



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

Summer 2014

EDSE 544 684: Adapted Instructional Methods and Transition for Secondary
Learners

CRN: 42054, 3 - Credits

Instructor: Dr. Suzanne Jimenez	Meeting Dates: 5/29/2014 - 7/31/2014
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Office Hours: by appointment	Meeting Location: HILLSIDE ELEM-ASH

***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) 993-3670 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 both in person and in an online format
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

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Required Resources

Transportation for site visits

Additional Readings

As posted on Blackboard

Course Relationships 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 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/the-mason-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 strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

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.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

Grading Scale

95-100% = A

90-94% = A-

87-89% = B+

80-86% = B

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

Assignments

Performance-based Assessment (TaskStream submission required).

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

Performance-based Common Assignments (No TaskStream submission required).

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 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 project; 10 points presentation)

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
- 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.

Online Assignments: TTAC Modules (10 points) and Assessment (10 points) See handout in class.

Schedule

Class Session	Topic/Learning Experiences	Readings and Assignments
1 May 29	Course Introduction Enduring Understandings Foundations of Transition Planning: A historical perspective The NLTS 1 and 2	Sitlington: 1,2 http://www.nlts2.org/
2 June 5	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 12	Secondary IEP Planning and Delivery Measurable goals, Transition Outcome planning; Assessment: Accommodating, Modifying and Adapting Instruction at the secondary level	Sitlington: 4,5
4 June 19	Planning Considerations: Employment; Job Training, Placement and Supervision	Sitlington: 6,7,8 and 11
5 June 26	ONLINE TTAC Modules (see description)	Sitlington: 9,10 Site Visit report due
July 3	NO CLASS - HOLIDAY	Sitlington: 12 Unit Plan due
6 July 10	Group presentations	Certificate from modules due
7 July 17	Planning Considerations: Independent Living Postsecondary Education Student site visit exposition/presentation	
8 July 24	ONLINE – Assessment with report	
9 July 31	Signature Assignment review Course evaluation	Signature Assignment due

Appendix

	Does not Meet 1	Meets 2	Exceeds 3
Transition Assessment Information CEC/IGC Standards 1, 3	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.
Measurable Postsecondary Goals CEC/IGC Standards 4 & 7	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.
Transition Objectives CEC/IGC Standards 4 & 7	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	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

	Does not Meet 1	Meets 2	Exceeds 3
	practice.	participation across all 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.	moderate exceptional learning needs to 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.
Assistive Technology CEC/IGC Standard 6	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
School and Post-Secondary Services CEC/IGC Standards 3, 4, 8	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.

	Does not Meet 1	Meets 2	Exceeds 3
Legal Compliance of Transition Plan: CEC/IGC Standard 1	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.
Alignment with CEC Standard	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: Site Visit

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

Model Lesson Plan Checklist

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

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

	Criteria	None	Beginning	Developed	Accomplished	
1	<u>Descriptions</u> of class and learners are provided					/1
2	<u>Grade level and content</u> of lessons is indicated (11th grade English, Algebra I, etc)					/1
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 & 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