



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

Summer 2020

EDSE 544 655: Adapted Instructional Methods and Transition for Secondary Learners

CRN: 43252, 3 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Dr. Linn Jorgenson	Meeting Dates: 5/19/2020 – 7/23/2020
Phone: 703-419-0694	Meeting Day(s): Tuesday: Asynchronous
E-Mail: ljorgen2@gmu.edu	Meeting Time(s): N/A
Office Hours: Schedule as needed	Meeting Location: N/A; Online
Office Location: N/A	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.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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. Recorded lecture (Modules) and Discussion Board
2. Application activities
3. Small group activities and assignments online
4. Video and other media supports
5. Research and presentation activities online
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers) (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems) (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: (These may not be used for class- wait for instructor directions)
 - [Adobe Acrobat Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>)
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations

- Course Week
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday and end on Tuesday. Please note that we will have one date, (you will be assigned either 7/14 or 7/21) synchronously to go over transition plans and to review article reviews.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials regularly.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, reviewing module work, and participating in blackboard discussion board assignments.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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. Understand the principles of online learning and online instructional strategies and the application of skills to deliver online instruction.
5. Demonstrate proficiency in the use of educational technology for instruction.
6. 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).
7. 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.
8. 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.

Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: 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 Textbook

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. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Additional Readings

Will be assigned based on specific topics

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 understanding of the components of the transition plan. Based upon case information provided, candidates may work in small groups or individually, to 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.

More information about this assignment (including a grading rubric and resources) can be found on Blackboard. The rubric and resources should be thoroughly reviewed prior to beginning the assignment and well in advance of the due date.

**College Wide Common Assessment
(TK20 submission required)**

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

You will submit your Transition Plan to meet this college requirement.

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

Assessment 2: Web Resource Site Review (Written Paper 3-4 pages) (15 points)

Your task is to **review the website** of one 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 will be provided.

Using information that you gather from your web research, you will write a 3-4 page written paper. The rubric provided will help you guide your research. Please review the rubric before selecting your website as you will need to find and locate a resource that lists the criteria included in the rubric. Your “lens” for this visit should be, *“What opportunities exist for youth with mild disabilities through this avenue during and/or after high school?”* Your write up must include a synthesis section that integrates the information from your site visit with professional literature on transition and career education.

Assessment 3: Quiz on Online Modules (15 points)

The Center for Change in Transition Services training modules will give you 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 7 modules listed below. Each module is listed on the left hand side of the screen. After reviewing all 7 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 7 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

Assessment 4: Two Article reviews (15 points)

You will complete two peer reviewed journal articles related to transition related topics. The topics can cover any of the following areas of transition: Curriculum, strategies, assessment, best practices, service coordination practices or adult services. Please feel free to select an area not listed here as those mentioned are only suggestions. You will present these article reviews to me by zoom. (On either 7/14 or 7/21) .You will be graded on the information from the rubric. You do not have to present or submit with a ppt, it will be a discussion. You will be graded on your ability to have a conversation about your article and not reading from any prepared ppt.

Discussion Board Parricipation 5: (15 points)

Throughout class, there will be discussion board prompts given. You will be expected to answer the prompts or respond to one another’s prompts as assigned.

***NOTE:** All assignments should reflect graduate-level spelling, syntax, and grammar, as well as APA style guidelines. If you experience difficulties with the writing process, you will be required to document your work with the GMU Writing Center during this course to improve your skills.

Summary of Assessments

Assessment	Requirement	Individual	Small Group	Total Points	Due Date
1	Transition Plan		X	40	7/14 and 721
2	Web Site Resource Review (paper)	X		15	6/16

3	Quiz on Online Modules	X		15	6/30
4	Two Article Reviews	X		15	7/14 and 7/21
5	Discussion Board Prompts	X		15	Throughout
Total Points: 100					

Field Experience Requirement

Please note that due to barriers with accessing field experience placements in Summer 2020 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified well in advance with changes and provided with alternative options. Check your Mason email regularly for important information regarding your field experience.

Course Policies and Expectations

Attendance/Participation

Attendance

All course work with exception of one class (either 7/14 or 7/21) will be online in an Asynchronous format. Modules will be recorded, and you will be expected to listen to them and to read through ppt's posted.

Late Work

All assignments are due on the dates indicated (at 5 pm ET). Consult with me *in advance* if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points per day will be deducted from your assignment grade for late papers **unless** I have agreed to an extension.

Other Requirements

This is a 3-credit graduate level course. Traditionally, 3-credit courses across a 15-week semester require an average of 45 hours of in-class time and approximately 90 hours of independent reading and assignment completion. Be prepared to put in that amount of time into this class and plan your schedule accordingly.

Some assignments require you to synthesize material from the course and outside sources into coherent statements of your ideas. In such cases, your writing should be databased–

meaning that you must support statements and ideas with evidence from these sources, giving these sources credit. The standard format for writing in the field of education is outlined in the *Publication Manual of the American Psychological Association, 7th edition* (www.apastyle.org). Specifically, the final version of your Instructional Program should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations (as needed), and reference pages. The citation for this manual is included in the section entitled “Recommended Texts”. For an online resource, see www.apastyle.org. It is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: <http://www.plagiarism.org/>

Communication.

The most efficient way to contact me is through email. Please do not hesitate to email me and I will do my best to return the email within 24-48hours.

Written Language: Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: <http://apastyle.apa.org>. Additional guidance can be found at https://owl.purdue.edu/owl/purdue_owl.html.

Oral Language: Use “person-first language” in class discussions and written assignments (and, ideally, in professional practice). In accordance with terminology choices in the disability community, strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in oral and written communication and to avoid language labels by stating, for example, a “student with disabilities” (SWD) rather than a “disabled student”. Please refer to guidelines for non handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf>.

Grading Scale

95-100% = A
90-94% = A-
80-89% = B
70-79% = C
< 70% = F

***Note:** The George Mason University Honor Code will be strictly enforced (see [Academic Integrity Site](https://oai.gmu.edu/) [<https://oai.gmu.edu/>] and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) [<https://catalog.gmu.edu/policies/honor-code-system/>]). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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>.

Class Schedule

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

Module	Topic: Modules will be posted to Blackboard	Readings	Assignments Due
Module 1: 5/19	<ul style="list-style-type: none"> • Introduction to course 	N/A	N/A
Module 2: 5/26	<ul style="list-style-type: none"> • Syllabus and Course Expectations • How did we get to our destination? • Foundations of Transition Planning • Current Transition Research 	None	Post on Discussion Board; See Module 2 directions
Module 3: 6/2	<ul style="list-style-type: none"> • From Entitlement to Eligibility: IDEA, ADA, 504, WIA and beyond • Virginia Graduation Requirements • School Completion Issues • Student Centered Planning 	Test 1 & 5 Wehman 1, 2 & 8	Post on Discussion Board; See Module 3 directions

Module 4: 6/9	<ul style="list-style-type: none"> • Transition Assessment • Secondary IEP Planning and Delivery • Establishing Transition Goals • Transition Data Collection 	Test 2 & 4 Wehman 3-6	Post on Discussion Board; See Module 4 directions
Module 5: 6/16	<ul style="list-style-type: none"> • Employment • Independent Living 	Test 6 & 7 Wehman 7	Web Site Resource Review – Paper Due-submit to Blackboard
Module 6; 6/23	<ul style="list-style-type: none"> • Post-Secondary Education Higher Education Financial Considerations 	Test 8	Post on Discussion Board; See Module 6 directions
Module 7: 6/30	<ul style="list-style-type: none"> • NO CLASS- Complete online modules 	N/A	Turn in to Blackboard
Module 8: 7/7	<ul style="list-style-type: none"> • Instructional Strategies for Transition • Self-Determination for Students and Families 5 minute overview of visit	Test 3	Post on Discussion Board; See Module 7 directions
Module 9: 7/14	<ul style="list-style-type: none"> • Mental Health Considerations and Supports • Finalize Transition Plan 	Readings TBD	Meet by Zoom for Article Review and to review Transition Plan
Module 10: 7/21	<ul style="list-style-type: none"> • Guest Lecture- TBD • Article Review Presentations • Course Evaluations 		Meet by Zoom for Article Review and to review 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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>)

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) [https://catalog.gmu.edu/policies/honor-code-system/]).
- Students must follow the university policy for Responsible Use of Computing (see [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) [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 [Disability Services](https://ds.gmu.edu/) [https://ds.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 [Tk20 Help](mailto:tk20help@gmu.edu) (tk20help@gmu.edu) or CEHD's [Online Assessment System](https://cehd.gmu.edu/aero/tk20) (https://cehd.gmu.edu/aero/tk20). Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).



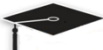
Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:




- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing the [Title IX Coordinator](mailto:titleix@gmu.edu) (titleix@gmu.edu).
- For information on student support resources on campus, see [Student Support Resources on Campus](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) (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 [College of Education and Human Development](http://cehd.gmu.edu/) (http://cehd.gmu.edu/).

Appendix


Assessment Rubric(s)

<p>The candidate individually and collaboratively selects and creates learning objectives that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p><i>InTASC 7</i> <i>VDOE 2</i></p> <p>Diversity </p>	<p>The candidate identifies learning objectives that are either incomplete because related outcomes are not identified or the objectives are not directly related to learner educational need.</p>	<p>The candidate identifies learning objectives without relevance to learner educational need.</p>	<p>The candidate identifies learning objectives with related outcomes that are relevant to individual learner needs.</p>	<p>The candidate identifies distinct learning objectives with related outcomes that are relevant to individual learner needs. These learning outcomes allow for different and individualized learning pathways that can be accessed fluidly during instruction.</p>
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>
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 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 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> <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</p>	<p>Candidate does</p>	<p>Candidate</p>	<p>Candidate</p>	<p>Candidate</p>

<p>connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving.</p> <p><i>InTASC 5 VDOE 2</i></p> <p>Technology  Diversity  College-and-Career-Ready </p>	<p>not connect concepts, address different perspectives or use digital resources to engage learners in higher-level learning.</p>	<p>connect concepts, addresses different perspectives or uses digital resources to engage learners but at a basic level of learning and recall.</p>	<p>connects concepts, addresses different perspectives and uses digital resources to 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>creates multi-disciplinary opportunities and a range of multiple perspectives to engage learners in critical thinking, 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 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

The candidate	The candidate	The candidate	The candidate	The candidate
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<p>designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p><i>InTASC 6</i> <i>VDOE 4</i></p>	<p>does not describe an assessment plan that 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>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>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>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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Transition Plan with Assistive Technology

	<p style="text-align: center;">Does Not Meet Expectations 1</p>	<p style="text-align: center;">Meets Expectations 2</p>	<p style="text-align: center;">Exceeds Expectations 3</p>
<p>Transition Assessment Information CEC/IGC Standards 1 & 4 Candidate understands how exceptionalities may interact with development and learning and uses</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 	<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 	<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>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>living (as appropriate).</p>	<ul style="list-style-type: none"> ○ 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 impact the learner’s characteristics may have on auditory and information processing skills (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. ● 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 CEC/IGC Standards 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</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 	<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 	<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.

	<p>reflect the learner’s present levels of performance.</p> <ul style="list-style-type: none"> ● 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. 	<p>life skills with academic curricula to write goals for each area (employment, education, independent living) that reflect the learner’s present levels of performance.</p> <ul style="list-style-type: none"> ● Candidate identifies <i>one</i> 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. 	<ul style="list-style-type: none"> ● Candidate identifies <i>several</i> 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.
<p>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.</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, philosophies 	<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 methods that form the basis for special education practice. ● Candidate shows evidence of scholarship by citing additional

		and research methods that form the basis for special education practice.	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>	<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>School and Post-Secondary Services 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</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 	<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 	<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

<p>assessment and data sources in making educational decisions.</p>	<p>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.</p>	<p>based on present levels of performance and assessment information.</p> <ul style="list-style-type: none"> ● 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. 	<p>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.</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 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>	<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 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, 	<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. ● Candidate demonstrates commitment to developing the highest education and quality-

	<ul style="list-style-type: none"> ● Candidate writes the transition plan using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling). 	<p>objectives/benchmarks, placements and services with a connection to the present levels of performance.</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). 	<p>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.</p> <ul style="list-style-type: none"> ● 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.
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