What State Agency Secondary Special Education

Administrators Need To Know

Within the First Month

1. Implement transition law and regulations
   - IDEA 2004 (i.e., transition)
   - Compliance for IEPs at age 16 (Indicator-13)

2. Promote use of assessment data for individual planning and instruction
   - Formal and informal assessments
   - IEP’s

3. Submit accurate data to State and Federal government agencies
   annual report

4. Demonstrate knowledge of program options for secondary students
   - Familiar with high school curriculum
   - Familiar with graduation requirements and pathways
   - Knowledgeable of options in different districts

Within 3-6 Months

1. Promote implementing EBP in secondary transition by providing PD for staff
   - Knowledge of what EBP is
   - Provide examples of what they are and how they can be used

2. Demonstrate knowledge of postsecondary services and supports
   - Knowledge of adult service agencies in your community
   - Knowledge of Vocational Rehabilitation agencies in your community
   - Knowledge of community college and programs offered

3. Develop programs with community support centered around transition practices in
   employment, education, and life skills
   - Build relationships with business and community members/organizations
   - Participate in interagency councils
   - Disseminate information about state level interagency collaborations to local districts

4. Identify and promote the use of research-based literature to support professional practice in
   instruction and assessment
Within 1 Year

1. Provide a foundation for the administration of transition programs that is grounded in models, theories, and philosophies
   - Knowledgeable of Taxonomy of Transition Programming (Kohler, 1996)
   - Student-focused planning
   - Student Development
   - Family involvement
   - Interagency Collaboration
   - Program Structures

2. Promote high expectations of staff

3. Advocate for transition policy in the context of evidence based practices
   - Knowledge of evidence-based practices in secondary education for students with disabilities
   - Examine current policies related to students with disabilities in high schools.

4. Connect education standards to transition planning and services
   - Consider how proficiency on the curriculum standards can be demonstrated through transition-focused activities (e.g., English Language Arts, writing standard by writing an essay about advocating for one’s rights as an individual with a disability)

5. Develop and implement an administrative plan that supports the use of instructional and assistive technologies in transition

6. Design and implement methods of assessing and evaluating transition programs and personnel