TIP Self-Assessment Ratings Key and Predictor Categories

Implementation Ratings			Evidence Ratings		
Scale	Ratings indicate the % of students that have **participated in this activity** or demonstrate this skill at some time **prior to postsecondary exit.**		**Scale**	Ratings indicate **the type of information/evidence is collected** and **how that evidence is used to** determine the activities that need to be implemented by the district to encourage positive postschool outcomes for youth. Use of evidence guides decisions regarding program strengths, needs, and priorities for change.	
0	**Not** being implemented; students do not experience or participate in this activity or program characteristic.	**0%** of students with disabilities	**0**	**No evidence** is collected or used.	None
1	**Inconsistent** implementation. **Few** students experience or participate in this activity or program characteristic.	**1% – 24%** of students with disabilities	**1**	**Limited evidence** collected or used. The activity is implemented without consistency; activities are offered independent of student need.	Copies of curricula, copies of training materials, or training opportunities; in few IEPs.
2	**Intermittent** implementation - in **some** classrooms or schools but not frequently or with consistency.	**25% – 49%** of students with disabilities	**2**	**Some evidence** collected. There is a written policy or procedure for consistent implementation of the activity or program.	Referenced in school or district procedures and policies, documented in some IEPs.
3	**Emerging** implementation; concerted efforts are being made to make these program characteristics available to **many** students in the classroom and school.	**50% – 74%** of students with disabilities	**3**	**Evidence consistently collected/assessed**. **Teacher assesses** proficiency and connects activities to postschool activities with students.	Documented in many IEPs. Teacher/school assessments of skill levels; individual, grade-level/group assessments.
4	**Consistent** district-wide implementation for **most or all** students; a consistently used/demonstrated practice in the district.	**75% – 100%** of students with disabilities	**4**	District-wide system of using results and **assessments for improvement planning** and implementation of activity. Consistent evidence of implementation and impact.	Documented in all IEPs, in strategic planning, program evaluation data, and marketing materials.

Ratings Scoring Example. Career Awareness 1.1. **Your community offers a Technical College Career Fair on a week day in the fall every year, and all district students are invited to attend. Here is a sample of how the ratings would be applied based on Activity and Implementation of the career fair activity.**

Sample Activity Implementation Ratings

0 = 0%. Students do not attend; notices of the career fair are not sent out.

1 = 1% – 24%. Students are excused to attend but there is no formal procedure for attending, such as a bus or notices to students and families; few students attend.

2 = 25% – 49%. Some years the students go as a group and some years they don't. You may mention it in class, and may or may not arrange a bus for the students to go; some students attend.

3 = 50% – 74%. Notices about the career fair are sent home and a bus is provided. You encourage your students to attend, and many do attend.

4 = 75% – 100%. It is a practice of the school to send home information about the career fair home, arrange for transportation, and make sure all interested students attend every year.

Sample Evidence Ratings

0 = No evidence is collected and no effort is spent following-up with those who attended the fair.

1 = There is limited evidence of student participation, including a list of students who attended provided to teachers.

2 = You review the students' IEPs and talked to them prior to attending the career fair. You prepared the students for the day by discussing their interests with them, the schedule for the day, and how to make the most of the fair; you arranged for them to visit the departments in their interest areas and learn where the disability specialist's office is located; and you attend the fair with them when possible.

3 = Within a few days of returning to school, you meet with the students to ask about the fair and discuss the programs they liked and didn't like; you connect the technical college programs with real jobs and ask who would like further information on the degrees/jobs they found interesting, like a job-shadow, a review of their course of study, further investigation on WiscCareers.

4 = You visit with the principal or other administrators to share the insight you have gained from the career fair follow-up with the students. You share the students' needs for classes, activities, and community connections based on your assessment and observations. The administrator uses this information to develop future course offerings.

TIP Self-Assessment Ratings Key and Predictor Categories

Career Choices

1. **Career Awareness.** Learning about opportunities, education and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.
2. **Occupational Courses.** Individual courses that support career awareness, allow or enable students to explore various career pathways, develop occupational specific skills through instruction, and experiences focused on their desired employment goals.
3. **Vocational Education.** A sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to a technical, business or professional careers.

Work preparation

4. **Paid Employment/Work Experiences.** **Paid Employment** – can include existing standard jobs in a company or organization or customized work assignments negotiated with the employer, but these activities always feature competitive pay paid directly to the student by the employer. **Work Experiences** - any activity that places the student in an authentic workplace, and could include work sampling, job shadowing, internships, apprenticeships, and paid employment.
5. **Work Study.** Specified sequence of work skills instruction and experiences designed to develop students' work attitudes and general work behaviors by providing students with mutually supportive and integrated academic and vocational instruction.

Delivery of Instruction

6. **Test Preparation / Accommodations.** Standardized tests assessing single content or multiple skills areas with specified levels of proficiency that students must pass in order to obtain a high school diploma. **Diploma Status** is achieved by completing the requirements of the state awarding the diploma.
7. **Inclusion in General Education.** Requires students with disabilities have access to the general education curriculum and be engaged in regular education classes with peers without disabilities to the greatest extent possible.
8. **Program of Study.** An individualized set of courses, experiences and curriculum designed to develop students' academic and functional achievement to support the attainment of students' desired post-school goals.

Personal Competence Skills

9. **Self-Advocacy / Self-Determination.** The ability to make choices, solve problems, set goals, evaluate options, initiative to reach one's goals, and accept the consequences of one's choices.
10. **Self-Care / Independent Living Skills.** Skills necessary for management of one's personal self-care and daily independent living, including the personal management skill needed to interact with others, daily living skills, financial management skills, and the self-management of healthcare/wellness needs.
11. **Social Skills.** Behaviors and attitudes that facilitate communication and cooperation (.e.g. social conventions, social problem-solving when engaged in a social interaction, body language, speaking, listening, responding, verbal and written communication).
12. **Community Experiences.** Activities occurring outside of the school setting, supported with in-class instruction, where student apply academic, social, and/or general work behaviors and skills.

Networking

13. **Family Engagement.** Parents/families/guardian are active and knowledgeable participants in all aspects of transition planning (e.g. decision- making, providing support, attending meetings, and advocating for their child).
14. **Student Support.** A network of people (e.g. family, friends, educators and adult service providers) who provide services and resources in multiple environments to prepare students to obtain post-secondary goals aligned with their preferences, interests and needs.
15. **Interagency Collaboration.** A clear, purposeful and carefully designed process that promotes cross agency, cross program and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth.
16. **Transition Programming.** Prepares students to move from secondary settings (e.g. middle school/high school) to adult life utilizing comprehensive transition planning and education that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education/training, employment, and independent living.