

# Transition and Employment Designee (TED)

## Professional Development Plan for Building Capacity

This rubric outlines the statutory requirements for a district TED and options for meeting the additional 6-hour professional development (PD) requirement. The professional development plan should be completed after you have identified priority areas to address from your results on the TED Self-Assessment Rubric. The rubric below should be used as a guide to help you determine the areas of transition that you will focus on to meet the professional development requirement for TEDs.

As a district TED, you are required to obtain 6 additional hours of professional development once you complete the required TED Online course (2 hours). You may choose one priority area to focus your 6 hours of professional development, or you can choose up to 3 priority areas to obtain additional professional development which must result in at least 6 hours total when combined. You must complete the additional 6 hours within 90 days of your enrollment in the TED Required Training course.

Name: \_\_\_\_\_ School District: \_\_\_\_\_ Region: \_\_\_\_\_

Initial Date of Plan: \_\_\_\_\_ Target Date for Completion: \_\_\_\_\_

Domain	Initial Rating	Priority 1	Priority 2	Priority 3	Professional Development Options	Professional Development Selected
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### Transition Planning

A student's ARD committee must consider, and if appropriate, address the following issues in the student's individual education program (IEP):

<p><b>Student Involvement</b> (1) appropriate student involvement in the student's transition to life outside the public school system</p>	<input type="checkbox"/> No Knowledge <input type="checkbox"/> Limited Knowledge <input type="checkbox"/> Moderate Knowledge <input type="checkbox"/> Extensive Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <a href="#">Student-Centered Transition Planning</a> <input type="checkbox"/> <a href="#">Helping Students with Disabilities Plan for Post-High School Settings</a> <input type="checkbox"/> <a href="#">Guiding Principles</a>	Title/Hours:  Title/Hours:  Title/Hours:
<p><b>Parent Involvement</b> (2) if the student is younger than 18 years of age, appropriate involvement in the student's transition by the student's parents and other persons invited to participate by: (A) the student's parents; or (B) the school district in which the student is enrolled</p>	<input type="checkbox"/> No Knowledge <input type="checkbox"/> Limited Knowledge <input type="checkbox"/> Moderate Knowledge <input type="checkbox"/> Extensive Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <a href="#">Working with Families</a> <input type="checkbox"/> <a href="#">Secondary Transition and Cultural Diversity</a>	Title/Hours:  Title/Hours:  Title/Hours:

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<b>Adult Students</b> (3) if the student is at least 18 years of age, involvement in the student’s transition and future by the student’s parents and other persons, if the parent or other person: (A) is invited to participate by the student or the school district in which the student is enrolled; or (B) has the student’s consent to participate pursuant to a supported decision-making agreement under Chapter 1357, Estates Code	<input type="checkbox"/> No Knowledge <input type="checkbox"/> Limited Knowledge <input type="checkbox"/> Moderate Knowledge <input type="checkbox"/> Extensive Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <a href="#">Student-Centered Transition Planning</a> <input type="checkbox"/> <a href="#">Helping Students with Disabilities Plan for Post-High School Settings</a>	Title/Hours:  Title/Hours:  Title/Hours:
<b>Postsecondary Education</b> (4) appropriate postsecondary education options, including preparation for postsecondary-level coursework	<input type="checkbox"/> No Knowledge <input type="checkbox"/> Limited Knowledge <input type="checkbox"/> Moderate Knowledge <input type="checkbox"/> Extensive Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <a href="#">Student-Centered Transition Planning</a> <input type="checkbox"/> <a href="#">Helping Students with Disabilities Plan for Post-High School Settings</a> <input type="checkbox"/> <a href="#">Guiding Principles</a>	Title/Hours:  Title/Hours:  Title/Hours:
<b>Functional Vocational Evaluation</b> (5) an appropriate functional vocational evaluation	<input type="checkbox"/> No Knowledge <input type="checkbox"/> Limited Knowledge <input type="checkbox"/> Moderate Knowledge <input type="checkbox"/> Extensive Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <a href="#">Student-Centered Transition Planning</a> <input type="checkbox"/> <a href="#">Transition Assessment: The Big Picture</a> <input type="checkbox"/> <a href="#">Guiding Principles</a>	Title/Hours:  Title/Hours:  Title/Hours:

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<b>Employment</b> (6) appropriate employment goals and objectives	<input type="checkbox"/> No Knowledge <input type="checkbox"/> Limited Knowledge <input type="checkbox"/> Moderate Knowledge <input type="checkbox"/> Extensive Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <a href="#">Pathways to Employment</a> <input type="checkbox"/> <a href="#">Enhancing Employment Outcomes</a> <input type="checkbox"/> <a href="#">Work-Based Learning 101</a> <input type="checkbox"/> <a href="#">The Power of Early Work Experiences</a> <input type="checkbox"/> <a href="#">Connecting with Employers and Families</a> <input type="checkbox"/> <a href="#">Work-Based Learning</a>	Title/Hours:  Title/Hours:  Title/Hours:
<b>Age-Appropriate Adult Environments</b> (7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments, including community settings or environments that prepare the student for postsecondary education or training, competitive integrated employment, or independent living, in coordination with the student's transition goals and objectives	<input type="checkbox"/> No Knowledge <input type="checkbox"/> Limited Knowledge <input type="checkbox"/> Moderate Knowledge <input type="checkbox"/> Extensive Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <a href="#">Student-Centered Transition Planning</a> <input type="checkbox"/> <a href="#">Helping Students with Disabilities Plan for Post-High School Settings</a> <input type="checkbox"/> <a href="#">Pathways to Community Life</a>	Title/Hours:  Title/Hours:  Title/Hours:
<b>Independent Living</b> (8) appropriate independent living goals and objectives	<input type="checkbox"/> No Knowledge <input type="checkbox"/> Limited Knowledge <input type="checkbox"/> Moderate Knowledge <input type="checkbox"/> Extensive Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <a href="#">Student-Centered Transition Planning</a> <input type="checkbox"/> <a href="#">Helping Students with Disabilities Plan for Post-High School Settings</a> <input type="checkbox"/> <a href="#">Pathways to Community Life</a>	Title/Hours:  Title/Hours:  Title/Hours:

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<p><b>Agency Facilitation</b> (9) appropriate circumstances for facilitating a referral of a student or the student’s parents to a governmental agency for services or public benefits, including a referral to a governmental agency to place the student on a waiting list for public benefits available to the student, such as a waiver program established under Section 1915(c), Social Security Act (42 U.S.C. Section 1396n(c))</p>	<input type="checkbox"/> No Knowledge <input type="checkbox"/> Limited Knowledge <input type="checkbox"/> Moderate Knowledge <input type="checkbox"/> Extensive Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <a href="#">Interagency Collaboration</a> <input type="checkbox"/> <a href="#">Interagency Collaboration: The Groundwork</a> <input type="checkbox"/> <a href="#">Developing Strong Partnerships</a>	Title/Hours:  Title/Hours:  Title/Hours:
<p><b>Self-Determination and Supported Decision-Making</b> (10) the use and availability of appropriate: (A) supplementary aids, services, curricula, and other opportunities to assist the student in developing decision-making skills; and (B) supports and services to foster the student’s independence and self-determination, including a supported decision-making agreement under Chapter 1357, Estates Code</p>	<input type="checkbox"/> No Knowledge <input type="checkbox"/> Limited Knowledge <input type="checkbox"/> Moderate Knowledge <input type="checkbox"/> Extensive Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <a href="#">Pathways to Self-Determination</a> <input type="checkbox"/> <a href="#">The Essentials of Self-Determination</a> <input type="checkbox"/> <a href="#">Instruction in Self-Advocacy</a>	Title/Hours:  Title/Hours:  Title/Hours:

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<b>Interagency Collaboration</b> An individual designated in this role must provide information and resources for interagency coordination to ensure that local school staff communicate and collaborate with: students receiving special education services and their parents, and as appropriate, local and regional staff of the: Health and Human Services Commission, Texas Workforce Commission, Department of State Health Services, and Department of Family and Protective Services. TEC §29.011(b)						
<b>Health and Human Services Commission (HHSC)</b>	<input type="checkbox"/> No Knowledge <input type="checkbox"/> Limited Knowledge <input type="checkbox"/> Moderate Knowledge <input type="checkbox"/> Extensive Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <a href="#">Interagency Collaboration</a> <input type="checkbox"/> <a href="#">Interagency Collaboration: The Groundwork</a>	Title/Hours:  Title/Hours:  Title/Hours:
<b>Texas Workforce Commission (TWC)</b>	<input type="checkbox"/> No Knowledge <input type="checkbox"/> Limited Knowledge <input type="checkbox"/> Moderate Knowledge <input type="checkbox"/> Extensive Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <a href="#">An Overview of WIOA and Pre-ETS</a> <input type="checkbox"/> <a href="#">The Power of Early Work Experiences</a> <input type="checkbox"/> <a href="#">Connecting with Employers and Families</a> <input type="checkbox"/> <a href="#">Developing Strong Partnerships</a> <input type="checkbox"/> <a href="#">Work-Based Learning</a> <input type="checkbox"/> <a href="#">Instruction in Self-Advocacy</a>	Title/Hours:  Title/Hours:  Title/Hours:

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<b>Department of State Health Services (DSHS)</b>	<input type="checkbox"/> No Knowledge <input type="checkbox"/> Limited Knowledge <input type="checkbox"/> Moderate Knowledge <input type="checkbox"/> Extensive Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <a href="#">Developing Strong Partnerships</a> <input type="checkbox"/> <a href="#">Work-Based Learning</a> <input type="checkbox"/> <a href="#">Instruction in Self-Advocacy</a>	Title/Hours:  Title/Hours:  Title/Hours:
<b>Department of Family and Protective Services (DFPS)</b>	<input type="checkbox"/> No Knowledge <input type="checkbox"/> Limited Knowledge <input type="checkbox"/> Moderate Knowledge <input type="checkbox"/> Extensive Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <a href="#">Interagency Collaboration</a> <input type="checkbox"/> <a href="#">Interagency Collaboration: The Groundwork</a> <input type="checkbox"/> <a href="#">Pathways to Community Life</a>	Title/Hours:  Title/Hours:  Title/Hours: