



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

Spring 2018

EDSE 544 630: Adapted Instructional Methods and Transition for Secondary Learners

CRN: 21358, 3 – Credits

Instructor: Carmen Rioux-Bailey	Meeting Dates: 03/15/18 – 05/17/18 (No Class March 29)
Phone: 202-302-3223 (mobile)	Meeting Day(s): Thursday
E-Mail: criouxba@gmu.edu	Meeting Time(s): 5:00 pm - 9:30 pm
Office Hours: W and R by appointment	Meeting Location: Woodson HS, 9525 Main St, Fairfax 22031; room E126
Office Location: Finley 100D	Other Phone: (If applicable, if not 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. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

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. 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

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

Wehman, P. (2011). *Essentials of Transition Planning*. Brookes Transition to Adulthood Series. Baltimore: Brookes Publishing. ISBN: 9781598570984

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).

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)

Please see Blackboard for rubric and directions

I. Transition Plan (41 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 exceptional learning needs who access the general curriculum. 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 case study 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.

Candidates also will also demonstrate an understanding of how these components come together to build a framework for the student's educational program by writing a narrative that includes:

1. Justification for their decisions within the transition plan,
2. Explanation of the assistive technology components required.

Using the information in the provided case study, candidates 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.

Step One: Present Level of Performance

Using all documentation available, complete the PLOP Summary Sheet with information about the student that is relevant to each area. Provide specific evidence from the case study documentation to support your ideas.

Step Two: Transition Plan

Complete the Transition Plan. Provide specific evidence from the case study documentation to support your ideas.

Step Three: Rationale

Respond to the following questions in a narrative, which will accompany the PLOP Summary Sheet and Transition Plan.

- **Present Level of Performance**

- Describe the educational and functional implications of the students' present level of performance.
- **Postsecondary Goals:**
 - Provide a rationale for each of the postsecondary goals you included. Support your rationale with evidence from the transition assessment data.
 - Describe how these goals reflect the student's interests and preferences.
- **Short-Term Objectives:**
 - Describe how these objectives relate to the postsecondary goals.
 - Describe how you will address generalization and maintenance of skills.
- **Recommended Experiences, Activities, & Opportunities (School-based and community):**
 - Provide a rationale for the experiences, activities and opportunities you selected. Support your rationale with evidence from the transition assessment data and your proposed transition plan.
 - Describe your plan to monitor student progress.
 - Describe your plan to promote student participation, leadership and self-advocacy in the transition planning process.
- **Recommended Services:**
 - Provide a rationale for each of the services you selected. Support your rationale with evidence from the transition assessment data and your proposed transition plan.
- **Assistive Technology or AAC Recommendation:**
 - Provide a rationale for your assistive technology/AAC selections. Support your rationale with evidence from the transition assessment data and your proposed transition plan.
- **Action Plan:**
 - How does your proposed timeline provide opportunities for the student to demonstrate growth across time and move the student towards achieving his/her postsecondary goals?

College Wide Common Assessment (TK20 submission required)

Please see Blackboard for more information: **Individualized Instruction and Assessment Plan Task**

(This is not a separate assignment). Rubric in Appendix

Performance-based Common Assignments (No Tk20 submission required.)

N/A

II. Site Visit to a Community Agency or School Resource that Facilitates Transition Skills (25 points)

Visit a transition resource either in the community or within the school system and describe the services available to youth with disabilities.

Your write-up should include services, accommodations, population(s) served, 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 the center, agency, or office. You will need to make an appointment.

Acceptable options for this assignment include a school career center, interview with a school or county transition coordinato, S John Davis or Pulley Center, Virginia Department for Aging and Rehabilitative Services (DARS) office, local Community College Office of Disability Services, 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. (you may use your textbook or journal articles)

NOTE: Please use the template provided on Blackboard to complete your paper. It may be helpful to write-up your questions ahead of time and have them available to submit with your paper. The length of this paper should range between 6-8 pages double-spaced (not including references and appendices).

OR

Attend the Flash Forward! Postsecondary Education and Employment Options

Flash Forward is for students receiving special education services and their parents to explore options for life after high school. The agenda includes information tables, an overview of postsecondary options, and workshops on supported employment, competitive employment, and postsecondary education. You may register at:

<https://docs.google.com/forms/d/e/1FAIpQLScu6pHZNWQXcSHTdEP7uUvAiZQyyBE-f7URPeubslCVjsTlvQ/viewform>

Tuesday, April 10, 2018

6:30 - 8:30 p.m.

Woodson High School

9525 Main Street

Entrance 1 - Cafeteria A

Fairfax, VA

Other Assignments

III. Transition Resources Review (25 points)

Investigate 10 online resources for students with disabilities (provided on Blackboard). For **each** site/resource, write a 1-2-paragraph summary that includes:

- a. The component(s) of transition planning the site/resource addresses (postsecondary education/training, employment, independent living)
- b. A thorough overview of the resource
- c. how use of the resource can help students to achieve transition goals
- d. why there is a need for the resource (you may cite your textbook or other research)

Course Policies and Expectations

Attendance/Participation

All course participants are granted one full *or* partial class session absence; however, all work still is due on Blackboard according to the course calendar. Class session participation points are not awarded if a teacher candidate/student has not attended class or misses more than one (1) hour. A second absence will result in the final grade dropping by 8 points. A third absence means the student cannot

Late Work

- All assignments are required to be completed and submitted on time.
- For late submissions of assignments: 25% of the points will be deducted from your assignment grade for late submissions unless the professor has agreed to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade.

Other Requirements

IV. Class Attendance and Participation (1 point each; there are 9 total)

This is an important part of this class due to the compact schedule. Class attendance and participation is demonstrated by being psychologically available to learn, and participating in class discussions/activities throughout the semester. Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Points are positively impacted by thoughtful contributions made in class, listening to the ideas of other peers, respectively, and demonstrating an enthusiasm for learning. Please display digital etiquette during class sessions. If you are unable to make any class session during the semester, please contact the instructor by phone or through GMU e-mail before the class session where you will be absent/arrive late/leave early.

Grading Scale

95-100% = A

90-94% = A-

84-89% = B

83-79% = C

< 79% = F

Summary of Points for Final Grade

Participation/Attendance: 9

Transition Plan: 41

Resource Review: 25

Site Visit: 25

TOTAL= 100

*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 must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Class Session	Topic/Learning Experiences	Do This: Readings (complete <i>after</i> this session) and Assignments (to be turned in <i>on or before</i> this session)
1 3/15	Course Introduction Enduring Understandings Foundations of Transition Planning: A historical perspective The NLTS 1 NLTS 2 Guest Speaker	Wehman Chapter 1
2 3/22	From Entitlement to Eligibility: IDEA, ADA, 504, WIOA and beyond Guest Speaker	Wehman Chapter 2
3/29	No Class: Spring Break	
3 4/5	Community Resources and Transition Planning Considerations: Postsecondary Education	Preapproval for site visit Resource Review Assignment due Wehman Chapter 3
4 4/12	Site Visit and write up: No Class Meeting	Wehman Chapter 4
5 4/19	Community Resources and Transition Planning Considerations: Employment Community Resources and Transition Planning Considerations: Independent Living	Site Visit Paper Due
6 4/26	Transition Assessment and Course of Study Infusing Life Skills into Standards-Based Curriculum	Wehman Chapter 5
7 5/3	Self-Determination for Students and families Virginia State Assessments	Wehman Chapters 6 and 7
8 5/10	Putting it all together: From Course of Study to adult life	Transition IEP due and submitted to TK20 Wehman Chapter 8
9 5/17	Review: Postsecondary Success and Meaningful Community Integration	

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 turned off 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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Appendix

Assessment Rubric(s)

Individualized Instruction and Assessment Plan Task (not a separate assignment)

Scoring Guidelines

4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

3-Meets Standard: This is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

2-Approaching Standard: Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.

1-Does not meet standard: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1. Who is the Learner? Description of the Learner				
<p>The candidate regularly assesses individual and group performance in order to design and adapt instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p><i>InTASC 1</i> <i>VDOE 1</i></p>	<p>The candidate does not provide a description of the learner and/or does not include assessment data related to cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.</p>	<p>The candidate provides description of the learner that includes appropriate assessment data but does not address all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.</p>	<p>The candidate provides description of the learner 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.</p> <p>The candidate describes current impact of learner</p>	<p>The candidate provides description of the learner 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.</p> <p>The candidate describes and provides</p>

Diversity 			characteristics on learning.	examples of impact of learner characteristics on learning.
The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. <i>InTASC 2</i> <i>VDOE 1</i> Technology 	The candidate does not identify either adaptations or accommodations to support learner achievement of learning objectives.	The candidate identifies either adaptations or accommodations that do not fully align with identified needs.	The candidate identifies and describes appropriate adaptations or accommodations that support learner achievement of learning objectives/goals, including technology.	The candidate thoroughly describes multiple, appropriate adaptations or accommodations that clearly support learner achievement of learning objectives/goals, including technology.
Statement of Educational Need				
The candidate effectively uses multiple and appropriate types of assessment data to identify each learner’s learning needs and to develop differentiated learning experiences. <i>InTASC 6</i> <i>VDOE 4</i>	The candidate does not address learner 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 not well 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 directly aligned with assessment results.
Section 2. What should they learn? Identification of Learning Objectives				
The candidate individually and collaboratively selects and creates learning objectives that are appropriate for curriculum	The candidate identifies learning objectives that are either incomplete because related outcomes are not	The candidate identifies learning objectives without relevance to learner educational need.	The candidate identifies learning objectives with related outcomes that are relevant to individual learner needs.	The candidate identifies distinct learning objectives with related outcomes that are relevant to individual learner needs.

<p>goals and content standards, and are relevant to learners.</p> <p><i>InTASC 7</i> <i>VDOE 2</i></p> <p>Diversity</p> 	<p>identified or the objectives are not directly related to learner educational need.</p>			<p>These learning outcomes allow for different and individualized learning pathways that can be accessed fluidly during instruction.</p>
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Identification of Rationale for Learning Objectives

<p>The candidate identifies objectives for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p><i>InTASC 7</i> <i>VDOE 2</i></p> <p>Diversity</p> 	<p>The candidate does not identify objectives for the learner that are aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is missing or unclear.</p>	<p>The candidate selects objectives for the learner that are poorly aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is missing or unclear.</p>	<p>The candidate selects objectives for the learner that are aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is clear.</p>	<p>The candidate selects objectives for the learner that are aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is clear. Rationales for the selection of those objectives and how they support the achievement of the learning goals are included.</p>
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Section 3. How will you teach and how will they learn? Description of Instructional Strategies and Adaptations

<p>The candidate plans how to achieve each learner’s learning goals, choosing appropriate strategies and accommodations, resources, and</p>	<p>The candidate does not identify instructional strategies or identifies instructional strategies that are not related to the learning objectives or learning needs.</p>	<p>The candidate identifies instructional strategies that are inappropriate for meeting the learning objectives or learning needs.</p>	<p>The candidate identifies evidence-based instructional strategies that are aligned to the learning objectives and learning needs.</p>	<p>The candidate identifies evidence-based instructional strategies that are aligned to specific learning objectives and learning needs.</p>
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<p>materials to differentiate instruction for individuals and groups of learners.</p> <p><i>InTASC 7 VODE 2</i></p> <p>Diversity </p>				<p>The candidate provides evidence of the effectiveness of these selected learning strategies through data analysis of the assessment.</p>
<p>The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.</p> <p><i>InTASC 8 VDOE 3</i></p> <p>Diversity  College-and-Career-Ready </p>	<p>The instructional strategies used by the candidate do not encourage an understanding of content .</p>	<p>The candidate uses a limited instructional strategies to encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>The candidate provides insight into their own pedagogical and content knowledge to discuss the selection of instructional strategies for the learning experience. These instructional strategies encourage all learners to develop an understanding of the content and also authentic application of the new knowledge.</p>
<p>The candidate connects concepts and uses different perspectives and digital resources to engage learners in</p>	<p>Candidate does not connect concepts, address different perspectives or use digital resources to engage learners</p>	<p>Candidate connect concepts, addresses different perspectives or uses digital resources to</p>	<p>Candidate connects concepts, addresses different perspectives and uses digital resources to</p>	<p>Candidate creates multi-disciplinary opportunities and a range of multiple perspectives to engage learners in critical thinking,</p>

<p>critical thinking, creativity, and collaborative problem solving.</p> <p><i>InTASC 5</i> <i>VDOE 2</i></p> <p>Technology </p> <p>Diversity </p> <p>College-and-Career-Ready </p>	<p>in higher-level learning.</p>	<p>engage learners but at a basic level of learning and recall.</p>	<p>engage learners in higher-level learning in using at least one of these higher-order skills: critical thinking, creativity, and collaborative problem solving.</p>	<p>creativity, and collaborative problem solving.</p>
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Rationale for Instructional Strategies and Adaptations

<p>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.</p> <p><i>InTASC 1</i> <i>VDOE 1</i></p> <p>Diversity </p>	<p>The candidate does not provide rationales that are aligned to the specific instructional strategies and/or the relationship of instructional strategies to the learning objectives and learner educational needs is missing or unclear.</p>	<p>The rationales provided do not align to the specific instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet learner educational needs is unclear.</p>	<p>The rationales provided are aligned to instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet learner educational needs is clearly identified.</p>	<p>The rationales provided are aligned to the strategies and, the relationship of the instructional strategies to specific learning objectives that meet learner educational needs is clearly and effectively aligned. Multiple pathways to learner achievement of the learning outcomes are provided.</p>
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Section 4. How will I know the learning objectives/goals were achieved? Assessment and Documentation of Learner Progress

<p>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p><i>InTASC 6 VDOE 4</i></p>	<p>The candidate does not describe an assessment plan that evaluates all learning objectives or describes a plan that does not directly measure all of the learning objectives (e.g., is not observable, measurable).</p>	<p>The candidate describes an assessment plan that evaluates all learning objectives but does not include documentation of both formative and summative measures that (and) does not address possible assessment bias.</p>	<p>The candidate describes an assessment plan that evaluates all learning objectives and includes both formative and summative assessments that minimize sources of bias.</p> <p>The candidate describes the assessment results that would prompt modification of instructional plans and those specific modifications.</p>	<p>The candidate describes an assessment plan that evaluates all learning objectives, includes formative and summative assessments that minimize sources of bias and includes multiple data sources for each objective.</p> <p>The candidate describes multiple assessment results that would prompt modification of instructional plans and those specific modifications.</p>
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Rubric: Transition Plan with Assistive Technology

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Transition Assessment Information</p> <p>CEC/IGC Standards 1 & 4</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Candidate uses multiple methods of assessment and data sources in making educational decisions.</p> <p>7 points</p>	<ul style="list-style-type: none"> • Candidate writes an incomplete description of the student’s interests, OR strengths and capabilities OR career goals in any of the following areas: <ul style="list-style-type: none"> ○ Education/training ○ Employment ○ Independent living (as appropriate). 	<ul style="list-style-type: none"> • Candidate interprets information from formal and informal assessments to write a clear description of the student’s interests, strengths and capabilities, and career goal for the following areas: <ul style="list-style-type: none"> ○ Education/training ○ Employment ○ Independent living (as appropriate) <p>with reference to age-appropriate transition assessments.</p> <ul style="list-style-type: none"> • The candidate includes evidence of an understanding of the educational implications of the characteristics of various exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures. • Candidate describes the 	<ul style="list-style-type: none"> • Candidate interprets information from formal and informal assessments to write a clear description of the student’s interests, strengths and capabilities, and career goal for the following areas: <ul style="list-style-type: none"> ○ Education/training ○ Employment ○ Independent living (as appropriate) <p>Including direct evidence and examples from the student’s age-appropriate transition assessment data.</p> <ul style="list-style-type: none"> • The candidate includes evidence of an understanding of the educational implications of the characteristics of various exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		impact the learner’s characteristics may have on auditory and information processing skills (as appropriate).	<ul style="list-style-type: none"> • Candidate describes the impact the learner’s characteristics may have on auditory and information processing skills (as appropriate).
<p>Measurable Postsecondary Goals and Instructional Strategies</p> <p>CEC/IGC Standards 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>7 points</p>	<ul style="list-style-type: none"> • Candidate fails to demonstrate understanding of models, theories, and philosophies specific to transition by writing postsecondary goals that are not measurable or age appropriate or responsive to variations in beliefs, traditions, and values across and within cultures. <p>OR</p> <ul style="list-style-type: none"> • Candidate writes goals that fail to reflect the learner’s present levels of performance. • OR • Candidate does not write goals for all areas of consideration (employment, education, independent living). • OR • Candidate does not identify and describe evidence-based practices to assist student in achieving goals. 	<ul style="list-style-type: none"> • Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals that are measurable, age appropriate, and responsive to variations in beliefs, traditions, and values across and within cultures. • Candidate integrates affective, social, and life skills with academic curricula to write goals for each area (employment, education, independent living) that reflect the learner’s present levels of performance. • Candidate identifies <i>one</i> evidence-based instructional strategy for each goal that reflects the learner’s present levels of performance and 	<ul style="list-style-type: none"> • Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals that are measurable, age appropriate, and responsive to variations in beliefs, traditions, and values across and within cultures. • Candidate integrates affective, social, and life skills with academic curricula to write goals for each area (employment, education, independent living) that reflect the learner’s present levels of performance. • Candidate identifies <i>several</i> evidence-based instructional strategies for each goal that reflect the learner’s present levels of performance and

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		show positive growth towards what the student wants to achieve after high school.	show positive growth towards what the student wants to achieve after high school. <ul style="list-style-type: none"> • Candidate shows evidence of scholarship by citing additional sources to support recommendations.
<p>Transition Objectives</p> <p>CEC/IGC Standards 3 & 5</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>7 points</p>	<ul style="list-style-type: none"> • Candidate fails to sequence age and ability appropriate individualized transition objectives and/or fails to directly relate objectives to the postsecondary goals. <p>OR</p> <ul style="list-style-type: none"> • Candidate writes objectives that fail to integrate models, theories, philosophies and research methods that form the basis for special education practice. <p>OR</p> <ul style="list-style-type: none"> • Candidate does not write one objective for each area (education/training, employment, independent living). 	<ul style="list-style-type: none"> • 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 relate directly to postsecondary goals. Affective, social, and life skills should be integrated with academic curricula. • Candidate writes one objective for each area (education/training, employment, and independent living, as appropriate) that integrates models, theories, 	<ul style="list-style-type: none"> • 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. Affective, social, and life skills should be integrated with academic curricula. • Candidate writes one objective for each area (education/training, employment, independent living) that integrates models, theories, philosophies and research

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		philosophies and research methods that form the basis for special education practice.	<p>methods that form the basis for special education practice.</p> <ul style="list-style-type: none"> • Candidate shows evidence of scholarship by citing additional sources to support objectives or their sequence in relation to the goal.
<p>Assistive Technology CEC/IGC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>7 points</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Based on assessment information, candidate integrates appropriate forms of augmentative, alternative and/or assistive technologies to support and enhance communication skills and/or outcomes of the individual with an exceptionality. 	<ul style="list-style-type: none"> • Candidate integrates appropriate forms of augmentative, alternative and/or assistive technologies and specific communication strategies and resources to support and enhance communication skills and/or outcomes of the individual with an exceptionality. • Candidate provides a rationale for all forms of technology chosen. • Candidate shows evidence of scholarship by citing additional sources to support recommendations.

	<p align="center">Does Not Meet Expectations 1</p>	<p align="center">Meets Expectations 2</p>	<p align="center">Exceeds Expectations 3</p>
<p>School and Post-Secondary Services</p> <p>CEC/IGC Standards 1 & 4</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Candidate uses multiple methods of assessment and data sources in making educational decisions.</p> <p>7 points</p>	<ul style="list-style-type: none"> • Candidate lists inappropriate programs, services, and supports that do not align with areas of need based on present level of performance. <p>OR</p> <ul style="list-style-type: none"> • Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the learner with an exceptionality. <p>OR</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with 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 assessment information. • Candidate provides a clear plan for evaluating instruction, 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 includes in-school and post-school or community service options. 	<ul style="list-style-type: none"> • Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with 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

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			<p>abilities, attitudes, interests, and values.</p> <ul style="list-style-type: none"> • Candidate includes in-school and post-school or community service options. • Candidate shows evidence of scholarship by citing additional sources to support recommendations.
<p>Legal Compliance of Transition Plan CEC/IGC Standard 6</p> <p>Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p> <p>6 points</p>	<ul style="list-style-type: none"> • Candidate writes an incomplete transition plan which fails to comply with all relevant laws and policies, including 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. <p>OR</p> <ul style="list-style-type: none"> • Candidate fails to include a list of services, goals and objectives, and post-secondary outcomes. <p>OR</p> <ul style="list-style-type: none"> • Candidate writes the transition plan using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or 	<ul style="list-style-type: none"> • Candidate writes a comprehensive transition plan which complies with all relevant laws and policies, including 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 areas of need, goals, objectives/benchmarks, placements and services with a connection to the present levels of performance. 	<ul style="list-style-type: none"> • Candidate writes a comprehensive transition plan which complies with all relevant laws and policies, including 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 areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	<p>inaccuracies (including spelling).</p>	<ul style="list-style-type: none"> • Candidate demonstrates commitment to developing the highest education and quality-of-life potential for the individual with an exceptionality as well as sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual origination of the individual. • Candidate writes the transition plan using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). 	<ul style="list-style-type: none"> • Candidate demonstrates commitment to developing the highest education and quality-of-life potential for the individual with an exceptionality as well as sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual origination of the individual. • Candidate writes the transition plan using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). • Candidate shows evidence of scholarship by citing additional sources to support conclusions.