



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Summer 2013

EDSE 544 677: Adapted Instructional Methods and Transition for Secondary  
Learners

CRN: 41786, 3 - Credit(s)

<b>Instructor:</b> Dr. Suzanne Jimenez	<b>Meeting Dates:</b> 05/28/13 - 07/16/13
<b>Phone:</b> 571-252-1012	<b>Meeting Day(s) and Time(s):</b> T 4:30 pm-9:30 pm
<b>E-Mail:</b> sjimene4@gmu.edu	
<b>Office Hours:</b>	<b>Meeting Location:</b> Admin. Bldg Room 211

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

**Course Description**

Provides strategies for teaching functional academics and social/life skills, facilitating the transition to postsecondary environments. Focuses on all aspects of transition and alternative assessments for secondary learners with disabilities.

**Prerequisite(s):** None

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

**Nature of Course Delivery**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments

4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

### **Evidence-Based Practices**

This course will incorporate the evidence-based practices (EBPs) relevant to self-determination, facilitating transitions, alternative assessments, and social skills. These EBPs are indicated with an asterisk (\*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

### **Learner Outcomes**

Upon completion of this course, students will be able to:

- Identify, describe, and design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes;
- Demonstrate an understanding of evidence-based strategies for facilitating transition into the community, workplace, and postsecondary environments;
- Demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination;
- Demonstrate knowledge of the federal and Virginia laws, Standards of Learning, and agencies that require and provide for transition, vocational, and rehabilitation services for students with disabilities at the secondary school level (middle & high school);
- Identify the role and responsibilities of the Individual Education Plan (IEP) teams as they strive to incorporate transition requirements into the IEP and principles of person-centered planning;
- Identify organizations, services, networks, and the variety of state and local agencies that maximize the interagency effort involved in the transition process for students with disabilities.

### **Required Textbooks**

Sitlington, Neubert & Clark, *Transition Education and Services for Students with Disabilities*, 5th edition, Pearson, ISBN: 9780135056080

### **Course Relationship to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>. The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Development and Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, Standard 6: Language, Standard 7: Instructional Planning, Standard 8: Assessment, and Standard 10: Collaboration.

### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c.* Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d.* The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e.* Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

## CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

*For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].*

## Course Policies & Expectations

### Attendance.

- Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected for a grade of B or better. Attendance at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Please notify me *in advance* by phone or email if you will not be able to attend class.
- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly in addition to papers and assignments.
- Use APA guidelines for all course assignments. This website links to APA format guidelines. <http://www.apastyle.apa.org>

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals”

<http://www.apastyle.org/disabilities.html>. We will also replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

- **Email:** Please note that your GMU email will be used exclusively for this course: Please activate and forward your gmU email to your most-checked account. Go to <http://mail.gmu.edu>. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.

- **Be an Informed Student!**  
Negotiating all the requirements for your Master's and/or VA Licensure is extremely complex. It is imperative that you schedule a phone or in-person appointment with the Special Education Advisor, (Jancy Templeton ([jtemple1@gmu.edu](mailto:jtemple1@gmu.edu)), 703/993-2387). This will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.

### **Late Work.**

All assignments must be submitted *on or before* the assigned due date. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. Assignments will not be accepted more than 3 days late.

### **TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Transition Plan with Assistive Technology to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

### **Grading Scale**

95-100% = A

90-94% = A-

87-89% = B+

80-86% = B

70-79% = C, < 70% = F

### **Assignments**

#### **NCATE/TaskStream Assignments.**

**Individual Transition Plan (40 points):** The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of a transition plan for secondary students with mild to moderate exceptional learning needs. Candidates will demonstrate understanding of the components of the transition plan. Based upon case information provided, candidates will construct a transition plan that is legally sufficient and

educationally appropriate for the described student. Candidates will use curricular resources and evidence-based practices to demonstrate their ability to plan appropriately for the student with mild to moderate exceptional learning needs.

- 1. How the Assessment Aligns with the Standards Cited:**
- 2. Brief Analysis of the Data Findings:**
- 3. Interpretation of How the Data Provides Evidence for Meeting Standards:**
- 4. Directions for the Assessment:**

In this assignment/project, you will demonstrate your ability to develop a Transition Plan for a hypothetical secondary student with a mild to moderate exceptional learning need. You will be presented with a case study and the Loudoun County Public Schools Transition Plan Forms. Using the information in your selected case study, you will write a transition plan that thoroughly and appropriately addresses the needs of the student in the case scenario and integrates at least one form of assistive technology which increase the student's ability to access the general curriculum and work towards his or her transition goals.

As you write the transition plan, you will:

- Complete a thorough review of the case study facts
  - Complete all components of the transition planning forms, using specific instructions provided by the instructor
  - *Infuse appropriate augmentative and assistive communication or assistive technology strategies into the transition goals and short-term objectives.*
- **Transition Assessment Information:** Interests, strengths/capabilities, and career goal (include training, education, employment, and where appropriate independent living)
    - Consider the information presented in the vignette as well as any assessment data (formal or informal) and present levels of performance as you develop these statements.
    - Consider the impact of the student's academic and social abilities, attitudes, interests, and values on instruction and career development.
  - **Measurable Postsecondary Goals:**
    - Write *one measurable postsecondary goal* for each domain: employment, education/training, and independent living skills. Base each goal on the information from the vignette and peer-reviewed research. Each goal is a specific statement of what the student wants to achieve after high school written as an "I will" statement. These goals should be based on the student's interests, preferences, and strengths.
    - Select and adapt instructional strategies and materials according to the characteristics of the student with exceptional learning needs and integrate evidence-based practices (from a minimum of TWO peer-reviewed journal articles) which have been validated to promote successful transitions for the specific characteristics of the learner and setting.
      - *What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals? How could*

*that technology be integrated into the instruction in a natural and meaningful way?*

- Ensure that each postsecondary goal is based on an age appropriate transition assessment (functional vocational evaluations, state assessments, or other more informal methods like daily living skills checklists and interest inventories and that you consider the principles of normalization and concept of least restrictive environment when making decisions about post-secondary outcomes.

- **Transition Objectives:**

- Write one short-term objective or benchmark each for **career, self-advocacy, and independent living**. Integrate evidence-based practices which have been validated for the specific characteristics of the learner and setting.
- At least two of your objectives must contain a *form of appropriate augmentative and assistive communication or assistive technology* as one component.
- You may want to consider the following questions:
  - What specific models, theories, philosophies, and research methods which form the basis for special education practice can be utilized?
  - What culturally, linguistically, and gender responsive instructional content, resources and strategies can be implemented?
  - *What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals? How could that technology be integrated into the instruction in a natural and meaningful way?*
  - What evaluation measures (indicators of progress toward meeting the goal) will be implemented intermittently during the year?
  - What strategies can be used to integrate student initiated learning experiences into the instruction in order to maximize opportunities to increase self-determination?

- **School and Post-Secondary Services:**

- Identify a **minimum of two post-secondary resources** that would be helpful for your student (e.g. Woodrow Wilson Training Center, ARC, Community Services Board).
- Identify a minimum of **one in-school employment preparation option**
- In addition to completing the checklists on the Loudoun County form, you are required to write a **ONE PAGE SERVICE SUMMARY** which details a comprehensive, longitudinal individualized program for your secondary student including:
  - A rationale for the services selected. Relate the level of support to the needs of the student. Why did you choose explore vs. select? Why are these services necessary for the student? Ensure that the rationale takes the continuum of placement and services available for students with exceptional learning needs as well as the legal, judicial and educational systems to assist students with exceptional learning needs into consideration.
  - Do you recommend a job coach? Enclave? Any other special support?
  - A detailed explanation of what skills, experiences, activities, opportunities

and connections the student needs in order to reach their post secondary goals and the “action plan” to reach them.

- A detailed explanation of resources, techniques and recommendations for educational, community, vocational, and post-school adult living experiences which should be used to transition the student with exceptional learning needs out of school and into the postsecondary environment. This should include an explanation of the selected forms of appropriate augmentative and assistive communication or assistive technology which would benefit the student and a discussion of how these technology skills can be introduced and taught.
- Articulate how you would review this document with the learner and how you would help the student understand how things change when they are no longer covered by IDEA

### **Common Assignments.**

#### **ASSIGNMENT 2: Group Presentation on Standards-Based Assessments in Virginia - 20 points**

Each small group will be assigned to present on one of the following topics about Virginia Assessment options/issues or other types of transition assessments for students with disabilities. The presentation should provide a detailed overview of the option/issue as well as examples of assessment artifacts. Each small group presentation should require approximately **30 minutes** of presentation time, not to exceed 45 minutes. Those less than 30 minutes will not be eligible for a grade of A. Other assignment topics may be assigned and researched with approval from the instructor.

**VAAP:**

[http://www.doe.virginia.gov/testing/alternative\\_assessments/vaap\\_va\\_alt\\_assessment\\_prog/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml)

**VGLA:**

[http://www.doe.virginia.gov/testing/alternative\\_assessments/vgla\\_va\\_grade\\_level\\_alt/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vgla_va_grade_level_alt/index.shtml)

**VSEP:**

[http://www.doe.virginia.gov/testing/alternative\\_assessments/vsep\\_va\\_substitute\\_eval\\_prog/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml)

**VMAS:**

[http://www.doe.virginia.gov/testing/alternative\\_assessments/vmast\\_va\\_mod\\_achievement\\_sds\\_test/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vmast_va_mod_achievement_sds_test/index.shtml)



1. Standard and Non-Standard Accommodation Issues (description of, and decision factors) for the SOL Assessments
2. Develop a work sample & identify the type of disability(ies) for which it could be used. Use text and do a little research on this. In what class setting (inclusion, basic skills, self-contained, other) could you use this? Explain the purpose.
3. Develop a “situational” assessment & identify the type of disability(ies) for which is could be used. Use text and do a little research on this. In what class setting (inclusion, basic skills, self-contained, other) could you use this? Explain the purpose.
4. Assessment Process for Department of Vocational Rehabilitation
5. Assessment Process for Woodrow Wilson Training Center
6. Other Employment Potential Assessments for Individuals with Disabilities (Singer, Valpar, etc.) - preapproved

### **Process.**

1. Sign up for an assessment topic (no more than 3 per small group).
2. Conduct research on the topic.
3. Together, come to consensus on the most important concepts that everyone should know.
4. Design a unique, possibly visually memorable mode of presentation [role play, video, mnemonics, game (must clear with professor so everyone doesn't do Jeopardy), music, or any combination of these or other]. Be creative.
5. Time your presentation so that one member does **not** exceed their allotted time. Each member of the small group must have an equal amount of time to present. Assign a timekeeper to keep time during the presentations. **Make copies** of your presentation (Power Point). See rubric.

### **Assignment 3: Site Visit to a Community Resource/Agency or School Service That Facilitates Transition Skills (20 Points Total)**

You will be visiting a transition resource within Loudoun County. After your visit, you will write a paper describing services, accommodations, description of the academy, and any other applicable information. Your “lens” for this visit should be “what opportunities exist for youth with mild disabilities through this avenue during and/or after high school?” Your write up must include a synthesis section that integrates the information from your site visit with professional literature on transition and career education. You will need to make an appointment. Acceptable options for this assignment include a school career center, One-Stop Center, vocational

evaluation site, Virginia Department of Rehabilitation Services office, local Community Services Board, Job Placement/Training program, and other suggestions from your professor. Link to One Stop site: <http://www.servicelocator.org/onestopcenters.asp>

The best way to locate a peer-reviewed journal article is to go to [www.gmu.edu](http://www.gmu.edu) and click on academics and then libraries. You will then select databases, and then education. Choose ERIC (the locked version) and input your GMU email and password. You can then type in the search descriptors that you want, such as transition or vocational skills. Click on the “peer reviewed” option and the “full text” option so that you can download the entire article from your home. Please be sure to select a journal article that was published between 2000 and 2010.

Your paper should be APA formatted, and include all of the components listed below. Please use complete sentences and edit your work carefully.

### **Other Assignments.**

#### **ASSIGNMENT 4: Unit Plan for Secondary Learners with Mild Disabilities: Integration of Career/Transition Education into the General Curriculum: (20 points)**

The career/life skill integration unit should cover approximately five (5) **block-scheduled class periods** and use the appropriate *SECONDARY (middle or high school)* grade level Standards of Learning (SOLs) to teach in a content area (English, math, science, social studies or other secondary academic area of choice) at an identified secondary level. Make this something that a secondary teacher could actually use. A rubric for this assignment is included in this syllabus.

These lessons are to include a variety of activities, teaching strategies, and assessment tools to match the needs of the learners, the topic being taught, and the resources available. In the plans, the students should be actively engaged in activities at least half of the time. The goal of the lessons should be to *infuse career education or critical life skills* into content area instruction as described in a course of study and the SOL(s) for that grade level and subject. Find and/or create each activity to be completed by the students. If a published activity is selected, its reference is cited.

#### **The following information may assist in developing this project:**

##### Step 1. Standards of Learning.

- Obtain a curriculum (often referred to as a program of study or curriculum frameworks) from general education at the *secondary* level. Locate and clearly identify the related Standards of Learning (SOLs). These and the Curriculum Frameworks for major content areas can be found at: [http://www.doe.virginia.gov/testing/sol/standards\\_docs/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml)
- Be sure to specify the teaching situation and the students: What kind of class? What kind of students? What kind of instructors? What kind of resources?

Step 2. Integration of Career Development/Life Skills within an Academic Lesson.

- Using the *secondary* general education curriculum (or program of study) and the Standard(s) of Learning (SOL), develop 5 (or more) well-designed lessons (a mini-unit) which will cover five (or more) block sessions of content and will reflect the **integration of career development/life skills activities**.
- These lessons must relate to one another at the thematic level. A **calendar** must be developed to show when and how these lessons will be incorporated into the students' class.

Step 3. SOL Goals and Objectives.

- Identify the Standards of Learning (SOL) upon which the lessons are based.
- List general education goals for each lesson. These are to be based on the Standards of Learning (SOL) that you identified. Please indicate which one(s) and for which grade level and subject that you select.
- Then, identify **what career concepts/life skills** will be infused into the lesson, and write specific, measurable objectives for each lesson.

Note: Properly written **instructional objectives** have four components all contained in one (1) complete sentence. They:

1. **Student(s)**
2. **Condition(s)** under which the “behavior” or “skill” is to be performed
3. **Behavior(s)** or skills that the student(s) is to perform
4. **Criteria** by which the “behavior or skill” will be evaluated. Does the student now know how to do this?

Step 4. Lesson Format

- Provide a detailed format for each lesson including Grade Level, Theme, SOL(s) addressed, Objectives, Introduction, Presentation, Guided and Individualized Practice, and Assessment. An example of a model lesson plan will be provided. A rubric is included in this syllabus.

Step 5. Adaptations & Accommodations.

- For the lesson(s), specify (in general) how the content will be **adapted or modified**, as well as, **methods of presentation** (evidence-based teaching strategies) to meet the needs of students with disabilities, especially those with learning disabilities, mild mental retardation, and /or emotional disabilities.
- What will be done differently for each of these populations?

Step 6: Assessment Plan for the Lessons.

- Summarize the multiple forms of assessment (formal and informal) that will be embedded in the lesson(s). **Construct actual portfolio assessment examples for each lesson and for the unit as a whole.**
- Include a discussion of **how the results** of each assessment will be used in instructional decision-making.

## Schedule

Class Session	Topic/Learning Experiences	Readings and Assignments
1 May 28	Course Introduction Enduring Understandings Foundations of Transition Planning: A historical perspective The NLTS 1 and 2	Sitlington: 1,2 <a href="http://www.nlts2.org/">http://www.nlts2.org/</a>
2 June 4	From Entitlement to Eligibility: IDEA, ADA, 504, WIA and beyond Characteristics and Transition Needs of Secondary Learners with Disabilities Student Motivation/Self Regulation Self-Determination for Students and families	Initial components of unit plan drafts due: unit calendar, grade level, topic  Sitlington 3
3 June 11	Secondary IEP Planning and Delivery Measurable goals, Transition Outcome planning; Assessment: Accommodating, Modifying and Adapting Instruction at the secondary level	Sitlington: 4,5  Model lesson for unit plan due
4 June 18	Planning Considerations: Employment; Job Training, Placement and Supervision	Sitlington: 6,7,8 and 11
5 June 25	Planning Considerations: Independent Living Postsecondary Education  Student site visit exposition/presentation	Sitlington: 9,10 Site Visit report due Submit a <i>draft</i> of your case study
6 July 2	Online TTAC Modules (see description)	Sitlington: 12 Unit Plan due
7 July 9	Group presentations	<b>Certificate from modules due</b>
8 July 16	Signature Assignment review Course evaluation	<b>Signature Assignment due</b>

## Appendix

### Rubric: Signature Assignment

	<b>Does not Meet</b>  <b>1</b>	<b>Meets</b>  <b>2</b>	<b>Exceeds</b>  <b>3</b>
<b>Transition Assessment Information</b>  <b>CEC/IGC Standards 1, 3</b>	Candidate writes an incomplete description of the student’s interests, present levels of performance and career goal which lack consistent link to assessment and fail to demonstrate an understanding of the student’s mild to moderate exceptionality and cultural background.	Candidate writes a clear description of the student’s interests, present levels of performance and career goal with a clear link to assessment which demonstrate an understanding of the educational implications of the characteristics of various mild to moderate exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures.	Candidate writes a clear description of the student’s interests, present levels of performance and career goal with a clear link to assessment which demonstrate an understanding of the educational implications of the characteristics of various mild to moderate exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures. Candidate describes the impact the learner’s disability may have on auditory and information processing skills.
<b>Measurable Postsecondary Goals</b>  <b>CEC/IGC Standards 1, 4 &amp; 7</b>	Candidate fails to demonstrate understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals which are not measurable, age appropriate, and responsive to cultural, linguistic, and gender differences. Candidate writes goals which fail to reflect the learner’s present levels of performance.	Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals which are measurable, age appropriate, and responsive to cultural, linguistic, and gender differences. Candidate writes goals which reflect the learner’s present levels of performance.	Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals which are measurable, age appropriate, and responsive to cultural, linguistic, and gender differences. Candidate integrates evidence-based instructional strategies that reflect the learner’s present levels of performance and show positive growth towards what the student wants to achieve after high school in an effort to facilitate the student’s integration into a variety of settings after high school.
<b>Transition Objectives</b>  <b>CEC/IGC Standards 4 &amp; 7</b>	Candidate fails to sequence age and ability appropriate individualized transition objectives and directly relate objectives to the postsecondary goals. Candidate writes objectives which fail to integrate models, theories, philosophies and research methods that form the basis for special education	Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all	Candidate writes objectives which integrate models, theories, philosophies and research methods that form the basis for special education practice. Candidate incorporates strategies for increasing the student’s self-determination and uses task analysis to allow students with mild to moderate exceptional learning needs to

	<b>Does not Meet 1</b>	<b>Meets 2</b>	<b>Exceeds 3</b>
	practice.	environments, and relates all benchmarks directly to postsecondary goals. Candidate writes objectives which integrate models, theories, philosophies and research methods that form the basis for special education practice.	meet their transition goals and objectives. Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals.
<b>Assistive Technology CEC/IGC Standard 6</b>	Candidate fails to integrate appropriate forms of augmentative, alternative and assistive technologies to support and enhance communication skills of the student with mild to moderate exceptional learning needs.	Candidate integrates appropriate forms of augmentative, alternative and assistive technologies to support and enhance communication skills of the student with mild to moderate exceptional learning needs.	Candidate integrates appropriate forms of augmentative, alternative and assistive technologies and specific communication strategies and resources to support and enhance communication skills of the student with mild to moderate exceptional learning needs
<b>School and Post-Secondary Services CEC/IGC Standards 3, 4, 8</b>	Candidate lists inappropriate program and services and supports which do not align with areas of need based on present level of performance. Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the student with mild to moderate exceptionalities. Candidate fails to provide a clear plan for explaining the transition plan to the learner or fails to consider the impact of the learner's academic and social abilities, attitudes, interests, and values.	Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with mild to moderate exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. Candidate aligns services and supports with areas of need based on present levels of performance. Candidate provides a clear plan for evaluating instruction and monitoring progress and explaining the transition plan to the learner with consideration given to the impact of the learner's academic and social abilities, attitudes, interests, and values.	Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with mild to moderate exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. Candidate aligns services and supports with areas of need based on present levels of performance and evidence-based practices. Candidate provides a clear plan for enhancing the learning of critical thinking, problem solving and performance skills, evaluating instruction and monitoring progress of the student and explaining the transition plan to the learner with consideration given to the impact of the learner's academic and social abilities, attitudes, interests, and values.

	<b>Does not Meet</b> <b>1</b>	<b>Meets</b> <b>2</b>	<b>Exceeds</b> <b>3</b>
<b>Legal Compliance of Transition Plan: CEC/IGC Standard 1</b>	Candidate writes an incomplete IEP which fails to comply with all relevant laws and policies, reflect an understanding of requirements such as FAPE and LRE (and the history of these points of view) or other human issues that have historically influenced and continue to influence the field of special education. Candidate fails to include a list of services, goals and objectives, and post-secondary outcomes.. Candidate writes the IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling).	Candidate writes a comprehensive transition plan which complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. Candidate includes a list of services, goals and objectives, and post-secondary outcomes. Candidate writes the IEP using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).	Candidate writes a comprehensive IEP which complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. Candidate includes a list of services, goals and objectives, and post-secondary outcomes. Candidate writes the IEP using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of Performance.
<b>Alignment with CEC Standard</b>	Candidate fails to discuss, orally or in writing, the connection between the content of this assignment and CEC Standards 1, 3, 4, 6, 7, and 8.	Candidate discusses, orally or in writing, the connection between the content of this assignment and CEC Standards 1, 3, 4, 6, 7, and 8.	Candidate discusses, orally or in writing, in an extensive and thoughtful manner, the connection between the content of this assignment and CEC Standards 1, 3, 4, 6, 7, and 8.

**Rubric: Group Presentation on Standards-Based Assessments in Virginia and/or Vocational/Transition Assessments**

Topic of Presentation:	Fully Identified & Clearly Described	Minimally Identified or Described	Unsatisfactory or Inappropriate or Missing	Points 20
Overview provides context and sets stage for presentation. Assume the audience knows very little if anything about this assessment topic. (3)				
Anticipates questions and demonstrate deep understanding of issue with explanations and elaboration based on research. (3)				
Presents (group members) information in <i>engaging</i> and logical sequence which audience can easily follow. <b>PowerPoint</b> is easy to read. Slides are referred to, but <u>not read word for word</u> . A handout is provided (6)				
Provides audience with organizations, websites, resources, etc. to connect them to sources of information on the topic (6)				
Significant evidence of shared responsibility, shared commitment, and shared level of effort is apparent. Every member of group participates in presentation. . (2)				



**Rubric: Site Visit**

<b>Component</b>	<b>Description</b>	<b>Point Value</b>
Services	<ul style="list-style-type: none"> <li>• What services are available? Give a brief description of each.</li> </ul>	3
Accommodations	<ul style="list-style-type: none"> <li>• What types of accommodations are available to students at this site?</li> </ul>	2
Description of the agency	<ul style="list-style-type: none"> <li>• What opportunities are offered?</li> <li>• What are the facilities like?</li> <li>• How many students can be served?</li> <li>• What are some of the unique features?</li> </ul>	3
Other Information	<ul style="list-style-type: none"> <li>• Include a description of any other information that you found interesting during your visit.</li> </ul>	2
Peer-Reviewed Journal Article	<ul style="list-style-type: none"> <li>• Locate a minimum of one peer-reviewed journal article on transition and career education (published 2000-2010).</li> <li>• Summarize the content of the article in a succinct and clear manner.</li> </ul>	5
Synthesis	<ul style="list-style-type: none"> <li>• Integrate the research from the journal article into your summary of the visit.</li> <li>• What was being done well at this site or agency?? What could be improved?</li> </ul>	5
<b>TOTAL</b>		<b>20 points</b>

Interview Questions & Documentation of Program Visit (these may change depending on arrangements)

Name of Facility Visited \_\_\_\_\_

Address/Location \_\_\_\_\_

Date & Time of Visit \_\_\_\_\_

Host's Name Person Providing the Information: \_\_\_\_\_

Host's Position at the Facility: \_\_\_\_\_

1. What is the nature of the services that this program offers?
2. Which of these services are discussed in the texts?
3. What appear to be “best practices” as described in class, text, or readings? If so, give an example or two.
4. What measures of performance are used to determine program effectiveness? In what ways does the program document the “success” of students or adults with disabilities who “complete” or exit the program?
5. \*What were you **personal reactions**, feelings, or intuition about this program especially in terms of the quality of its services and documented successes of its clients? Would you recommend it?

### Model Lesson Plan Checklist

(Use this order & headings for each item in the lesson plan & submit a copy with your plan.)

1	Identification of <b>grade level</b> & identification of secondary <b>curriculum area/subject</b>	
2	<b>SOL(s)</b> to be covered is/are identified and stated	
3	<b>General education objective</b> is written in <u>one sentence</u> that is also measurable (student, conditions, behavior, criterion, & <b>career concept</b> )	
4	<b>Materials</b> are listed	
5	<b>Opening statement</b> or activity that is <b>interesting &amp; attention-getting</b> . What will be the first things you say & do to engage your students in this lesson?	
6	<b>Lesson Body:</b> <ul style="list-style-type: none"> <li>• Sequential Steps (1,2,3) are linear as in a “task analysis” &amp; clearly show the evidence-based strategies to be used</li> <li>• Bullets or numbers are used instead of a running narrative</li> </ul>	
7	<ul style="list-style-type: none"> <li>• <b>Career education</b> and/or <b>life skills</b> are included &amp; identified in “ <b>bold</b>”</li> </ul>	
8	<ul style="list-style-type: none"> <li>• At least <b>two (2) evidence-based practices or learning strategies</b> are identified that will be used in teaching this lesson to assist students with disabilities These should be in clearly identified &amp; referenced in the lesson body in <b>bold</b> &amp; included in the reference list at the end</li> </ul>	
9	<ul style="list-style-type: none"> <li>• <b>Guided practice</b> is included</li> </ul>	
10	<ul style="list-style-type: none"> <li>• <b>Differentiated instruction</b> is included</li> </ul>	
11	<ul style="list-style-type: none"> <li>• <b>Time estimate</b> for each step/section of the lesson body?</li> </ul>	
12	<b>Adaptations &amp; modifications</b> are identified by disability for students with ED, LD & ID in each of the lesson plans. These should be identified of each of the populations (in general), as well as anticipated I in the lesson body, specifically	
13	<b>Closing</b> for the lesson (activities have closings, too). What will you actually “say” to close this lesson?	
14	<b>Student assessment &amp; evaluations are identified.</b> This should relate directly to your measurable objective? How do you know the student "got it"?What <b>instructional decisions</b> will you be able to make based on this information?	
15	<b>Teacher evaluation.</b> How do you know you got the lesson across? How will you know that your lesson was effective? Interesting?	
16	<b>Follow-up activities</b> that are planned (be specific, not general) -to review (when & how) -to extend learning (when & how)) -to provide independent practice (when & how)	

**ASSESSMENT RUBRIC for Unit Plan: CEC Standard 7 (cumulate 20 points)**

	Criteria	None	Beginning	Developed	Accomplished	
1	<u>Descriptions</u> of class and learners are provided					/1
2	<b><u>Grade level and content</u> of lessons is indicated (11<sup>th</sup> grade English, Algebra I, etc)</b>					<b>/1</b>
3	<u>SOLs</u> addressed in unit/lessons are clearly identified & related to the academic content.					/1
4	<u>Theme or topic</u> of the lessons is identified (e.g., money management) A <u>calendar</u> is included to show how/when these lessons will be incorporated into the course					/2
5	There is a <u>goal</u> for each lesson that addresses <i>both</i> the SOL and the career development/life skill component					/1
6	There are objectives for each lesson. Lesson objectives are based on the goals (above) and are <u>measurable</u>					/2
7	The five lesson plans are presented using the <u>appropriate format</u> , and are appropriate for secondary learners (5)					/3
8	Possible <u>adaptations &amp; modifications</u> are included for each lesson and are clearly identified and described.					/3
9	<u>Portfolio assessments</u> for each lesson and the unit (actual examples) are included along with a discussion of how the results will be used in making instructional decisions.					/3
10	<u>Career education/life skills</u> have been infused into SOL-based lesson plans, reflected in implementation of the plans					/3



