's Mission

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The Pennsylvania Training and Technical Assistance Network is an initiative of the Pennsylvania Department of Education working in partnership with families and local education agencies to support programs and services to improve student learning and achievement.

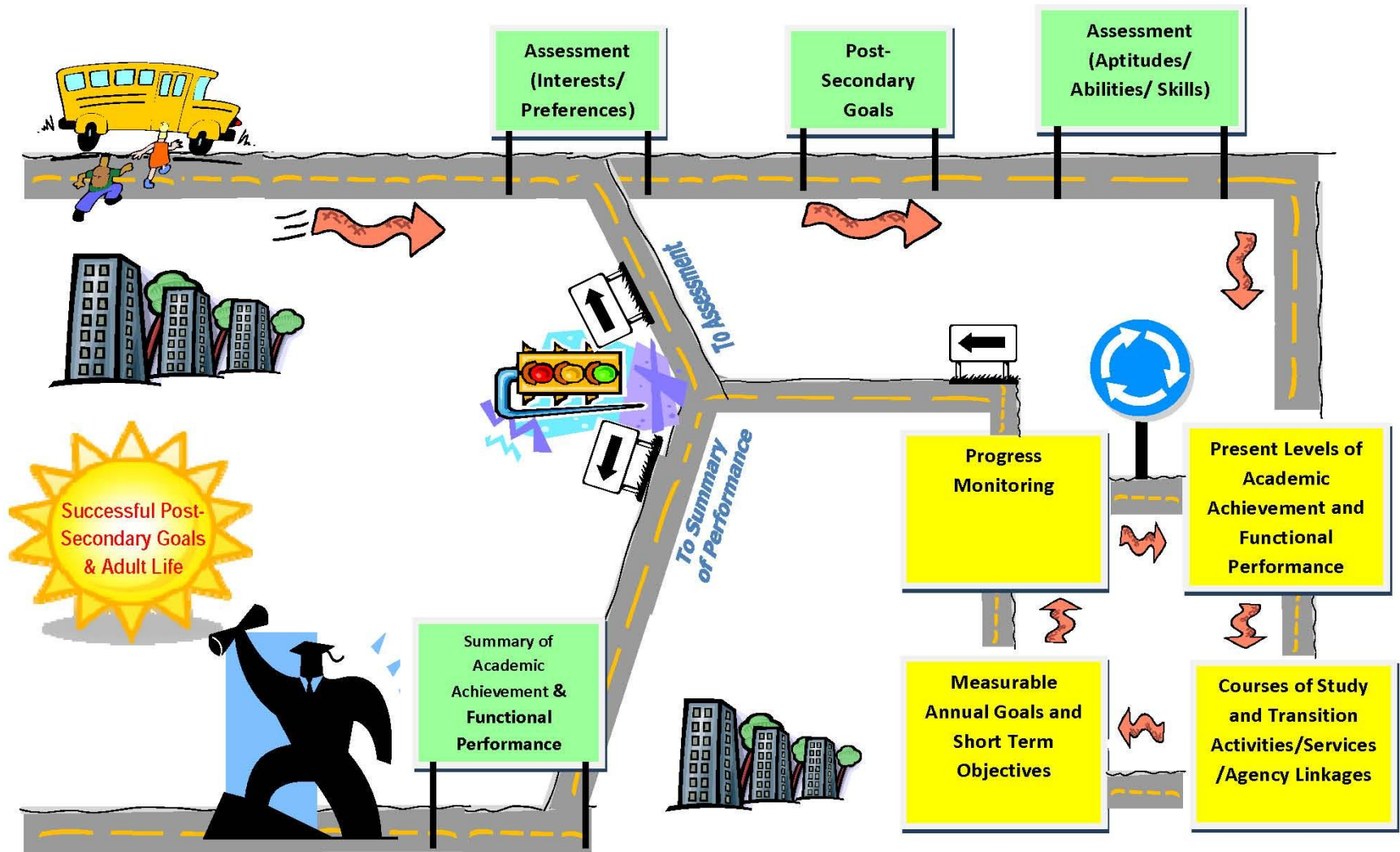
# PDE's Commitment to Least Restrictive Environment (LRE)

Recognizing that the placement decision is an Individualized Education Program (IEP) team decision, our goal for each child is to ensure IEP teams begin with the general education setting with the use of supplementary aids and services before considering a more restrictive environment.

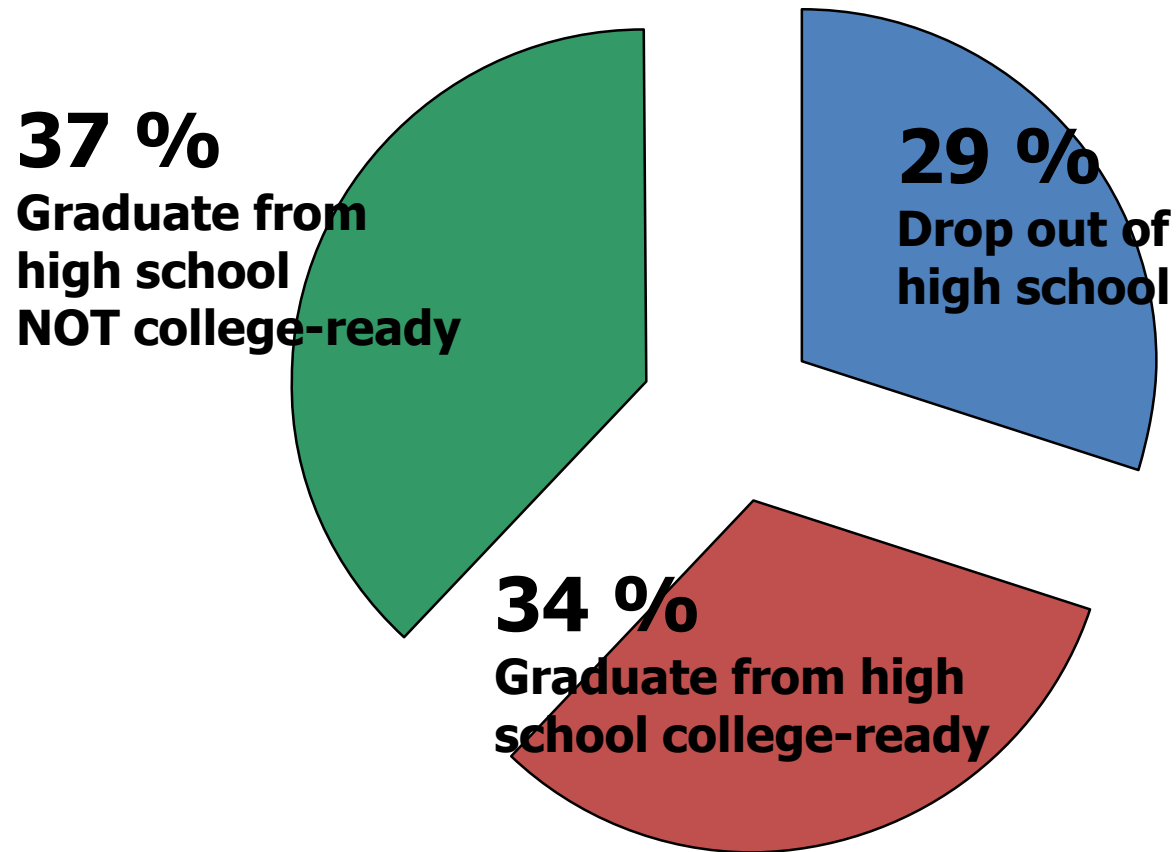
# Overview of a Holistic Approach to Secondary Transition Planning



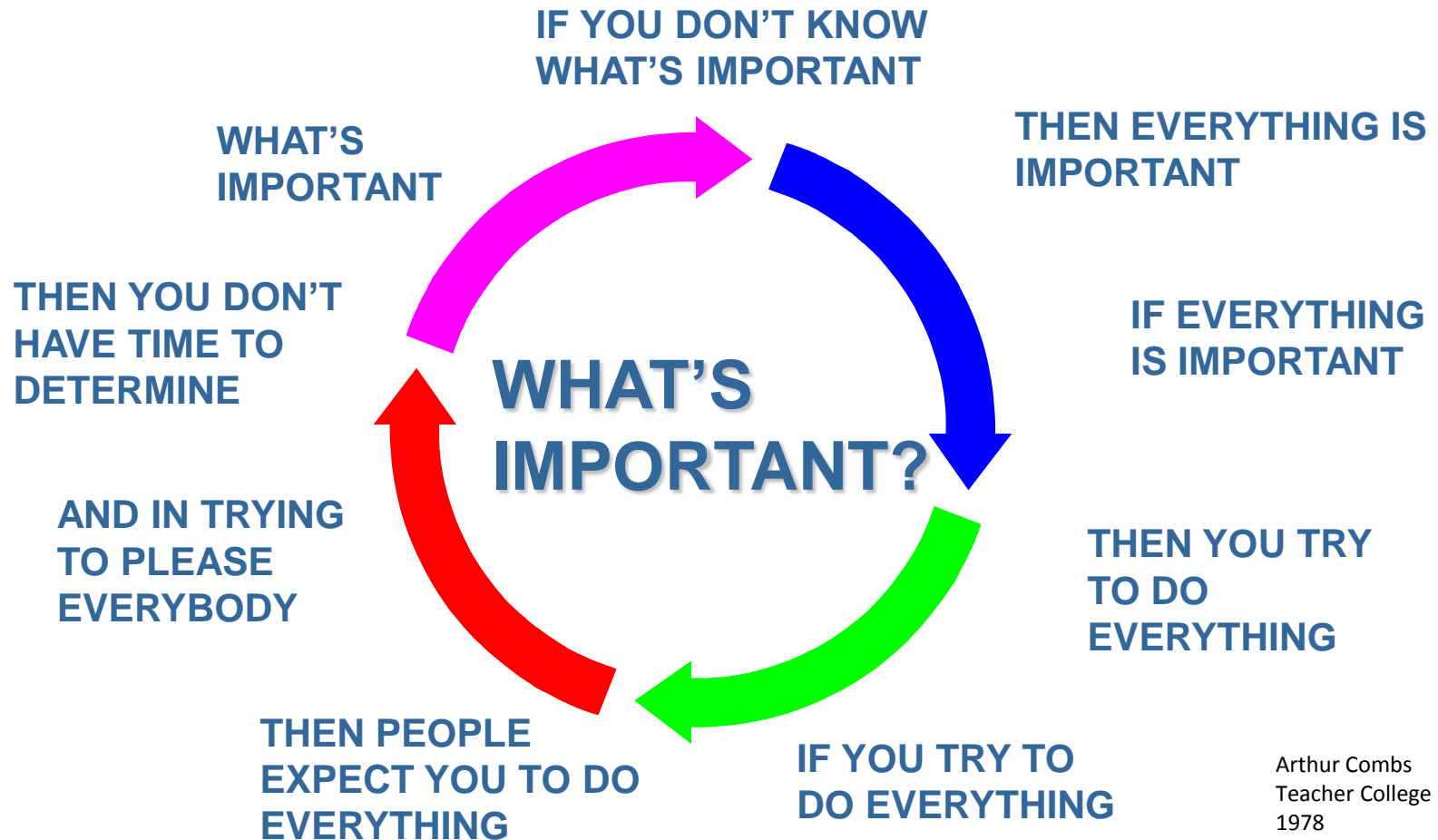
# Secondary Transition in a Standards Aligned System: Roadmap



# What Happens to Entering 9<sup>th</sup> Graders Four Years Later...



# WHAT'S IMPORTANT



# Lets start thinking.....

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Did You Know?

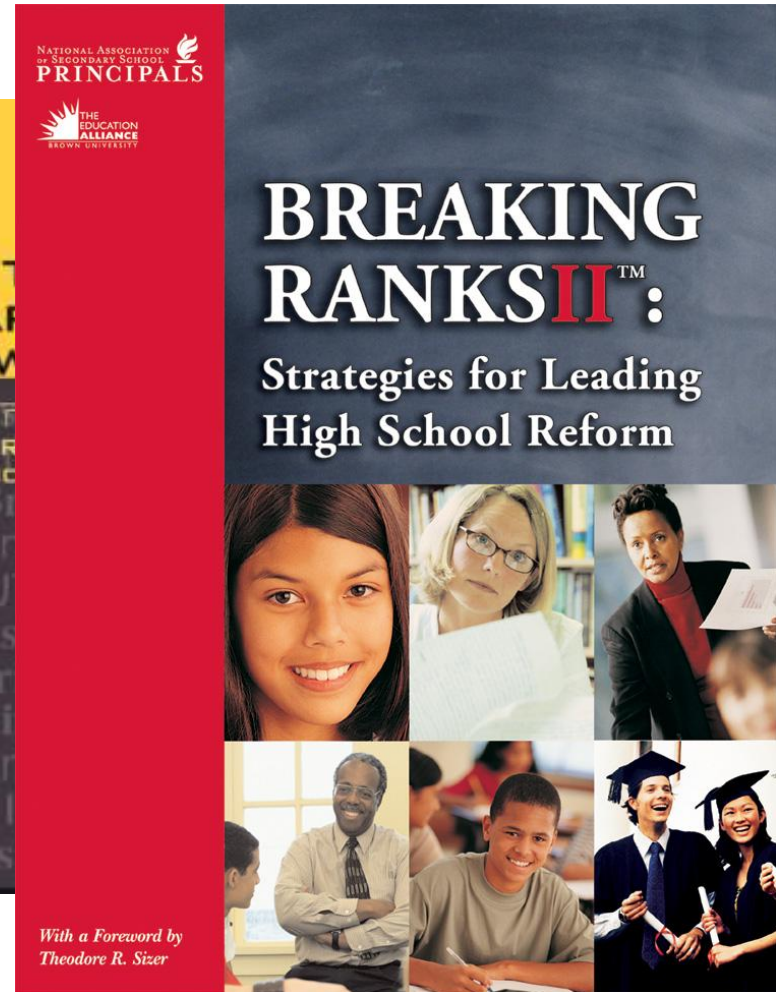
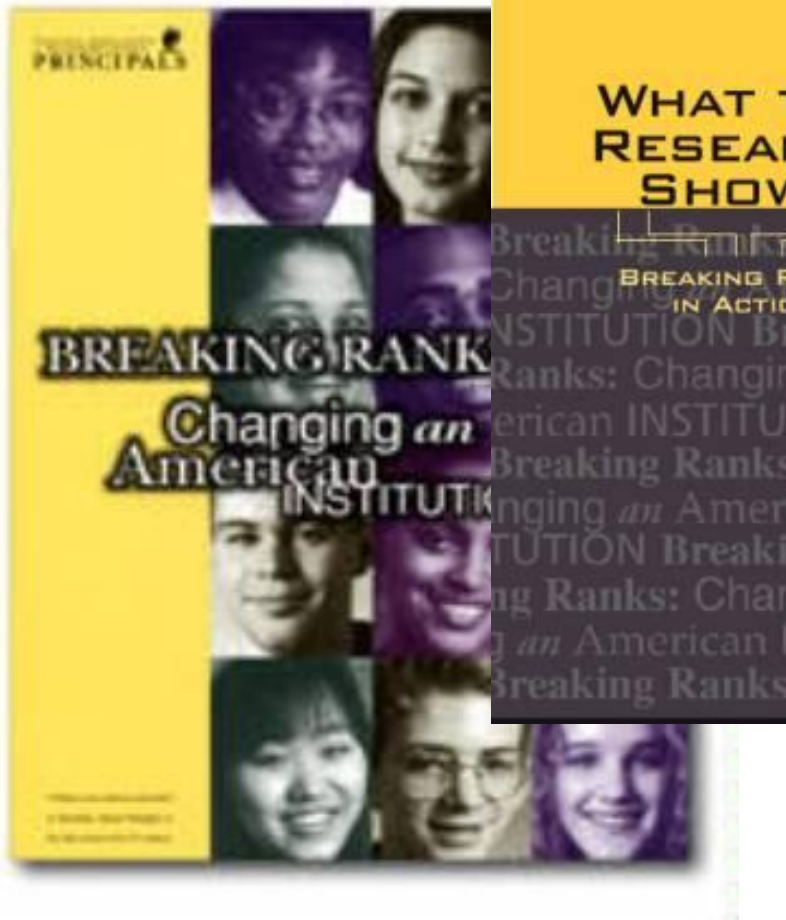


# Review of Current Research

# Breaking Ranks II

2004

1996



# Why Break Ranks?

## The Job Market 50 Years Ago:

- 20% Professional
- 20% Skilled Labor
- 60% Unskilled Labor



# Why Break Ranks?



## Today's Job Market:

- 20% Professional
- 65% Skilled
- 15% Unskilled

# Collaborative Leadership

## *Core Area I*

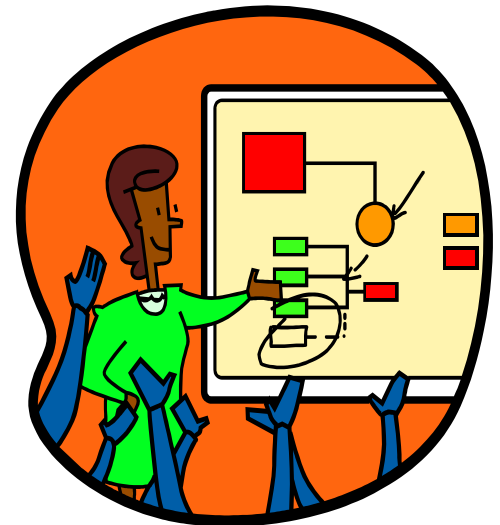
- ◆ Involve others in the change process through collaboration, review of data, and professional development.



# Personalization

## *Core Area 2*

- ♥ Provide opportunities for students to build relationships with adults and peers, and between themselves and what they learn.



# Curriculum, Instruction, & Assessment

## *Core Area 3*

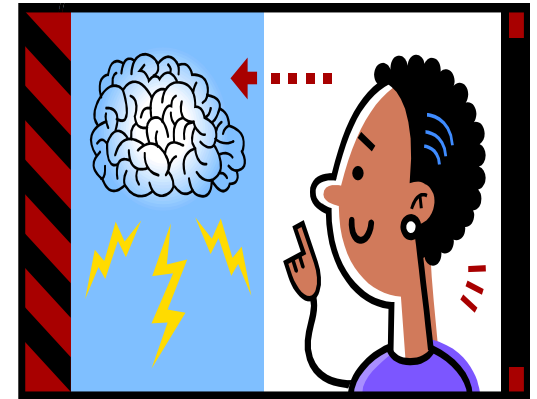
Build relationships between students  
and ideas

Rigorous & Essential Learnings

Student-centered

Applied to real world

Engaging



# Seven Cornerstone Strategies

1. **Establish the essential learnings** a student is required to master in order to graduate, and adjust the curriculum and teaching strategies to realize that goal.
2. **Increase** the **quantity** and improve the **quality of interactions** between students, teachers, and other school personnel by reducing the number of students for which any adult or group of adults is responsible.
3. Implement a **comprehensive advisory program** that ensures that each student has frequent and meaningful opportunities to plan and assess his or her academic and social progress with a faculty member.
4. Ensure that teachers use a **variety of instructional strategies** and assessments to accommodate individual learning styles.



# Seven Cornerstone Strategies of Breaking Ranks II

5. Implement **schedules flexible** enough to accommodate teaching strategies consistent with the ways **students learn most effectively** and that allow for effective **teacher teaming and lesson planning**.
6. Institute structural leadership changes that allow for **meaningful involvement in decision making** by students, teachers, family members, and the community *and* that support effective communication with these groups.
7. Align the **schoolwide comprehensive, ongoing professional development program** and the individual **Personal Learning Plans of staff** members with the content knowledge and instructional strategies required to prepare students for graduation.

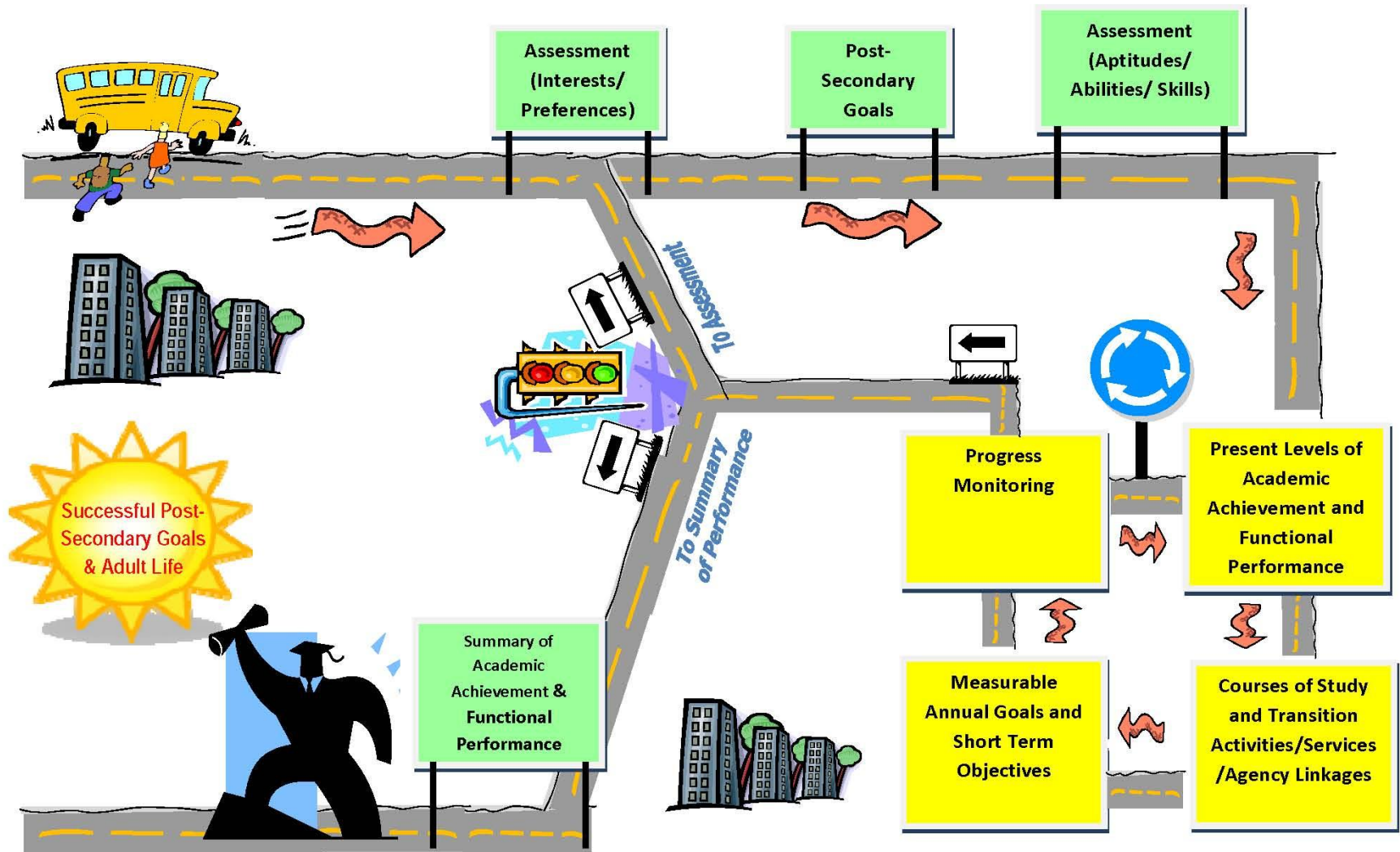
# Personalization

## **A learning process in which schools help students:**

- Assess their own talents and aspirations,
- Plan a pathway toward their own purposes
- Work cooperatively with others on challenging tasks
- Maintain a record of their explorations, and
- Demonstrate their learning against clear standards in a variety of media,

**All with the close support of adult mentors and guides.**

# Secondary Transition in a Standards Aligned System: Roadmap



# Rigor At All Levels



Students can do no better than the assignments they are given.

*Dr. Katie Haycock, Education Trust*

# 10<sup>th</sup> Grade Writing Assignment

Many novels center on the struggle between man and himself. Write an essay in which you discuss this struggle as it relates to a character from one of this semester's readings. Which aspect of the character wins the struggle? Support your point of view with evidence from the novel.

# 10<sup>th</sup> Grade Writing Assignment (same school, different section)

Write a three paragraph essay describing the major accomplishments of Dr. Martin Luther King, Jr. Be sure to proofread your work. Neatness counts.



# How rigorous is the course?

- How deeply are students required to delve into the subject matter?
- How independently are they required to think and work?
- Are they required to integrate new knowledge w/prior knowledge & apply this sum in new settings?

# How rigorous is the course?

- Are students required to be evaluative of their own learning and performance?
- Are they required to weigh and judge the veracity of what they are told/taught?
- Are they required to examine knowledge and issues from a variety of points of view?

*Teacher Leaders Network*



# Four Conditions for Student Success With The “Hard” Stuff

1. Success seems **feasible**.

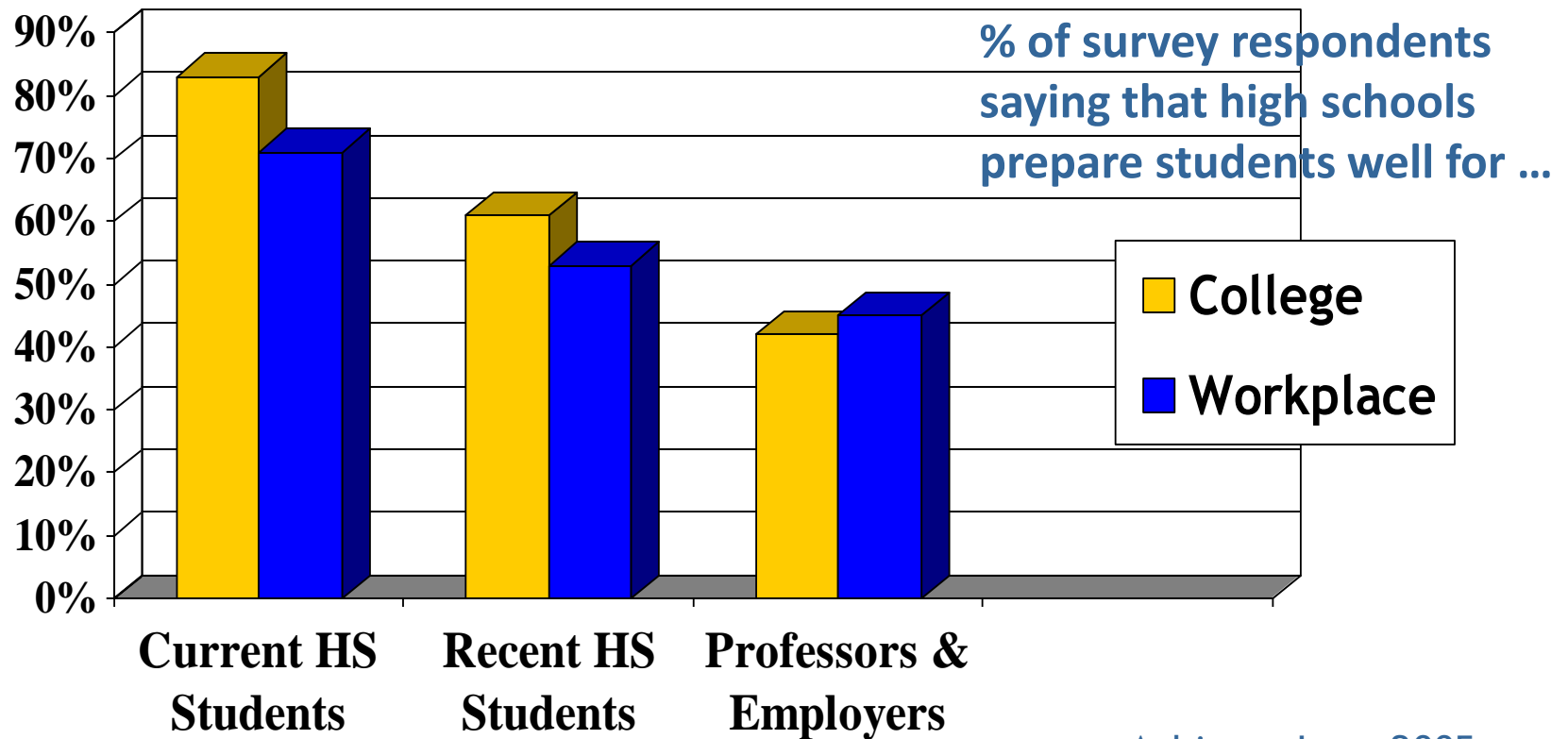
- “I’m smart enough.”
- “The teacher has understandable explanations for the ‘hard’ stuff.”
- “Extra help is available if I need it.”

2. Lessons seem **relevant**.

3. Adults are **supportive and resolute**.

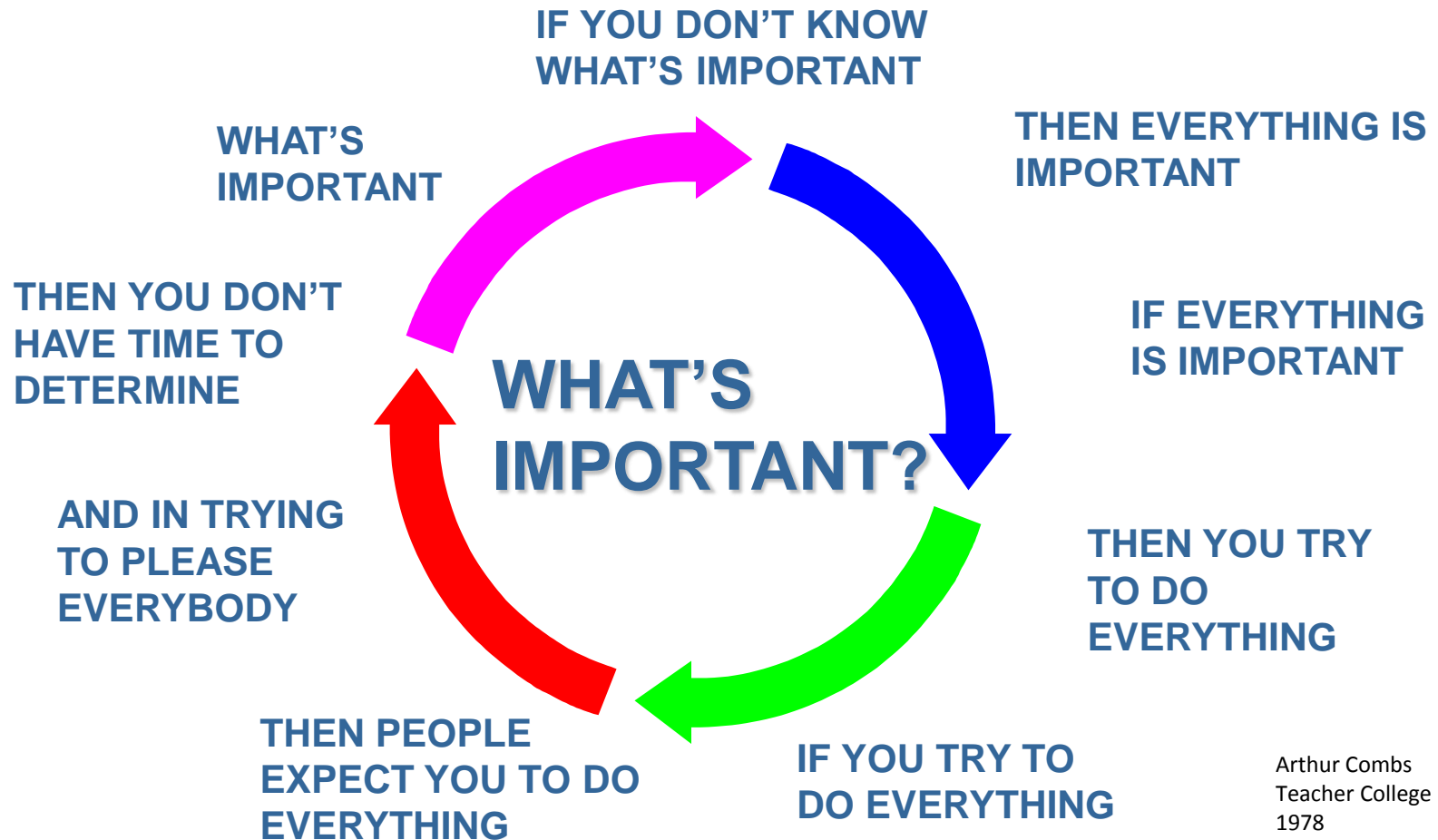
4. Peers are **supportive**.

# HS Students Believe Schools Are Preparing Them Well; Grads, Employers and Professors Say Otherwise

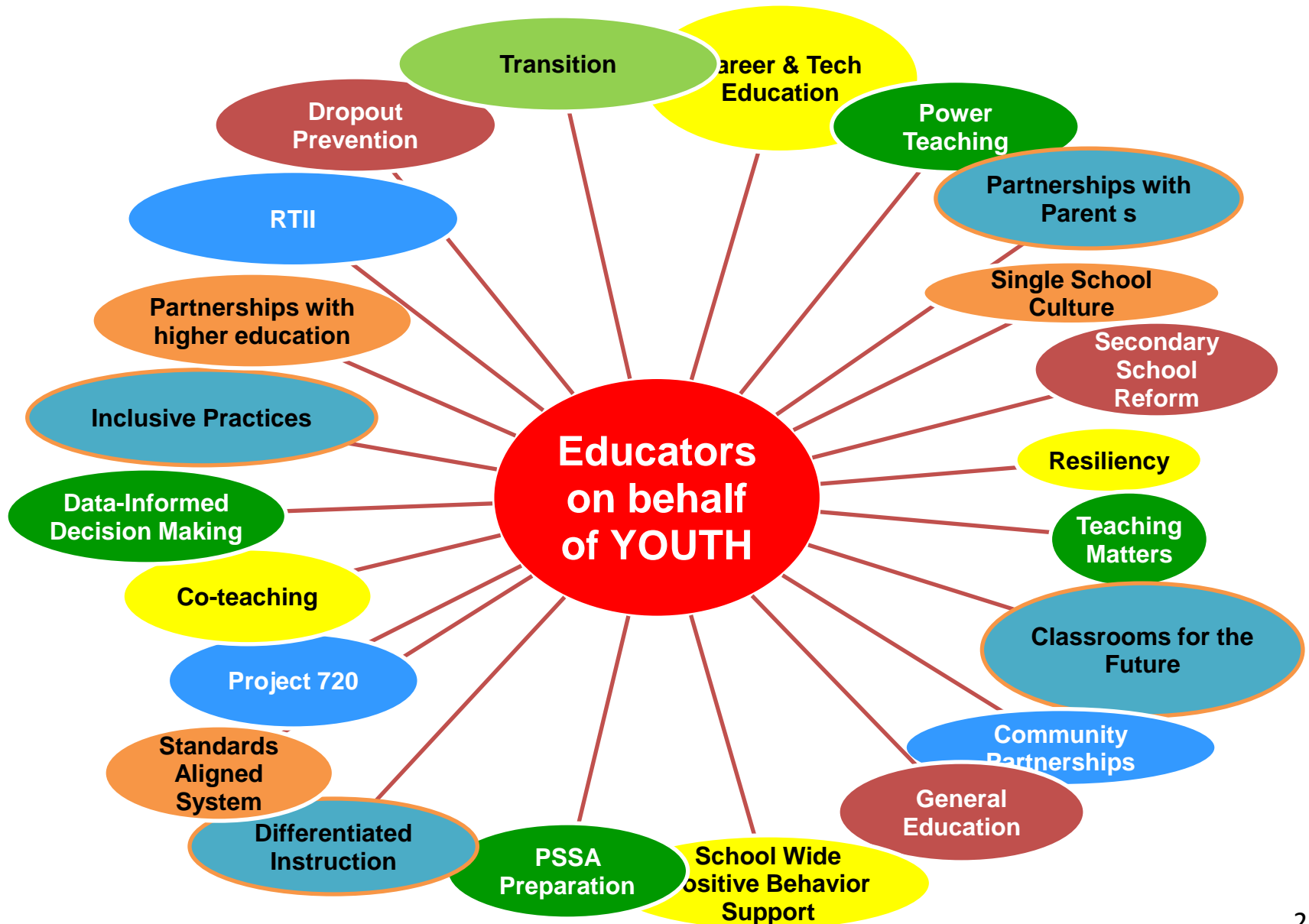


Achieve, Inc., 2005

# WHAT'S IMPORTANT



# Competing Priorities for Educators



# SO WHAT??

Making the connections to ensure the  
obtainment of successful post-secondary  
goals for all students

# Effective Practices in Transition & Career Assessment: Making the Connection

Session Material Contributors:  
Pamela Leconte, Joan Kester, and Michael  
Stoehr



# Why Should We Care?

- Assessment
  - Changes lives in positive ways
  - Stimulates motivation
  - Helps youth discover talents, interests, abilities, ways of learning, potential, strengths, and needs
  - Facilitates goal-setting
  - Guides transition, career, and vocational or employment planning with roadmaps
  - Improves self-esteem and self-worth
  - Teaches relevancy of academics to the real world (of careers and work)

# Essential Questions

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- Whose needs are being met?
- What did you learn from the assessment *process*?

***Our Mantra our “Chorus”***



# Guiding Questions

- Why and how do we do assessment--  
How does it drive the transition process?
- Why and how do we do assessment—  
How does it assist youth in achieving  
post-secondary goals?

# Responses to Why

- Why? We participate in assessment
  - to set a baseline for dreams, goals, strengths, abilities, needs, etc.
  - To make education more authentic and real
  - To develop roadmaps for filling any gaps, meeting needs, building on strengths, taking courses that will help achieve goals
  - To plan short-term objectives and long-term objectives
  - To gauge (monitor) progress with objectives and changing goals

# Always (Habitually) Ask:

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- Whose needs are being met?
- What did you learn from the assessment *process*?
- Then record it somewhere, somehow

# Why do we assess?

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Without assessment we cannot plan, set goals, or achieve them

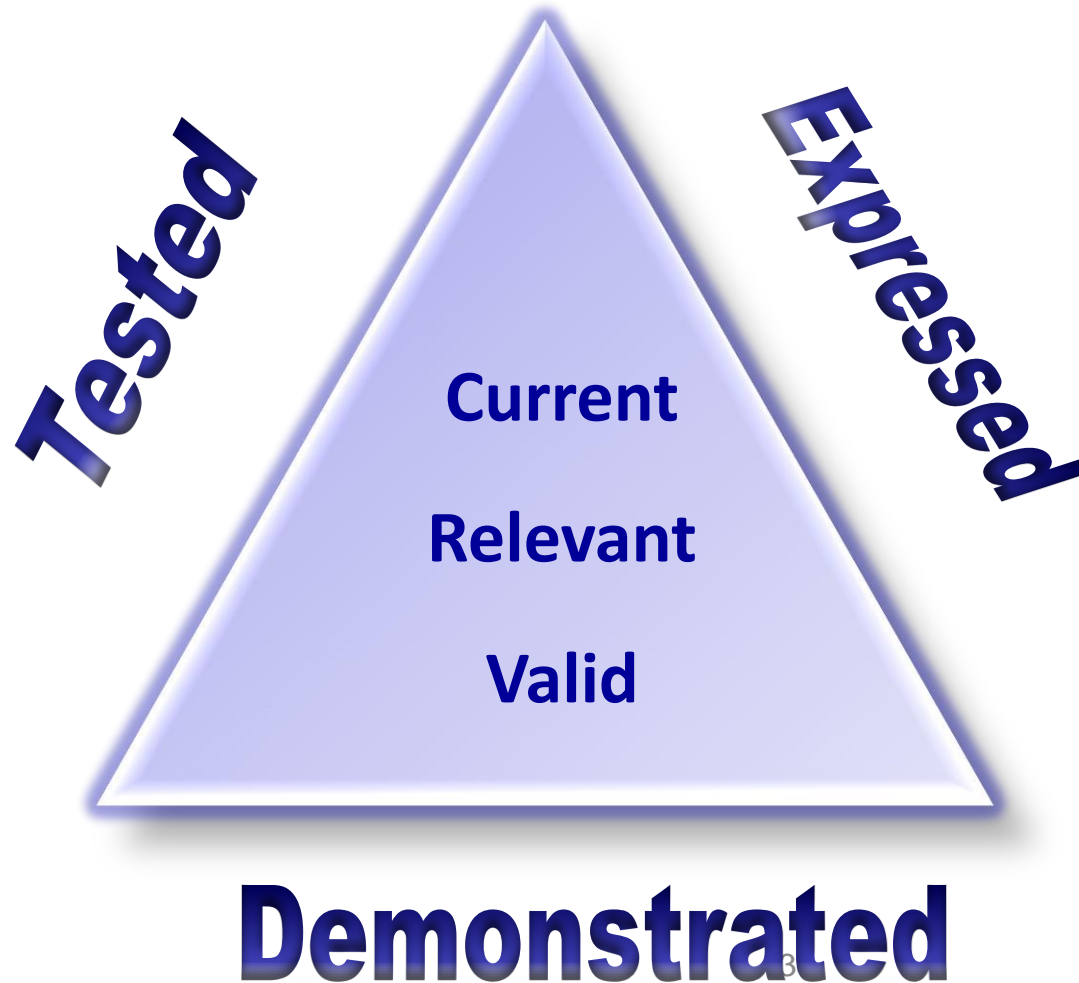
Assessment drives transition!

# How to assess

Follow 12 Principles (Cardinal Rules)  
accepted by multiple national associations  
and professionals

1. Use multiple (a variety) of approaches and methods to be fair, accurate, and find out as much as you can.
2. Triangulate (verify) assessment information.

# Triangulation of Methods and Information



# How to assess—guiding principles

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3. Behavioral observation and personal interaction are essential—on an ongoing basis.
4. Ongoing and developmental (meaning we don't repeat standardized 'tests', but we continue to narrow and sophisticate assessment activities based on interests, abilities, skills, potential, etc.).

# How to assess—guiding principles

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5. It is required to make decisions and develop plans.
6. It never stands alone, but is an essential part of the overall educational (K-16), adult, and rehabilitation systems.
7. It must be useful and used.



# How to assess—guiding principles

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8. It requires collaboration and multiple sources of input, review, and planning.
9. It must be current, valid, and relevant!!
10. It must be grounded in post-school transition, career, vocational and work contexts.

# How to assess—guiding principles

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- I 1. It must be systematic and organized, but flexible (meeting individual interests, goals, needs)
- I 2. Assessment is not a product, though it can produce some; it is a process!

# How to Assess

- We assess all the time, but we often don't share our findings/information, nor do we write things down.
- Observe, observe, observe!
- Share and write down observations
- Use samples of classroom work, of extracurricular activities, of home and community activities
- Create opportunities for learning and performing/demonstrating interests, abilities, potential, strengths, needs, etc.

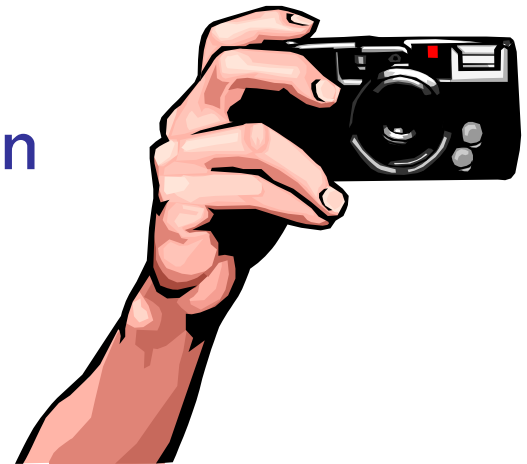
# How to Assess

Connecting school with the 'real' world  
(its demands, expectations, benefits,  
etc.)

- *Community mapping*
- *Community-based vocational assessment*
- *Work samples*

# Community Mapping

Community mapping requires that students, educators and others investigate via hands-on strategies what is in the community.



O'Sullivan (2001); Remillard (2001); Treadway, (2000).

# Community Mapping

- Originated from contextual teaching and learning research
- Anchors learning and assessment in diverse contexts
- Acquaints educators with culture, resources, barriers and potential facilitators and partners within communities
- Provides career information and exploration
- Improves community-student relations

# Community Mapping



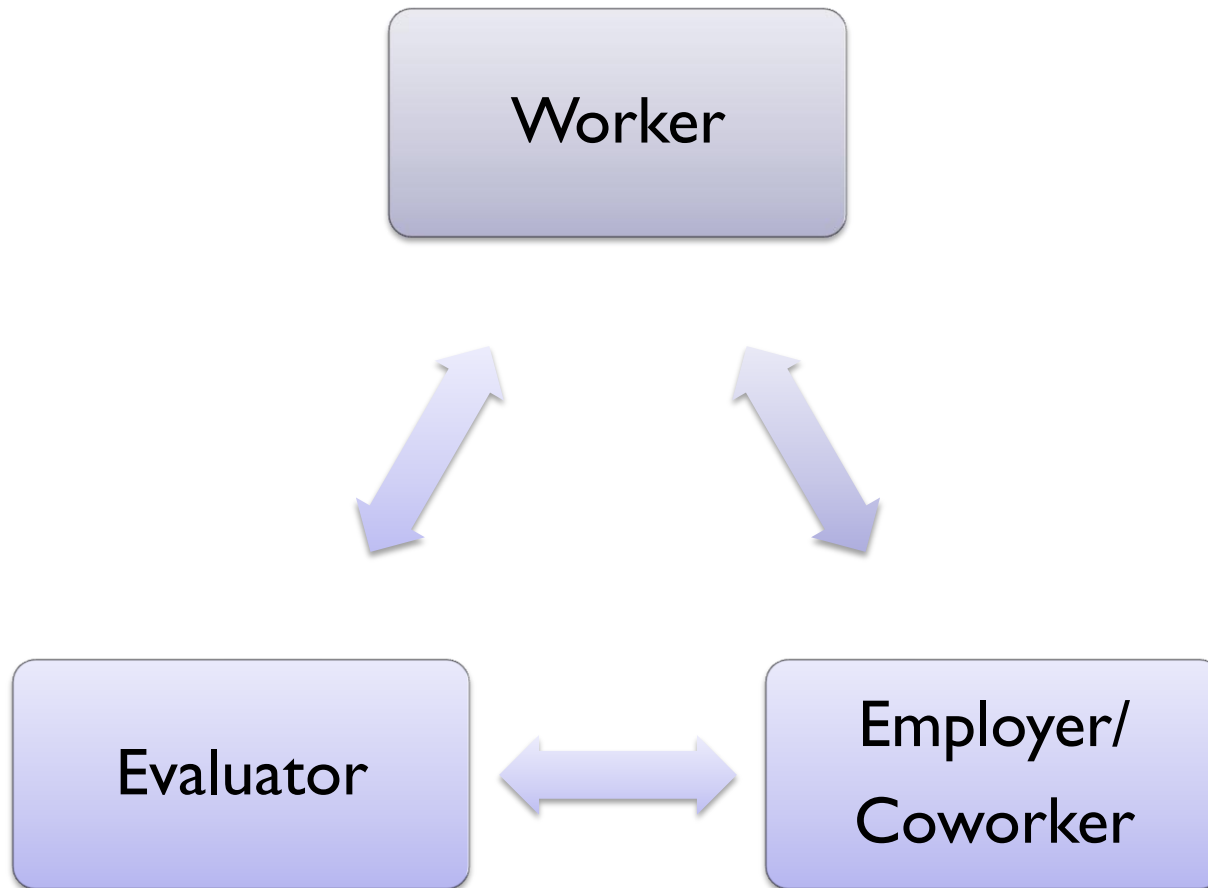
# Community-based assessment

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- Job shadowing
- Internships
- On-the-job evaluations
- Situational assessments
- Work or job try-outs



# Triangulation in Community Based Vocational Assessment



# Work Samples/ing

- Parts of actual jobs or work that can be replicated in Career Technical Education Centers, in assessment centers, in classrooms, and in the community
- High face validity: smells, sounds, feels, looks, and, yes, even tastes like work
- ***Is authentic!***

# Electrician Work Sample



# Web Page Design



# Carpentry





# Cashier Checker



# To Have Value Assessment must be Used

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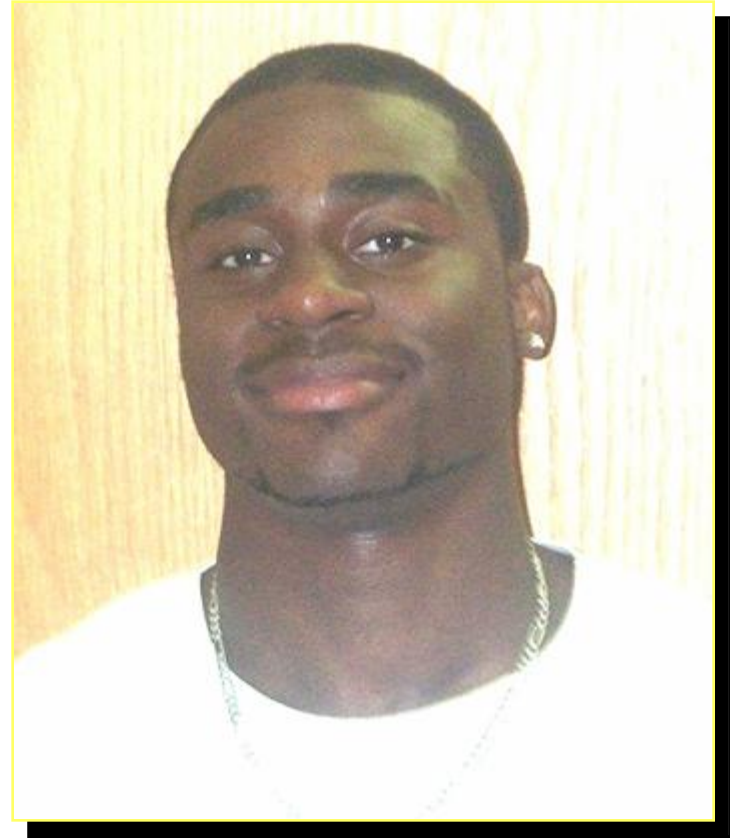
Use and create a variety of assessment =  
learning opportunities

- Portfolios (many examples in PA)
- There is no need to “add” to your workload
- You can change the way you work and assess—it can be fun

# How Portfolios Make a Difference for Youth

“Portfolios gave me a lot of reflection...who I am...how much I’ve grown up... decision making skills, self discipline and planning ahead. Portfolios will help me through life. I treasure it.”

Tone W





# Assessment's Multiple Perspectives

# Multiple Perspectives

1. What information would OVR need to help a young person plan for employment?
2. How does a young person learn about his/her disability and learn how to request accommodations?
3. How do we assist youth through the assessment process, to make a good job match?
4. How can authentic assessment be used to prepare youth for employment and further training?
5. How can the assessment process help youth prepare for college experience?
6. How can assessment help a young person be matched to college programs?

# Activity

**Think about the role each of the following individuals play in the assessment process:**

- *Young person*
- *Family member*
- *General educator*
- *Special educator*
- *Agency staff*
- *Employer*

**Within your role, think about the following:**

- *Based upon your role, what assessment information could you provide?*
- *When would you provide this information?*
- *How can you create an environment where youth feel able to express their goals, dreams and fears?*
- *How will you use this information to benefit the young person throughout the transition planning process?*
- *What will you do with this information?*

# Why Should We Care?

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# **Action Steps – What your Commitment to Improve Transition & Career Assessment Practices?**

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**Based upon the information presented in this section...**

***This is who I will talk with...***

***This is what I will ask...***

***This is what I will do...***

***This is additional knowledge I will build...***

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