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

Summer 2017
EDSE 544 627: Adapted Instructional Methods and Transition for Secondary Learners
CRN: 42519, 3 – Credits

Instructor: Dr. Suzanne Jimenez	**Meeting Dates**: 5/25/2017 – 7/27/2017
Phone: 571-252-1011	**Meeting Day(s)**: Thursday
E-Mail: sjimene4@gmu.edu	**Meeting Time(s)**:4:30 pm - 9:00 pm
Office Hours: by appointment	**Meeting Location**: Off-campus, OFF CAMPUS
Office Location: LCPS Admin Building	**Other Phone**: N/A

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

Prerequisite(s) None
Co-requisite(s) None

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. Note: Field experience required.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Are you completing a teacher licensure or non-licensure certificate program in addition to a Masters degree? Students can submit a Graduate Secondary Certificate Application (http://registrar.gmu.edu/wp-content/uploads/GSCA.pdf) to their advisor when they are ready to add a certificate. Talk to your advisor if you have any questions about the program/s you are completing.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Online instruction/class activity and discussion
3. Application activities, including off-site visits
4. Small group activities and assignments
5. Video and other media supports
6. Research and presentation activities
7. Electronic supplements and activities via Blackboard

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:
1. Identify, describe, and design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes;
2. Demonstrate an understanding of evidence-based strategies for facilitating transition into the community, workplace, and postsecondary environments;
3. Demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination;
4. 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);
5. 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;
6. 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.

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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8) & CEC Standard 7: Collaboration (InTASC 10).

Evidence Based Practices
This course will incorporate the evidence-based practices (EBPs) relevant to self-determination, facilitating transitions, alternative assessments, and social skills. 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 teacher candidates/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.

Required Textbooks
Test, D. W. (2012). *Evidence-Based Instructional Strategies for Transition* (1st ed.). Baltimore, MD: Brookes.

Wehman, P. (2011). Essentials of Transition Planning (1st ed.). Baltimore, MD: Brookes.

Recommended Textbooks
American Psychological Association*. (2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Transition Plan (40 points total)
Tk20 Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 544, the required PBA is Transition Plan with Assistive Technology. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations
Performance-based Assessment (Tk20 submission required)
You will develop a Transition Plan with an Assistive Technology component for an individual student. The case study information for the student will be provided. The purpose of this assessment is to demonstrate knowledge of the individualized planning process required for the development of a transition plan for secondary students with exceptional learning needs who access the general curriculum. You will demonstrate understanding of the components of the transition plan. Based upon case information provided, you will construct a transition plan that is legally sufficient and educationally appropriate for the described case study student. You will use curricular resources and evidence-based practices to demonstrate your ability to plan appropriately for the student with mild to moderate exceptional learning needs.

College Wide Common Assessment (Tk20 submission required)
The individual student rubric used to assess the Transition Plan meets the College Wide Common Assessment requirement. The rubric will be found on our class Blackboard site and will be reviewed in class.

Other Assignments/Fieldwork Experience

MAJOR ASSIGNMENT 1:
Blackboard Discussion Boards and Classwork Assignment (5 @ 2 points apiece = 10 points total; IRIS = 10 points total)

3 Blackboard discussion board topics will be posted concerning transition issues for students with disabilities, and students are responsible for responding to both the topic and their peers' responses. Responses should thoroughly address the prompt and reflect readings, class discussions and personal insights. For the IRIS assignment details will be provided in class following input discussion.

MAJOR ASSIGNMENT 2:
Site Visit to a Community Resource/Agency or School Service That Facilitates Transition Skills (20 Points Total)

Visit a transition resource either in the community or within a school system and describe the services available to youth with mild disabilities. Your write-up should include services, accommodations, description of the agency/office, and your questions for staff. Your "lens" for this visit should be "what opportunities exist for youth with mild disabilities through this avenue during and/or after high school?" Include copies of materials available at center, agency, or office. 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. Your write up MUST include a synthesis section that integrates the information from your site visit with professional literature on transition and career education.

MAJOR ASSIGNMENT 4:

Group Presentation on current topic/trend in transition. (20 Points Total)

In groups of three (3) you will prepare and deliver a 5-7 minute presentation on a selected topic in transition. Your presentation will include a flipchart, powerpoint or other media. Please prepare sufficient handouts for the class. You will share the following:

- A description of the topic or trend;
- A discussion of how/why the topic/trend is important or relevant;
- An activity to help participants understand or remember the subject;
- Recommendations or suggestions for public policy needed as a next step;
- Your shared opinion about the implications for education/instruction.

Course Policies and Expectations

Attendance/Participation
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 to earn the 10 point class participation grade for each class. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation 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.

Late Work
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.

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments. The result of late work will be the loss of 10 points per day until the assignment is received by the instructor. Individual situations will be addressed with students outside of class.

Grading Scale

95-100% = A

90-94% = A-

85-89% = B

80-84% = B-

70-79% = C

Below 70 = F

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**" Work submitted <u>must</u> be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

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

Class Schedule

*<u>Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.</u>

Date	Topic	Assignment	Due
5/25	Course and Syllabus Review Transition, Overview and Background.	Wehman Ch.1 Test Ch. 1	
6/1	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);	Wehman Ch. 4,5,6	Blackboard 1

6/8	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;	Wehman Ch. 2 Test, Ch. 4,5	Blackboard 2
6/15	Identify appropriate strategies for implementation of transition services in school and community settings;	Wehman Ch. 3 Test Ch. 3,8	Blackboard 3
6/22	Demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination;	Wehman, Ch. 7 Test, Ch. 6,7	Blackboard 4
6/29	Demonstrate an understanding of evidence-based strategies for facilitating transition into the community, workplace, and postsecondary environments;	Test, Ch. 2,4	Blackboard 5
7/6	Identify, describe, and design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes;	IRIS Transition Module	Classwork assignment due by 7/20.
7/13	Research and 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.	Selected readings on course site	Site Visit summary
7/20	Share resources of 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.	Selected readings on course site	Presentations
7/27	Research in practice; wrapping up and looking ahead		Transition Plan

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The 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/).

- The 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/).) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Assessment Rubric(s)

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1				
Description of Individual Student				
The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. *InTASC 1(a)*	The candidate does not provide a description or the description of student **does not** include assessment data **related to cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests, **or** educational progress.	The candidate provides description of student that includes appropriate assessment data related to **some but not all** of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, **or** educational progress.	The candidate provides description of student that includes appropriate assessment data on **all** of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress. The candidate describes impact of student characteristics on learning.	The candidate provides description of student that includes both appropriate and multiple forms of assessment data on **all** of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational learning need. The candidate describes **and** provides examples of impact of student characteristics on learning.
Statement of Educational Need				

The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. *InTASC 6(g)*	The candidate **does not** address student educational needs or **inappropriately uses** assessment data to create a statement of educational need.	The candidate uses assessment data to create a statement of educational need that is **marginally** aligned with assessment results.	The candidate uses assessment data to create an **appropriate** statement of educational need that is **aligned** with assessment results.	The candidate **effectively** uses assessment data from **multiple sources** to create a **thorough and appropriate** statement of educational need that is **aligned** with assessment results.
Section 2 **Identification of Learning Objectives**				
The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. *InTASC 7(a)*	The candidate identifies learning objectives that are **either** (a) **incomplete** because related outcomes are not identified **or** (b) the objectives are **not directly related** to student educational need.	The candidate identifies learning objectives **without relevance** to student educational need.	The candidate identifies learning objectives with related outcomes that are **relevant** to individual student needs. .	The candidate identifies **distinct** learning objectives with related outcomes that are **relevant** to individual student needs.
Identification of Rationale for Learning Objectives				
The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. *InTASC 7(d)*	The candidate **does not provide** rationales which are aligned to the specific learning objectives and/or the relationship of the learning objectives to student educational needs is **missing or unclear.**	The rationales provided **are not** be aligned to the specific learning objective and the relationship of the learning objectives to student educational needs is **unclear**.	The rationales provided **are aligned** with the learning objective and the relationship of learning objectives to student educational needs is **clearly** identified.	The rationales provided **are aligned** with the learning objective and the relationship of the learning objectives to student educational needs is **clearly and effectively** identified.
Section 3				

Description of Instructional Strategies				
The candidate plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. *InTASC 7(b)*	The candidate **does not** identify instructional strategies or identifies instructional strategies that are **not related** to the learning objectives **or** student learning needs.	The candidate identifies instructional strategies that are **marginally** related to the learning objectives **or** student learning needs.	The candidate identifies **evidence-based** instructional strategies that are aligned to the learning objectives and student learning needs.	The candidate identifies **evidence-based** instructional strategies that are aligned to **specific** learning objectives and student learning needs. The candidate provides **specific sources of** evidence for the instructional strategy.
Rationale for Instructional Strategies				
The candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. *InTASC 1(e)*	The candidate **does not provide** rationales which are aligned to the specific instructional strategies **and/or** the relationship of instructional strategies to the learning objectives and student educational needs is **missing or unclear**.	The rationales provided **do not** aligned to the specific instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet student educational needs is **unclear**.	The rationales provided **are aligned** with instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet student educational needs is **clearly** identified.	The rationales provided **are aligned** with the strategies and, the relationship of the instructional strategies to **specific** learning objectives that meet student educational needs is **clearly and effectively** identified.
Section 4				

Description of Instructional Adaptation				
The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. *InTASC 2(f)*	The candidate **does not identify** either adaptations or accommodations to support student achievement of learning objectives.	The candidate identifies **either** adaptations or accommodations that **minimally support** student achievement of learning objectives.	The candidate identifies and describes appropriate adaptations or accommodations that **clearly support** student achievement of learning objectives.	The candidate identifies and thoroughly describes appropriate adaptations or accommodations that **clearly support** student achievement of learning objectives.
Rationale for Instructional Adaptation				
The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. *InTASC 7(k)*	The candidate **does not provide** rationales that are aligned to the adaptations and accommodations **and/or** the relationship of the adaptations and accommodations to student educational needs is **missing or unclear**.	The rationales **marginally provides** evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is **unclear**.	The rationales provide **adequate** evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is **clearly identified.**	The rationales provide **evidence-based support** for the specific adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is **clearly and thoroughly** identified.