

Transition Plan

Peer Review Process (PRP)

A Peer Review Process (PRP) involves reviewing and rating transition plans for compliance. It is a simple, effective, no-cost solution for dealing with compliance issues related to transition planning. Districts can easily implement a PRP and design it to fit into their existing framework of supports for teachers who are responsible for developing transition plans.

Everyone wants their transition plans to be compliant because:

- They want to pass the annual GaDOE Indicator 13 Compliance Review.
- They never want to encounter any legal issues caused by a noncompliant transition plan.

and most of all...

- They want each student with a disability to have a sound plan to successfully guide their transition from high school to their postsecondary environments.

How to implement a PRP:

Step I: Train the personnel who write and/or monitor transition plans.

(Following this training, participants should be able to reliably determine if the required components of a transition plan are compliant.)

Available resources for districts to use in a PRP:

- ***Transition Documentation Checklist***
- ***Transition Planning Checklist***
- ***Transition Plan Feedback Form***

Step II: Work to achieve inter-rater reliability among the participants.

(That is, each person agrees on whether a given plan is compliant or not.)

Step III: Decide how your personnel will implement a PRP.

Here are some ideas and tips:

- Hold a periodic “meeting” where many transition plans are checked at one time by several people.
- Build the process into a regularly scheduled or existing meeting such as a Special Education Department Meeting within a school.
- Have teachers review each other’s transition plans, informally, and offer feedback.
(Teachers should try to be as objective and positive as possible when checking the transition plans of others. Teachers on the receiving end of the review should appreciate the help, and not take it personally if their peer teacher points out errors, noncompliant items, or omissions.)
- Someone in a leadership role can periodically “Spot-Check” plans.
- Check plans until proficiency is demonstrated.
- Utilize specialized personnel, such as parent mentor and transition specialist.
- Some thought should be given to how transition plans will be selected for review and rating.
- When deciding who will do the checking/rating, you could ask for volunteers at first.
- A more systematic selection might help ensure that plans from each teacher are scrutinized.
- The key to keeping compliance information fresh in your teachers’ minds is to revisit it regularly and offer opportunities to practice their rating skills frequently.
- The PRP should be a regular, ongoing process, not a once or twice a year event.

Keep in mind that, over time, those checking plans will become faster at rating them and providing feedback.

An ongoing peer review process of transition plans can be a very beneficial practice to implement in your district. Since PRP’s are not mandated, you have great leeway regarding how you design the implementation. Tailor the PRP to meet your district’s unique needs and you will be on your way to meeting compliance and incorporating best practices into the transition planning process!

