



**Transition Coordinator Rubric 2019-2020**  
**Domain 1 Planning and Preparation**

<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>1a: Demonstrating knowledge of transition services*</b>	Transition Coordinator’s plan and practice reflect little knowledge of postsecondary transition, the specific components of transition services or how the components relate to each other.	Transition Coordinator’s plan and practice reflect some awareness of the important concepts of postsecondary transition and the prerequisite relationship between the specific components of transition services.	Transition Coordinator’s plan and practice reflect solid knowledge of the transition process and the relationship between specific components of transition planning.	Transition Coordinator’s plan and practice reflect extensive knowledge of successful transition planning. Transition Coordinator actively builds on knowledge of the transition process and routinely addresses barriers to transition. Transition Coordinator works to incorporate evidence-based practices in their service.
<b>1b: Demonstrating knowledge of students/families.</b>	Transition Coordinator demonstrates little or no knowledge of students’/families’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Transition Coordinator indicates the importance of understanding students’/families’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for all stakeholders.	Transition Coordinator actively seeks knowledge of students’/families’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of student’/families’.	Transition Coordinator actively seeks knowledge of students’/families’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students/families.
<b>1c: Selecting goals*</b>	Postsecondary outcomes are unrealizable for students and represent limited or stalled post-school goal attainment. They do not permit viable methods of assessment.	Postsecondary outcomes are moderately realizable for some students but represent inconsistent post-school goal attainment. They consist of a combination of activities, some of which permit viable methods of assessment. Transition Coordinator makes little or no attempt at coordination or integration.	Postsecondary outcomes are almost always realizable for most students and represent consistent post-school goal attainment. They represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Postsecondary outcomes are always realizable for all students and lead to high-level post school goal attainment. They represent different types of activities, offer opportunities for both coordination and integration, and take into account the individual needs of students.
<b>1d: Demonstrating knowledge of transition resources*</b>	Transition Coordinator demonstrates little or no familiarity with transition resources to enhance own knowledge, to use in service delivery, or for stakeholders who need them. Transition Coordinator does not seek such knowledge	Transition Coordinator demonstrates some familiarity with transition resources available through the district to enhance own knowledge, to use in service delivery, or for stakeholders who need them. Transition Coordinator does not seek to extend such knowledge	Transition Coordinator is fully aware of the resources available at the district and state level to enhance own knowledge, to use in service delivery, or for stakeholders who need them.	Transition Coordinator seeks out resources in and beyond the district or state level, in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in service delivery, and for stakeholders who need them.
<b>1e: Designing coherent service delivery*</b>	The series of transition activities are poorly aligned with the postsecondary outcomes and do not represent a coherent plan. They are suitable for only some stakeholders.	The series of transition activities demonstrates partial alignment with postsecondary outcomes, some of which are likely to engage stakeholders in significant growth and development. The transition plan has a recognizable structure and reflects partial knowledge of stakeholders and resources.	Transition Coordinator synchronizes knowledge of transition planning, of stakeholders and resources, to design a series of transition activities aligned to postsecondary outcomes and suitable for groups of stakeholders. The transition plan has a clear structure and is likely to engage stakeholders in significant growth and development.	Transition Coordinator synchronizes knowledge of transition planning, of stakeholders and resources, to design a series of transition activities aligned to postsecondary outcomes, differentiated where appropriate to make them suitable for all stakeholders and likely to engage them in significant growth and development. Transition planning is clear and allows for different pathways according to stakeholder needs.



**Transition Coordinator Rubric 2019-2020**  
**Domain 2 Work Environment**

<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>2a: Creating an environment of respect and rapport</b>	Interactions between the Transition Coordinator and stakeholders are negative, inappropriate, or insensitive to stakeholders' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Interactions between the Transition Coordinator and some stakeholders are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences.	Interactions between the Transition Coordinator and most stakeholders are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences.	Interactions among the Transition Coordinator and all stakeholders are highly respectful, reflecting genuine warmth and caring and sensitivity to individual cultures and levels of development. Stakeholders themselves ensure high levels of civility with other members of the team.
<b>2b: Establishing a culture for goal achievement*</b>	The service delivery environment conveys a negative culture for transition planning, characterized by low commitment, low expectations for stakeholder achievement, and little or no stakeholder pride in accomplishments.	Transition Coordinator's attempt to create a culture for transition planning is partially successful, with little commitment, modest expectations for stakeholder achievement, and little stakeholder pride in accomplishments. Both Transition Coordinator and stakeholders appear to be only "going through the motions."	The culture of service delivery is characterized by high expectations for most stakeholders, genuine commitment by both Transition Coordinator and stakeholders to transition planning, with stakeholders demonstrating pride in their accomplishments.	High levels of stakeholder energy and Transition Coordinator passion create a culture for transition planning in which everyone shares a belief in the importance of transition planning, and all stakeholders hold themselves to high.
<b>2c: Managing procedures for service delivery*</b>	Much transition planning time is lost due to inefficient time management and organization, poor coordination and lack of follow-through.	Some Transition planning time is lost due to partially effective time management and organization, mediocre coordination and minimal follow-through.	Little Transition time is lost due to time management and organization, coordination and follow-through, which occur smoothly.	Seamless transition planning due to excellent time management, organization, coordination and follow-through.
<b>2d: Managing the transition process*</b>	There is no evidence that expectations/ standards have been established, and there is little or no monitoring of goal achievement throughout the transition process. Response to noncompliance is repressive, or disrespectful of stakeholder dignity.	It appears that the Transition Coordinator has made an effort to establish expectations/ standards. Transition Coordinator tries, with uneven results, to monitor goal achievement and respond to stakeholder noncompliance throughout the transition process.	Expectations/standards appear to be clear to all stakeholders, and the Transition Coordinator monitors stakeholder compliance against these standards. Transition Coordinator response to stakeholder noncompliance is appropriate and respects the stakeholders' dignity.	Expectations/standards are clear, with evidence of stakeholder participation in setting goals. Transition Coordinator's monitoring of stakeholder compliance is subtle and preventative,. Transition Coordinator's response to stakeholder noncompliance is sensitive to individual stakeholder needs. Stakeholders take an active role in monitoring their own progress throughout the transition process.
<b>2e: Organizing the service delivery environment</b>	The service delivery environment is unsafe. There is poor alignment between the physical arrangement and the transition activities.	The service delivery environment is safe, and accessible to most stakeholders, and the Transition Coordinator's use of physical resources, including computer technology, is moderately effective. Transition Coordinator may attempt to modify the physical arrangement to suit transition activities, with partial success.	The service delivery environment is safe and accessible to all stakeholders; Transition Coordinator ensures that the physical arrangement is appropriate to the transition activities. Transition Coordinator makes effective use of physical resources, including computer technology.	The service delivery environment is safe, and the physical environment ensures appropriateness for all stakeholders' individual needs. Stakeholders contribute to the arrangement of the physical environment for transition activities. Technology is used skillfully, as appropriate to the transition service/activity.



**Transition Coordinator Rubric 2019-2020**  
**Domain 3 Service Delivery**

<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>3a: Communicating clearly and accurately</b>	Directions, procedures and explanations for transition activities are unclear or confusing to stakeholders. Transition Coordinator's use of language is unprofessional and inappropriate to stakeholders' cultures and/or levels of development.	Directions, procedures and explanations for transition activities are clarified after initial confusion; Transition Coordinator's use of language is professional but may not be completely appropriate to stakeholders' cultures or levels of development.	Directions, procedures and explanations for transition activities are clear to stakeholders. Communications are appropriate to stakeholders' cultures and levels of development.	Directions, procedures and explanations for transition activities are clear to stakeholders. Transition Coordinator's oral and written communication is timely, highly effective and appropriate to stakeholders' cultures and levels of development.
<b>3b: Using data collection techniques</b>	Transition Coordinator's assessment and data collection strategies are low-level or inappropriate, eliciting limited stakeholder/team participation.	Some of the Transition Coordinator's assessments and data collection strategies elicit thoughtful participation, but most are low-level. Transition Coordinator's attempts to engage all stakeholders/team members in data collection activities are only partially successful.	Most of the Transition Coordinator's assessments and data collection strategies elicit thoughtful participation, and the Transition Coordinator allows sufficient time for stakeholders to participate. Transition Coordinator's attempt to engage all stakeholders/team members in activities are mostly successful.	Assessments and data collection strategies reflect high expectations and are developmentally appropriate. All stakeholders participate in the activities, with the Transition Coordinator stepping aside when appropriate.
<b>3c: Engaging stakeholders in service delivery*</b>	Transition services/activities are poorly coordinated and inappropriate to the postsecondary outcomes, to stakeholders' cultures and levels of understanding resulting in little participation.	Transition services/activities are partially appropriate to the postsecondary outcomes, or stakeholders' cultures and levels of understanding, resulting in moderate participation.	Transition services/activities are fully appropriate to the postsecondary outcomes, and stakeholders' cultures and levels of understanding. All stakeholders are highly engaged in the transition process.	Stakeholders are highly engaged throughout the transition process, make contributions and provide feedback. The transition activities are adapted to the needs of individuals, and the structure and pacing allow for reflection and closure.
<b>3d: Providing Feedback*</b>	Assessment is not used in transition planning. Stakeholders are not aware of the assessment criteria or how goal achievement is monitored. There is no feedback provided to stakeholders throughout the transition process.	Assessment is occasionally used in transition planning. There is some monitoring of progress by the Transition Coordinator. Feedback to stakeholders is uneven, and stakeholders are aware of only some of the assessment criteria used to evaluate their goal achievement throughout the transition process.	Assessment is regularly used in transition planning, through self-assessment by students, monitoring of progress by the Transition Coordinator and through high quality feedback to all stakeholders. Stakeholders are fully aware of the assessment criteria used to evaluate goal achievement throughout the transition process.	Assessment is used in a sophisticated manner in transition planning, through stakeholder involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by parents and teachers. Transition Coordinator's high quality feedback is provided from a variety of sources.
<b>3e: Demonstrating flexibility and responsiveness</b>	Transition Coordinator rigidly adheres to planned activities, even when stakeholders show a total lack of interest or when a change would improve the overall outcome. Transition Coordinator brushes aside stakeholder questions; when stakeholders experience difficulty. The Transition Coordinator blames the stakeholders and/or their home environment.	Transition Coordinator attempts to modify planned activities when stakeholders experience difficulty, with moderate success. Transition Coordinator accepts responsibility for stakeholder success, but has only a limited repertoire of strategies to draw upon.	Transition Coordinator promotes the successful learning of all stakeholders, making adjustments as needed to transition activities and accommodating stakeholder questions, needs and interests.	Transition Coordinator seizes an opportunity to enhance learning, building on a spontaneous event or stakeholder interests. Transition Coordinator ensures the success of all stakeholders, using an extensive repertoire of transition strategies.



**Transition Coordinator Rubric 2019-2020**  
**Domain 4 Professional Responsibilities**

<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>4a: Reflecting on Practice</b>	Transition Coordinator’s reflection does not accurately assess an activity’s effectiveness, the degree to which outcomes were met and/or has no suggestions for how transition services could be improved.	Transition Coordinator’s reflection is a generally accurate impression of an activity’s effectiveness, the degree to which outcomes were met and/or makes general suggestions about how transition services could be improved.	Transition Coordinator’s reflection accurately assesses an activity’s effectiveness, the degree to which outcomes were met and can cite evidence to support the judgment. Transition Coordinator makes specific suggestions for transition services’ improvement.	Transition Coordinator’s reflection accurately and thoughtfully assesses the effectiveness of transition services and the degree to which outcomes were met, citing specific examples. Transition Coordinator offers specific alternative actions drawing on an extensive repertoire of skills.
<b>4b: Maintaining Accurate Records*</b>	Records/reports of stakeholder progress and completion of transition services/activities are either absent or in disarray.	Record/reports of stakeholder progress and completion of transition services/activities is rudimentary and/or requires frequent monitoring for accuracy.	Records/reports of stakeholder progress and completion of transition services/activities is complete and effective.	Records/reports of stakeholder progress and completion of transition services/activities is complete and effective. Stakeholders contribute to the maintenance and/or interpretation of their own reports.
<b>4c: Communicating with Stakeholders</b>	The Transition Coordinator provides little or no information to stakeholders about transition services/activities; any communication with stakeholders is insensitive or inappropriate to their culture/developmental level. Transition Coordinator makes no attempt to engage stakeholders in transition planning.	The Transition Coordinator provides minimal and/or occasionally insensitive communication to stakeholders that may be either culturally or developmentally inappropriate. Transition Coordinator makes partially successful attempts to engage stakeholders in transition planning.	The Transition Coordinator provides frequent, culturally and developmentally-appropriate information to stakeholders about transition planning. Transition Coordinator makes frequent, successful attempts to engage stakeholders throughout the transition process and responds to any concerns.	The Transition Coordinator provides frequent, culturally and developmentally-appropriate information to stakeholders about transition planning. Transition Coordinator’s efforts to engage stakeholders and include their input throughout the transition process enhances students’ goal achievement.
<b>4d: Contributing to a Professional Community</b>	Professional relationships with colleagues are negative or self-serving; Transition Coordinator avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school/district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry and participation in school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with Transition Coordinator making substantial contributions.	Professional relationships are characterized by mutual support and cooperation, initiative in assuming a leadership role and in promoting a culture of inquiry. Transition Coordinator makes substantial contributions to school/district projects.
<b>4e: Growing and Developing Professionally</b>	Transition Coordinator engages in no professional development activities and/or resists feedback on performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Transition Coordinator engages in professional activities to a limited extent and/or accepts feedback on performance with some reluctance and/or finds limited ways to contribute to the profession.	Transition Coordinator seeks out professional development opportunities, welcomes feedback on performance and participates actively in assisting other Transition Coordinators.	Transition Coordinator seeks out opportunities for professional development, seeks out feedback on performance, actively assists other Transition Coordinators and makes important contributions to the profession.
<b>4f: Showing Professionalism*</b>	Transition Coordinators professional interactions are characterized by questionable integrity, lack of awareness of stakeholder needs, and/or decisions that are self-serving and/or do not comply with school/district regulations.	Transition Coordinator interactions are characterized by honest, genuine, but inconsistent attempts to serve stakeholders. Transition Coordinator makes decisions based on limited data and/or complies minimally with school/district regulations.	Transition Coordinator interactions are characterized by honesty, integrity, confidentiality and assurance that all stakeholders are served fairly. Transition Coordinator participates in team and departmental decision-making and complies fully with school/district regulations.	Transition Coordinator displays the highest standards of honesty, integrity and confidentiality. Transition Coordinator assumes a leadership role with colleagues, challenges negative attitudes/practices and complies fully with school/district regulations.