

Ga College Career Readiness Institute Series Registration Breakout Session Descriptions

Thursday, September 26, 2013

Time 11:25 AM

Meat and Potatoes: Policies, Practices, and Procedures*

Carson Cochran
Linda Curry

Districts are required to operate within a framework of general supervision for all areas of IDEA including College and Career Readiness. This framework is part of the continuous improvement process that is designed to improve student achievement. The cornerstone of general supervision is written procedures. Districts must provide professional development on those procedures and implement them consistently throughout the district. Districts are also responsible for monitoring to ensure that those procedures are successful in the improvement of student progress. This presentation will provide participants information about general supervision in the area of College and Career Readiness.

Learning Targets

I can list the 4 elements of general supervision.

I can explain the differences between policy, procedure, and practice.

Breakout Session: Improving What We Do: Using the On-line Team Planning Tool*

Paula Kohler

In this session we will demonstrate the purpose, function, and features of NSTTAC's online team planning tool used at the institute. Participants will learn how to use the tool in their team planning meetings to plan their program improvements.

Learning Targets

I can use the tool in my team planning meetings to create a plan for my program improvements.

What do you want to be when you grow-up? Career Guidance and Counseling for SWD

Myrel Seigler

This session will introduce attendees to Georgia's Career Clusters and Pathways available for Georgia's students. Additionally, information will be shared regarding the career awareness, exploration, and development that is on-going at the different levels (elementary, middle, high).

Learning Targets

I can list 3 Career Clusters and Pathways that SWD can participate in during their HS career.

I can give 2 pieces of information that can be shared regarding the career awareness, exploration, and development that is on-going at the different levels (elementary, middle, high).

Assessment-A Fluid Process: One District's Plan

Karla Wade

Applied effectively, assessment and evaluation information can be leveraged to create meaningful and appropriate transition plans. This session explores various evaluation instruments, matching them both to exceptionality and desired outcome.

Learning Targets

I can select two appropriate assessments, based on students' projected outcomes, in a transition plan.

I can use 2 means of the leveraging power of assessment information to create effective Transition Goals and Activities.

Time 2:00 PM

Transition Coalition Self Study: Moving from Compliance to Quality Transition Planning Practices*

Mary Morningstar

This session will provide an overview of the Transition Coalition Self Study Unit on Transition Planning. Participants will learn about how this building-level professional development approach can improve both compliance with I-13 and enhance quality transition planning. The major components of the Self Study will be shared including: team-based activities, data-drive process, and action-oriented approach for improvement.

Learning Targets

I can explain the purpose of the Transition Self-Study Unit and the role of a Team member.

I can identify the critical elements of the Self Study and explain how a Team operates effectively.

Family Engagement and Transition Assessment

Debbie Currere
Anne Ladd

This session will give an overview of how families can participate in the transition process.

Learning Targets

I can give two examples of how families can participate in the transition process.

Transition: School-to-Work, the Georgia Vocational Rehabilitation Agency

Tangye Teague

Learning Targets

I can use specific criteria to identify transition-aged students who may benefit from Vocational Rehabilitation Services.

I can explain Vocational Rehabilitation & the services it can provide.

I can locate Vocational Rehabilitation contacts for my county/city.

Career Pathways-A Student's Pathway to Life

Carole Burke

During this session participants will learn how to retrieve and use information from the GADOE website as it pertains to Career Pathways, i.e.: IGP/ Plans of Study to map out a student's courses. They will also be able to summarize what is required to complete a pathway and explain End of Pathway Assessments and Industry Credentials.

Learning Targets

I can retrieve and use information from the GADOE website as it pertains to Career Pathways, i.e.: Plans of Study, to map out a student's courses.

I can summarize what is required to complete a pathway and explain End of Pathway Assessments and Industry Credentials.

Friday, September 27, 2013

Time 9:15 AM

Breakout Session: Planning and Evaluating Program Improvements

Paula Kohler

State and federal mandates require that we collect a variety of data regarding our transition education, services, and outcomes. With a few strategies, we can use this information to tell us what's working and what's not. This presentation will illustrate how we can make our data work for us. We will identify examples of transition improvement goals, activities, outcomes, and evaluation strategies to integrate into your program improvement plan.

Learning Targets

I can tell one way I can make the data work for my district.

I can identify one example of transition improvement goals, activities, outcomes, and evaluation strategies that can be used in my program improvement plan.

Building Self-Determination Skills using Student-Led IEP Initiatives

Elise James

Self-determination skills are considered essential to the successful transition from school to work for students with disabilities and as a result have become an area of focus in special education transition. This session will discuss how self-determination skills can be developed using a student-led IEP initiative, as well as, how ASPIRE (Active Student Participation Inspires Real Engagement) has been used in Georgia schools to promote self-determination in students with disabilities.

Learning Targets

I can identify at least 3 components of self-determination.

I can name 3 ways a student can participate in his IEP meeting.

I can list the 6 vital behaviors for students in ASPIRE.

Transition assessment in planning for students with most significant cognitive disabilities

Kayse Harshaw

This session will focus on using age appropriate assessments to assist in the development of meaningful transition plans for students with significant cognitive disabilities. What do you need to assess? How do you assess SWSCD? Who should be involved? How do you apply that information in developing a meaningful transition plan?

Learning Targets

I can identify one transition assessment option for students with most significant cognitive disabilities

I can determine one employment goal for a student with significant disabilities based on information from a transition assessment.

Innovative Practices for Effective Transition Planning for High School Students with Disabilities

Crystal Rasa

During this session, participants will discuss best practices in transition from high school to adult life for students with significant disabilities. The presenter through interaction with the audience will provide participants a successful process of accessing employment support services from the Georgia Vocational Rehabilitation Agency as well as other employment support providers.

Learning Targets

I can list how to locate one employment support provider in their area.

I can identify a successful process of accessing employment support services from the Georgia Vocational Rehabilitation Agency as well as other employment support providers.

* REQUIRED SESSION: At least one representative from each district is required to attend.