



Transition Planning - *College, Career, and Community Exploration*

- ❖ IDEA 2004 and Massachusetts DESE Transition Planning Mandates
Massachusetts Division of Career Development and Transition (DCDT)
- ❖ Universal Design for Transition
 - Multiple life domains
 - Multiple means of assessment
 - Individual self-determination
 - Multiple means of representation
 - Multiple means of engagement
 - Multiple means of expression
 - Multiple resources / perspectives
- ❖ Student Portfolios: Person-Centered Post-Secondary Planning Resources
- ❖ Exploratory Experiences: Community-Based/Higher Education
- ❖ Career Clusters / College and Career Connecting Activities
(*Shore Pathways: Communication – Academics – Technology – Transition - Community*)
- ❖ College and Career Readiness Skills

- Academic, employability, technical skill development and learning
 - Identification of prerequisite skills or courses for preparation for goals
 - Opportunities to engage in targeted experience; apply skills in context
- ❖ Enhancing Personal Networks and Social, Civic, Leadership Competencies
- Student Self-Determination
 - Family, Friends, School/Community/Post-Secondary Networks
- ❖ **Metacognitive Strategies**

Student Self-Reflection

*(*an ongoing process of setting, prioritizing, and evaluating personal goals for learning, planning, solving problems, monitoring progress, evaluating thinking effectiveness, managing awareness and control of personal 'thinking' behavior and demonstrating strategic 'cognitive resourcefulness', responsible, and independent thinking – Crawford, G 2007.)*

- Meaningful and purpose-driven
- Strengths, interests, hypotheses incorporated in self-directed planning
- Connections made: prior learning, personal culture, effect/impact, future
- Enhanced relationships, memory, processing, knowledge, and learning
- Exploration of increasingly complex applications, resources, opportunities

Metacognitive Reflections:

Project/Assignment/Lesson: _____ Date: _____

What are you trying to do?

Why are you trying to do it?

What do you know now and what do you want to know when you are done?

Are there other ways you might do this – or could have done it?

How did you choose your current thinking and learning strategy from all your alternatives?

How well did it work? Are you pleased and satisfied with your efforts and results?

How do you see this being useful to you or others in the 'real-world'?

How would you share, teach, or help someone else do this?