



Resource Educator Itinerary

Based on your school's implementation plan, take time to review and record each of the "do's" from the Hopeful Transitions Roadmap to consider your role and responsibilities in completing each of the do's with your learners.

DO'S	REFLECTION	DATE COMPLETED
Participate in any professional learning opportunities for Career Connected Learning and myBlueprint.		
Access training to support myBlueprint for students with complex needs.		
Plan professional learning opportunities and encourage Education Assistants in supporting students while using myBlueprint.		
Support classroom teachers in achieving the outcomes for Hopeful Transitions		
With the help of the ESS team, identify students who may need Tier 2 and Tier 3 interventions for transition planning.		
Explore Tier 2 and 3 interventions according to students' needs to help further transition planning and identify goals.		
Work with learners requiring additional supports for transition planning.		
Work with learners requiring additional supports for transition planning.		

DO'S	REFLECTION	DATE COMPLETED
Participate in Transition Teams for students requiring individualized transition interventions.		
Collaborate with community support agencies for students needing extra support in transition to post-secondary life.		
Collaborate with the District Transition Coach to share best practices on differentiating supports to meet unique learner needs.		

After reviewing the considerations on the Hopeful Transitions Roadmap, develop a **SMART** goal for supporting transition planning in your practice based on what you have learned.

CONSIDER	REFLECTION	DATE COMPLETED
Explore the All About Me (K-5) and Education Planner (6-12) platforms in myBlueprint.		
Research ways to support myBlueprint for students with complex needs.		
Start transition pathway planning early for learners who require additional supports and scaffolding, and maintain regular interaction with families to support a goal of independence.		
Take time to acknowledge the importance of the development of the global competencies and social emotional learning for transition to post-secondary life.		

CONSIDER	REFLECTION	DATE COMPLETED
Collaborate with colleagues to eliminate unintentional stereotyping and bias in career pathway transition planning.		
Collaborate with the District Transition Coach to develop a plan for supporting learners and families to expand their ideas of what is possible and to develop strategies for more equitable access of opportunity.		
Consider using the Comprehensive Assessment for Learning and Independence (CALI-FSI) for select students.		
Consider hosting a PATH session (Planning Alternative Tomorrows with Hope) for select students.		

SMART = Specific, Measurable, Attainable, Realistic, Timely

MY GOAL	
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Review the assessment options in the Hopeful Transtions Roadmap and plan how you may incorporate these assessments and / or others into your practice (formative and summative). Identify how and when you will assess your learners transition planning progress.

ASSESS	REFLECTION	DATE COMPLETED
Monitor Career Life Plan Tasks in myBlueprint.		
Track, monitor, and coordinate career connected experiential learning opportunities that learners with additional needs participate in.		
Assess what post-secondary supports and services are available within and outside the school for learners with additional needs for career pathway transition planning.		
Use ESS Connect to keep records and note transition objectives for each learner with additional needs.		

ASSESSMENTS	
IPP TASK	
CAREER/LIFE PORTFOLIO CHECKLIST	
COMPREHENSIVE ASSESSMENT FOR LEARNING AND INDEPENDENCE (CALI - FSI)	
EDUCATOR'S CHOICE	