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

Spring 2019
EDSE 544 643: Adapted Instructional Methods and Transition for Secondary Learners
CRN: 22107, 3 – Credits

Instructor: Dr. Linn Jorgenson	**Meeting Dates**: 3/12/2019 – 5/14/2019
Phone: (703) 419-0694	**Meeting Day(s)**: Tuesday
E-Mail: ljorgen2@gmu.edu	**Meeting Time(s)**: 5 pm – 9:30 pm
Office Hours: By appointment	**Meeting Location**: Fairfax High School, Rm. D107
Office Location: Krug Rm. 103	**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. Offered by Graduate School of Education. May not be repeated for credit.

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 Master's 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
7. Guest Speakers

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 Texts
Test. D.W. (2012). *Evidence-based instructional strategies for transition*. Baltimore, MD: Brookes.

Wehman, P. (2011). *Essentials of transition planning*. 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).

> **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. 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)**

Assessment 1: Transition Plan with Assistive Technology (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 an 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.

PART 1: Present Levels of Performance

Transition Assessment Information: Interests, strengths/capabilities, and career goals (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.

PART 2 & 3: Transition Plan & Rationale

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) that have been validated to promote successful transitions for the specific characteristics of the learner and setting.
   o What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals?
   o 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.

Short-Term Transition Objectives:
- Write one short-term objective or benchmark for each of the following: employment, education/training, and independent living skills. Integrate evidence-based practices that 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/assistive communication or assistive technology as a component. You may want to consider the following questions:
   o What specific models, theories, philosophies, and research methods, which form the basis for special education practice, can be utilized?
   o What culturally, linguistically, and gender responsive instructional content, resources and strategies can be implemented?
   o 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?
   o What evaluation measures (indicators of progress toward meeting the goal) will be implemented intermittently during the year?
   o 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 (e.g. Academies in Fairfax County Public Schools, Monroe Center in Loudoun County Public Schools, Davis Center, Pulley Center, WAT, OAT).

Rationale:
- In addition to identifying goals, objectives, activities, and services, you are required to write a DETAILED analysis within the Transition Plan document (i.e., the right-hand column labeled "Rationale") which outlines a comprehensive, longitudinal individualized program for your secondary student, including:

  o A justification for the services selected. Relate the level of support to the needs of the student. 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.
  o Do you recommend a job coach? Enclave? Any other special support?
  o 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.
  o 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.
  o 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.

College Wide Common Assessment (TK20 submission required)
N/A

Performance-based Common Assignments (No Tk20 submission required)
N/A

Other Assignments
Assessment 2: Site Visit to a Community Agency or School Resource that Facilitates Transition Skills (15pts)
Visit a transition resource either in the community or within the school system and describe the services available to youth with disabilities. Acceptable options for this assignment include a school career center, interview with a school or county transition coordinator, OneStop Center, vocational evaluation site, Virginia Department of Rehabilitation Services office, local Community Services Board, Job Placement/Training program, and other suggestions from your professor- please note that there is flexibility with this assignment.

Your write-up should include services, accommodations, population(s) served, description of the agency/office, and your questions for staff. Include copies of materials available at the center, agency, or office.

Your "lens" for this visit should be, "What opportunities exist for youth with mild disabilities through this avenue during and/or after high school?"

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 3-4 pages double-spaced (not including references and appendices). Your write-up MUST include a synthesis section that integrates the information from your site visit with professional literature on transition and career education.

A full assignment description and grading rubric will be posted on Blackboard and discussed in class.

Assessment 3: Online Module work and Quiz (15 points)
The Center for Change in Transition Services training modules will give you a comprehensive knowledge base to develop IEPs that are in compliance with state and federal regulations and to develop transition plans that will help students achieve their goals. The modules offer practitioners an opportunity to examine current IEPs using the Indicator 13 Checklist created by the National Secondary Transition Technical Assistance Center (NSTTAC), review the seven components required for transition services, view examples of each component, and see suggestions for documentation in an IEP.

Directions:
Go to http://nextsteps-nh.org/transition-iep-requirements/ and click on each of the seven modules listed below. Each module is listed on the left hand side of the screen. After reviewing all seven modules (reading text and watching videos on each page), you will complete a quiz on Blackboard which will assess your understanding of the text and videos posted.

The seven modules are as follows:
*Age Appropriate Transition Assessments
*Measurable Postsecondary Goals
*Courses of Study
*Transition Services
*Annual IEP Goals
*Student Invitation
*Invitation of Agency Representative

A full assignment description and grading rubric will be posted on Blackboard and discussed in class.

Assessment 4: Assessment Presentations (15 points)
Based on the student profile provided, each group will select two informal and two formal assessments that could be used to help identify the strengths, needs, and preferences of a student to assist them in developing appropriate transition goals related to training, education, employment, and independent living skills. Presentations should provide a detailed justification for why an assessment was selected and how the data collected will be used to make transition-related decisions. Each group presentation should last approximately 15 minutes in length.

A full assignment description and grading rubric will be posted on Blackboard and discussed in class.

Assessment 5: Attendance, Participation, and Reading Checks (15 points)
Participation includes the asking of questions and contribution to interactive discussion. Students are to complete the required readings and assignments prior to the relevant class meetings. Reading checks may be given during any class session to assess your preparation for the daily discussion. Be aware that any points available through classroom activities during a time of absence will NOT be earned and cannot be made up.

Points for class attendance and participation are positively impacted by:
1. Attending class and being psychologically available to learn
2. Completing and handing in all class assignments
3. Participating in class discussions/activities
4. Thoughtfully contributing to class discussions
5. Listening to the ideas of other peers
6. Demonstrating an enthusiasm for learning

Participation points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions), and/or absences. Points are also deducted for a lack of digital etiquette during class sessions.

*NOTE: All assignments should reflect college-level spelling, syntax, and grammar, as well as follow APA style guidelines.

A full assignment description and grading rubric will be posted on Blackboard and discussed in class.

Course Policies and Expectations
Attendance/Participation

Late Work
To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the instructor in advance if there is a problem with submitting your work on time.

Other Requirements
Class 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. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality

and on time. All assigned readings should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.)

Grading Scale

A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

*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/polices-procedures/. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Class Schedule
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Topics	Readings Due	Assignments Due
1 3/12	Course Overview & Syllabus Introduction to Transition Discuss Field Experience	N/A	N/A

2 3/19	Taxonomy for transition Student-Focused Planning IDEA/Transition Team	Wehman 1, Test 1 & 5	
3 3/26	Transition Assessment Post-Secondary Goals Indicator 13 Interagency Involvement Self-Determination	Wehman 2, Review: https://www.imdetermined.org/	
4 4/2	Curriculum Development Vocational /Alternative Assessment Diploma options Indicator 13	Wehman 3, Test 2	Site Visit Paper
5 4/9	Transition and IEP Development Conducting/Coordinating IEP meeting Student Involvement Data Collection Strategies	Wehman 4, Test 4	
6 4/16	*Online module*	Review 7 modules http://nextsteps-nh.org/transition-iep-requirements	Quiz on module work
7 4/23	Family Involvement Developing goals Task Analysis Transition Teaching Strategies	Wehman 5, Test 3	Assessment Presentation
8 4/30	Interagency collaboration Adult Services Vocational Rehabilitation Counselor Involvement	Wehman,6 &7; Test 6	Assessment Presentation
9 5/7	Community-Based Choices Postsecondary Education and Employment Models and options	Test 7 & 8	
10 5/14	Guest Speakers: Adult Services	Reading TBD (See Blackboard)	Transition Plan Due

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 silence all sound emitting devices 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/.

- 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/.

Rubric: Transition Plan	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Measurable Postsecondary Goals and Instructional Strategies CEC/IGC Standards 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	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. OR 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.	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 *one* evidence-based instructional strategy for each goal that reflects the learner's present levels of performance and show positive growth towards what the student wants to achieve after high school.	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 *several* evidence-based instructional strategies for each goal that reflect the learner's present levels of performance and show positive growth towards what the student wants to achieve after high school. Candidate shows evidence of scholarship by citing additional sources to support recommendations.

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
Transition Objectives CEC/IGC Standards 3 & 5 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.	Candidate fails to sequence age and ability appropriate individualized transition objectives and/or fails to directly relate objectives to the postsecondary goals. OR Candidate writes objectives that fail to integrate models, theories, philosophies and research methods that form the basis for special education practice. OR Candidate does not write one objective for each area (education/training, employment, independent living).	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, philosophies and research methods that form the basis for special education practice.	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 methods that form the basis for special education practice. Candidate shows evidence of scholarship by citing additional sources to support objectives or their sequence in relation to the goal.

			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.
School and Post- Secondary Services CEC/IGC Standards 1 & 4 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.	Candidate lists inappropriate programs, services, and supports that do not align with areas of need based on present level of performance. OR Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the learner with an exceptionality. OR 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 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.	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. Candidate includes in-school and post-school or community service options. Candidate shows evidence of scholarship

Legal Compliance of Transition Plan CEC/IGC Standard 6 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.	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. OR Candidate fails to include a list of services, goals and objectives, and post-secondary outcomes. OR Candidate writes the transition plan 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, 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. 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 writes a comprehensive transition plan which complies with all relevant laws and policies, including FAPE and LRE (and the history) 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. 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.