George Mason University

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

Summer 2022
EDSE 544 669: Adapted Instructional Methods and Transition for Secondary Learners
CRN: 43922, 3 – Credits

Instructor: Dr. Linn Jorgenson	**Meeting Dates:** 5/25/22 – 7/27/22
Phone: 703-419-0694	**Meeting Day(s):** Wednesday
E-Mail: ljorgen2@gmu.edu	**Meeting Time(s):** 5:15 pm – 9:15 pm
Office Hours: By appointment	**Meeting Location: Virtual (See Zoom Link below)**
Office Location: Krug Hall	**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.**

Zoom Link for EDSE 544
Time: May 25, 2022 05:15 PM Eastern Time (US and Canada)
https://gmu.zoom.us/j/93204989435?pwd=UFh1bHcvN01MbnBsWTN1aDZKUE03Zz09
Meeting ID: 932 0498 9435
Passcode: 431767

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
Check out the scholarship opportunities for graduate students in CEHD at https://cehd.gmu.edu/students/funding/scholarships.

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 Lectures

This course will be delivered online (76% or more) using both synchronous and 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:
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> * 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)
>
>   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)

- 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.

Expectations

- Course Week: Each week, we will begin class together virtually from 5:15-6:30pm. Your attendance is required at this time. You will be expected to have your cameras on (except for moments needed to step away) and participation points will be earned during this time. Following this synchronous time, you will have individual or group work to be completed without professor presence.

- Log-in Frequency: It is expected that students will actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials daily. 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, and participating in course discussions and group interactions. Please remember that this is a condensed course, if you miss more than one class it likely the course will not be passed.
- 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 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. These will be conducted virtually. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times. Please avoid using the telephone number on syllabus unless an extreme emergency (missing class is not an emergency).
- 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 effective accommodations to ensure accessibility must be registered with George Mason University Disability Service. Your accommodation letter is welcomed and will be honored. If you would like to meet in confidence to discuss your specific accommodations, please contact me.

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] and the 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 Texts:

Test, D. W. (2012). Evidence-Based Instructional Strategies for Transition. Brookes Transition to Adulthood Series. Brookes Pub.

Wehman, P. (2020). Essentials of Transition Planning. Brookes Transition to Adulthood Series. Brookes Pub.

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

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

VIA 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 VIA (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 VIA.

For EDSE 544, the required PBA is Transition Plan with Assistive Technology. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations
Performance-based Assessment
(VIA submission required)

Assessment 1: Transition Plan with Assistive Technology (40 points)

The purpose of this assessment is to have students demonstrate knowledge of the individualized planning process required for the development of a transition plan for secondary students with mild to moderate and or severe exceptional learning needs. Students will demonstrate an understanding of the components of the transition plan. Based upon case information provided,

students will construct a transition plan that is legally sufficient and educationally appropriate for the described student. Students will use curricular resources and evidence-based practices to demonstrate their ability to plan appropriately for the student with exceptional learning needs. Rubrics and Guidelines are available in Blackboard. This assignment is to be completed within groups. (Groups will be assigned). Each student must submit into Blackboard and VIA. Please note that you will not receive credit for this assignment if only handed in to Blackboard.

Assessment 2: Site Visit, and share with class: To a Community Agency or School Resource that Facilitates Transition Skills (15 pts)

Your task is to visit one transition service/agency or organization either in the community and describe the services available to youths with disabilities and how the services relate to transition. Acceptable options are available to you on Blackboard. Your "lens" for this visit should be, "What opportunities exist for youth with disabilities during or after high school graduation. Have fun with this, get out there and find an organization that you are interested in and think one or more of your existing students or future students may benefit from the services offered. Remember the goal is to share how a student can grow from this community resource when considering the topic of transition. Visiting a site at your current employment site is not acceptable for this assignment. You will provide a 5-minute overview of your visit and post to the discussion board. You do not need to hand in anything to Blackboard, but you will be graded on covering the information on the rubric. You will be signing up for your chosen site on Blackboard, once someone has selected a site, it may not be replicated by another student.

Field Experience Requirement
A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS COURSE.

Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the required form, as this information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

5. Students must be able to perform the essential functions of the practicum site assigned with or with without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Assessment 3: Online Module Learning (15pts)

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 7 modules listed below. Each module is listed on the right-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. You will be a allowed to use one page of notes (front and back) when taking the quiz.

The 7 modules are as follows:

- Measurable Postsecondary Goals
- Age-Appropriate Transition Assessments
- Transition Services
- Courses of Study
- Annual IEP Goals
- Student Invitation

- Invitation of Agency Representative

Assessment 4: Article Review (15pts)
You will complete one peer reviewed journal article related to transition curriculum, assessment or experiences or practicse that have been researched and identified as evidenced based related to transition. This is to be written following APA guidelines and submitted to Blackboard. You will be graded on the information directly from the rubric.

Assessment 5: Post-Secondary and Annual Objectives (5 pts)
This in class exercise will be given to measure one's ability to develop appropriate post-secondary goals and annual objectives that meet the required components of a properly written transition plan. Goals and objectives must be written measurably and according to IDEA's required elements.

Assessment 6: Attendance, Participation, and Reading Checks (30 pts)

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
7. Handing in a reflection entry (This must be handed in prior to the next class and only if you attended the class- see class schedule for submission dates)

Assessment 7: Journal Entries (35 Pts)
You will have 7 Journal Article Entries to complete. The due dates are listed in the class calendar. All Journal Articles are due by 9:15pm the date that they are assigned as asynchronous work.

Assessment 8: Asynchronous Work (30 pts)
You will earn 3 points per week for following all asynchronous assignments outside from the assignments already given point value. There will be times when you are asked to complete a discussion board entry, meet with your assigned partners, fill out a form/questionnaire and so forth. You may only earn these points if you attend class.

Assessment 9: Final Exam (15pts)

The final exam will be essay based, closed book and closed notes.

Assignment Summary

Transition Plan with Assistive Technology	40 points	In class 7/27
Site Visit Presentation	15 Points	Submit to Blackboard 7/13
Online Module Learning	15 Points	In class 7/20
Article Review	15 Points	Submit to Blackboard 6/22
Participation	30 Points	
Post-Secondary and Annual Objectives – In class objectives	5 Points	In class 6/8
Journal Entries	35 points (7 journal entries, worth 5 points each)	(See Calendar)
Asynchronous	30 Points (3 points per class)	(On-going)
Final Exam	15 points	In class 7/27
Total	200 Points	

Course Policies and Expectations
Attendance/Participation
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.) Please understand that you will not earn participation points if you have missed class. As this class is virtual, participation is critical and you will be expected to have your cameras on throughout our time designated for synchronous learning. (5:15- 6:30pm). Please be sure to have a professional background available prior to joining class and organize your learning space in a way that lends your best opportunity for uninterrupted learning. Please understand that class participation points may not be made up regardless of the circumstance. (e.g., travel, medical appointments, personal

obligations). Some of the work that you do asynchronously will be individually graded and some will be counted in your participation points.

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 the assigned due date. To be considered on time, assignments must be submitted by the due date according to the syllabus, unless otherwise noted by the instructor. If you do not meet the deadline for completion, one point per day will be deducted. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted.

Grading
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. See [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. 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, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the

program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

Class Schedule: (Available on Blackboard)
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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/).

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/).

- 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/).

- 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/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- 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/).

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Non-Confidential Employee," and must report all

disclosures of sexual assault, sexual harassment, 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 the Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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/).

Appendix
Assessment Rubric(s)

Transition Plan with Assistive Technology

	Does Not Meet Expectations 1	**Meets Expectations 2**	**Exceeds Expectations 3**
Transition Assessment Information 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	• Candidate writes an incomplete description of the student's interests, OR strengths and capabilities OR career goals in any of the following areas: o Education/training o Employment o Independent living (as appropriate).	• 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: o Education/training o Employment o Independent living (as appropriate) with reference to age-appropriate transition assessments. • The candidate includes evidence of an understanding of the educational implications of the characteristics of various exceptionalities, sensory impairments, and variations in	• 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: o Education/training o Employment o Independent living (as appropriate) Including direct evidence and examples from the student's age-appropriate transition assessment data. • The candidate includes evidence of an understanding of the educational implications of the characteristics of various exceptionalities, sensory impairments,

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
making educational decisions.		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).	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).
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 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.

	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.
Assistive Technology CEC/IGC Standard 5 Candidate selects, adapts, and uses a	• Candidate fails to integrate appropriate forms of augmentative, alternative and assistive technologies to support and enhance communication skills of the student with	• Based on assessment information, candidate integrates appropriate forms of augmentative, alternative and/or assistive technologies to support and enhance communication skills	• Candidate integrates appropriate forms of augmentative, alternative and/or assistive technologies and specific communication strategies and

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	mild to moderate exceptional learning needs.	and/or outcomes of the individual with an exceptionality.	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.
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	• 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

	Does Not Meet Expectations 1	**Meets Expectations 2**	**Exceeds Expectations 3**
		social abilities, attitudes, interests, and values. • Candidate includes in-school and post-school or community service options.	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 by citing additional sources to support recommendations.
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	• 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

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		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).	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.