

SDI Framework: Secondary Transition

<p>Iowa Transition Model</p>	<p>Diagnose for Instructional Design <i>Use RIOT/SCIL in order to...</i></p> <p><i>Diagnose to determine postsecondary expectations.</i></p>	<p>Engagement for Learning</p>
<p>Learn the student’s strengths, interests, and preferences (to identify possible areas PSE)</p>	<p>1. Define areas of concern and verify potential reasons for the concern</p> <ul style="list-style-type: none"> a. Gather and triangulate multiple sources of data through the RIOT process b. Thoroughly review the learner’s educational history focusing intentionally on the setting, curriculum, instruction, and learner’s performance to develop a learner profile c. Pinpoint skills and/or behaviors that are not at mastery d. Develop an observable, measurable concern that has a verifiable standard based on the data gathered <p>2. Identify strengths, interests and preferences that sustain learner engagement</p> <ul style="list-style-type: none"> a. Identify existing skills in which to build on through specially designed instruction b. Identify preferences for learning, materials, adult instructional behaviors, and activities that will maximize the likelihood a learner will remain engaged <p>3. Determine critical supports needed for learner success.</p> <ul style="list-style-type: none"> a. Analyze the data collected in order to recommend and outline where specially designed instruction needs to begin b. Make an instructional match which includes the environment and approach/materials needed for the learner to access and make progress in the Iowa Core 	
<p>Identify postsecondary expectations (PSEs) based on strengths, interests, and preferences</p>		
<p>Identify essential skills needed in the postsecondary environments based on PSEs</p>		

Iowa Transition Model	Diagnose for Instructional Design Use RIOT/SCIL in order to... <i>Diagnose to determine services, supports and instruction to meet postsecondary expectations.</i>	Engagement for Learning
Assess student’s current skills as compared to future skills needed for PSEs	<ol style="list-style-type: none"> 1. Define areas of concern and verify potential reasons for the concern <ol style="list-style-type: none"> a. Gather and triangulate multiple sources of data through the RIOT process b. Thoroughly review the learner’s educational history focusing intentionally on the setting, curriculum, instruction and learner’s performance to develop a learner profile c. Pinpoint skills and/or behaviors that are not at mastery d. Develop an observable, measurable concern that has a verifiable standard based on the data gathered 	
Determine discrepancy between skills needed in the future and current skills status (match or gap)		
Address discrepancies in courses, activities, goals, services, and supports	<ol style="list-style-type: none"> 2. Identify strengths, interests and preferences that sustain learner engagement <ol style="list-style-type: none"> a. Identify existing skills in which to build on through specially designed instruction b. Identify preferences for learning, materials, adult instructional behaviors, and activities that will maximize the likelihood a learner will remain engaged 3. Determine critical supports needed for learner success <ol style="list-style-type: none"> a. Analyze the data collected in order to recommend and outline where specially designed instruction needs to begin b. Make an instructional match which includes the environment and approach/materials needed for the learner to access and make progress in the Iowa Core 	

<p>Iowa Transition Model</p>	<p>Design for Instructional Delivery <i>With a team who has relevant and specialized knowledge, develop a plan.</i></p> <p><i>Design services, supports, activities and instruction that will support the learner in meeting their postsecondary expectations.</i></p>	<p>Engagement for Learning</p>
<p>Develop and implement annual goal(s)</p>	<p>4. Incorporates evidence-based practices aligned to learner needs</p> <ol style="list-style-type: none"> a. Apply diagnostic results to select appropriate supports for: <ul style="list-style-type: none"> • Access • Engagement • Increasing specific skills b. Explicitly state learner outcomes c. Determine intensity and frequency of alterable variables (e.g. grouping, materials, accommodations, time, etc.) d. Use high leverage instructional practices that match the concept/skill being taught and the learner’s needs e. Maintain high expectations, is coordinated and is inclusive of the necessary services and supports <p>5. Aligns to the Iowa Core and is age appropriate</p> <ol style="list-style-type: none"> a. Align learning targets to grade level, learning progressions and foundational skills b. Align the learner’s IEP goals, progress monitoring, and supports to Iowa Core c. Connect supports and services to instruction the learner is receiving throughout the school day <p>6. Maximizes opportunities for access and engagement</p> <ol style="list-style-type: none"> a. Address appropriate accommodations & modifications b. Consider multiple means of engagement, action and expressions, and representation which are matched to learner need c. Provide instruction in the general education environment and removal is considered only if needed for learner success 	

<p>Iowa Transition Model</p>	<p>Deliver for Learner Engagement <i>Use evidenced-based, high leverage instructional practices in order to:</i> <i>Deliver, monitor and adjust the identified services and supports to maximize access and engagement.</i></p>		<p>Engagement for Learning</p>
<p>Deliver needed services, supports, activities, and/or linkages</p>	<p>1. Deliver the instruction as designed and monitor instructional fidelity</p> <p>a. Regularly use implementation fidelity checklists/walkthroughs/observations to ensure:</p> <ul style="list-style-type: none"> • All parts of the instructional plan are implemented as intended • The instructional plan is implemented with the frequency/intensity/duration as planned • Instruction includes evidence-based, high-leverage instructional practices <p>b. Intentionally and regularly engage ongoing implementation support for feedback and guidance (e.g. family, coaches, content experts, PLC, etc.)</p> <p>2. Monitor learner progress</p> <p>a. Use assessments/data sources that link directly to skills taught</p> <p>b. Collect and use formative and summative assessments as planned</p> <p>c. Gather data with sufficient frequency to make instructional decision</p> <p>3. Adjust instruction as necessary based on learner progress and instructional fidelity</p> <p>a. Intentionally collaborate to review/analyze learner data to enhance instructional practices and materials</p> <p>b. Examine implementation data and progress data to consider:</p> <p>c. Continue the plan as written</p> <p>d. Gathering more data</p> <p>e. Improve implementation</p> <p>f. Reduce supports/services</p> <p>g. Intensifying/modifying supports</p>		
<p>Monitor progress for overall effectiveness</p>			

Indicators that Support Engagement for Learning

1. High Expectations - Family & Teachers:

- a. Share high expectations for the learner
- b. Partner to promote self-determination in the learner
- c. Have access to and understand the curricular expectations and standards required of the learner
- d. Advocate for multiple approaches and strategies that will support the learner and hold their interest
- e. Recognize their roles in the teaching and learning process and stay up to date on pertinent responsibilities in supporting the learner

2. Positive Communication - Family & Teachers:

- a. Persistently and clearly communicate high expectations
- b. Communicate about the learner using preferred methods
- c. Communicate honestly, openly, and with respect
- d. Seek to understand by asking questions and actively listening
- e. Recognize that they are partners in the teaching and learning process

3. Active Involvement - Families & Teachers:

- a. Engage in collaborative and active problem-solving
- b. Value full participation and support active involvement
- c. Support and promote positive and trusting relationships with learners

4. Support Learner Learning - Families & Teachers:

- a. Intentionally create and/or support safe, accessible, and inviting environments for learning
- b. Establish and connect learners to real life learning environments
- c. Support and promote instruction that maximizes access and learner opportunity for growth
- d. Actively seek means to improve learner engagement