



College of Education and Human Development

Division of Special Education and disAbility Research

Fall 2022

EDSE 544 670: Adapted Instructional Methods and Transition for Secondary Learners

CRN: 84734, 3 – Credits

Instructor: Dr. Helene Shapiro	Meeting Dates: 9/13/22 – 11/15/22
Phone: (703) 919-0920	Meeting Day(s): Tuesday
E-Mail: hshapiro@gmu.edu	Meeting Time(s): 5:15 pm – 9:15 pm
Office Hours: by appointment	Meeting Location: Off campus
Office Location: zoom	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

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

Course Delivery Method

This course will be hybrid- face to face with online synchronous/asynchronous sessions.

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Identify, describe, and design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes.
2. Demonstrate an understanding of evidence-based strategies for facilitating transition into the community, workplace, and postsecondary environments.
3. Demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination.
4. 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

Morningstar, M.E. & Clavenna-Deane, B. (2018). *Your complete guide to transition planning and services*. Baltimore, MD: Paul H. Brookes Publishing Co.
ISBN: 9781598573114

Recommended Texts

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

Gibb, G. S., & Dyches, T. T. (2016). *Guide to writing quality individualized education Programs* (3rd ed). Upper Saddle River, NJ: Pearson. ISBN-13: 9780133949520

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)

- *Performance-based Assessment (VIA submission required):* The required PBA assignment for this course is a Transition Plan with Assistive Technology ****Specific instructions will be given in the directions packet that will be posted in Blackboard and reviewed on the first night of class.**

College Wide Common Assessment (VIA submission required): N/A

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). In EDSE 544/EDSE 451, the field experience is a site visit to a transition service/agency or organization in the community. The site visit is coordinated with your instructor, and additional details will be provided in class.

Other Assignments

- Site Visit and Portfolio Presentation
- Online Modules Quiz
- Attendance/Participation

Assignment Summary

Assignment	Due Date	Points
Transition Plan with Assisted Technology	11/8/22	40
Site Visitor and Portfolio Presentation	11/15/22	35
Online Modules Quiz	10/11/22	15
Attendance/Participation	Weekly class tasks	10
Total Points		100

Course Policies and Expectations

Attendance/Participation

Your attendance and participation in class discussions and activities are critical for your success in this course. You are expected to attend all sessions and actively participate. If you are late, or miss class, communicate this to the instructor as soon as possible and arrange to learn what you missed.

Late Work

No late assignments will be accepted; however, you do have 1 pass to turn in one assignment up to one week late (the “extension” pass) as well as 1 pass to revise an assignment (the “revision” pass). To use the extension pass, inform the instructor of your intent to use it at least 24 hours before the assignment is due. To use the revision pass, inform the instructor within two days of receiving the assignment that you intend to revise and that you will do so by a mutually agreed upon date. You do not need to disclose a reason for using either pass. No other late assignments will be accepted unless there are extenuating circumstances.

Grading

Grade	%
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
F	<70

***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/policies-procedures/) (<https://cehd.gmu.edu/students/policies-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

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

EDSE 544 Schedule- Fall 2022

Class	Date	Topics	Class Preparation	Assignment Due (by 4:30)
1	9/13	Course Introduction Review of syllabus and assignments Introduction to Transition Services	Chapter 1 (Morningstar & Clavenna-Deane)	
2	9/20	IDEA compliance Learning about the student	Chapter 2 (Morningstar & Clavenna-Deane)	
3	9/27	Synchronous: Self-determination/ Teaching self-advocacy Asynchronous: Work on On-line Modules Visit a community resource	Chapter 3 (Morningstar & Clavenna-Deane)	
4	10/4	Family Involvement Community Resources Post-secondary education	Chapters 4 & 9 (Morningstar & Clavenna-Deane)	
5	10/11	Transition Planning Independent Living and Inclusion Community Resources	Chapters 5 & 10 (Morningstar & Clavenna-Deane)	Online Modules Quiz due
6	10/18	Synchronous: Employment/Career Development Asynchronous: Work on Transition Plan Assignment	Chapter 8 (Morningstar & Clavenna-Deane)	
7	10/25	Writing measurable instructional goals and objectives Infusing Life Skills into Standards-Based Curriculum	Chapter 7 (Morningstar & Clavenna-Deane)	
8	11/1	Transition Assessment and Course of Study Virginia State Assessments	Chapters 5 & 11 (Morningstar	

		Teaching Interpersonal Skills	& Clavenna-Deane)	
9	11/8	Community Partnership	Chapter 12 (Morningstar & Clavenna-Deane)	Transition Plan due
10	11/15	Site visit and Portfolio presentations		Site Visit Portfolio & Presentations

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 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/) (<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/) (<http://cehd.gmu.edu/>).

Appendix A

Assessment Rubric(s)

VIA Assessment: Transition Plan with Assistive Technology- VIA submission required (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 will construct a transition plan that is legally sufficient and educationally appropriate for the described student. Candidates will use curricular resources and evidence-based practices to demonstrate their ability to plan appropriately for the student with mild to moderate exceptional learning needs.

Directions:

In this assignment/project, you will demonstrate your ability to develop a Transition Plan for a hypothetical secondary student with a mild to moderate exceptional learning need. You will be presented with one case study and one Transition Plan document (both found on Blackboard). Using the information in your selected case study, you will write a transition plan that thoroughly and appropriately addresses the needs of the student in the case scenario and integrates at least one form of assistive technology which increases the student’s ability to access the general curriculum and work towards his or her transition goals.

As you write the transition plan, please include:

- Complete a thorough review of the case study facts

- Complete all components of the transition planning forms, using specific instructions provided by the instructor
- Infuse appropriate augmentative and assistive communication or assistive technology strategies into the transition goals and short-term objectives.

PART 1: Present Levels of Performance

Transition Assessment Information:

- Interests, strengths/capabilities, and career goals (include training, education, employment, and where appropriate independent living)
- Consider the information presented in the vignette as well as any assessment data (formal or informal) and present levels of performance as you develop these statements.
- Consider the impact of the student's academic and social abilities, attitudes, interests, and values on instruction and career development.

PART 2 & 3: Transition Plan & Rationale

Measurable Postsecondary Goals:

- Write *one measurable postsecondary goal* for each domain: employment, education/training, and independent living skills. Base each goal on the information from the vignette and peer-reviewed research. Each goal is a specific statement of what the student wants to achieve after high school written as an "I will" statement. These goals should be based on the student's interests, preferences, and strengths.
- Select and adapt instructional strategies and materials according to the characteristics of the student with exceptional learning needs and integrate evidence-based practices (from a minimum of TWO peer-reviewed journal articles) that have been validated to promote successful transitions for the specific characteristics of the learner and setting.
 - What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals?
 - How could technology be integrated into the instruction in a natural and meaningful way?
- Ensure that *each* postsecondary goal is based on an age appropriate transition assessment (functional vocational evaluations, state assessments, or other more informal methods like daily living skills checklists and interest inventories and that you consider the principles of normalization and concept of least restrictive environment when making decisions about postsecondary outcomes.

Short-Term Transition Objectives:

- Write *one* short-term objective or benchmark for each of the following: employment, education/training, and independent living skills. Integrate evidence-based that have been validated for the specific characteristics of the learner and setting.
- At least TWO of your objectives must contain a form of appropriate augmentative/assistive communication or assistive technology as a component.
- You may want to consider the following questions:

- What specific models, theories, philosophies, and research methods, which form the basis for special education practice, can be utilized?
- What culturally, linguistically, and gender responsive instructional content, resources and strategies can be implemented?
- What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals? How could that technology be integrated into the instruction in a natural and meaningful way?
- What evaluation measures (indicators of progress toward meeting the goal) will be implemented intermittently during the year?
- What strategies can be used to integrate student-initiated learning experiences into the instruction in order to maximize opportunities to increase self-determination?

School and Post-Secondary Services:

- Identify a minimum of two post-secondary resources that would be helpful for your student (e.g. Woodrow Wilson Training Center, ARC, Community Services Board, etc.).
- Identify a minimum of one in-school employment preparation option (e.g. Academies in Fairfax County Public Schools, Monroe Center in Loudoun County Public Schools, Davis Center, Pulley Center, WAT, OAT, etc.).

Rationale:

- In addition to identifying goals, objectives, activities, and services, you are required to write a DETAILED analysis within the Transition Plan document (i.e., the right-hand column labeled “Rationale”) which outlines a comprehensive, longitudinal individualized program for your secondary student, including:
 - A justification for the services selected. Relate the level of support to the needs of the student. Why are these services necessary for the student? Ensure that the rationale takes the continuum of placement and services available for students with exceptional learning needs as well as the legal, judicial and educational systems to assist students with exceptional learning needs into consideration. o Do you recommend a job coach? Enclave? Any other special support?
 - A detailed explanation of what skills, experiences, activities, opportunities and connections the student needs in order to reach their post-secondary goals and the “action plan” to reach them.
 - A detailed explanation of resources, techniques, and recommendations for educational, community, vocational, and post-school adult living experiences which should be used to transition the student with exceptional learning needs out of school and into the postsecondary environment. This should include an explanation of the selected forms of appropriate augmentative and assistive communication or assistive technology which would benefit the student and a discussion of how these technology skills can be introduced and taught.

- Articulate how you would review this document with the learner and how you would help the student understand how things change when they are no longer covered by IDEA.

Rubric


Scoring Guidelines


4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations that includes doing additional research, identifying additional resources, and/or demonstrating exceptional understanding and application of the standard.

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

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

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


Criteria	Does Not Meet Standard	Approaching Standard	Meets Standard	Exceeds Standard	Full Points per section: 10
Section 1. Who is the Learner? Description of the Learner					
<p>The candidate regularly assesses individual and group performance in order to design and adapt instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p><i>InTASC 1</i> <i>VDOE 1</i> Diversity</p> 	<p>The candidate does not provide a description of the learner and/or does not include assessment data related to cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.</p>	<p>The candidate provides description of the learner that includes appropriate assessment data but does not address all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.</p>	<p>The candidate provides description of the learner that includes appropriate assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress.</p> <p>The candidate describes current impact of learner characteristics on learning.</p>	<p>The candidate provides description of the learner that includes appropriate and multiple forms of assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and learning need.</p> <p>The candidate describes and provides examples of impact of learner characteristics on learning.</p>	

<p>The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p><i>InTASC 2</i> <i>VDOE 1</i> Technology</p> 	<p>The candidate does not identify either adaptations or accommodations to support learner achievement of learning objectives.</p>	<p>The candidate identifies either adaptations or accommodations that do not fully align with identified needs.</p>	<p>The candidate identifies and describes appropriate adaptations or accommodations that support learner achievement of learning objectives/goals, including technology.</p>	<p>The candidate thoroughly describes multiple, appropriate adaptations or accommodations that clearly support learner achievement of learning objectives/goals, including technology.</p>
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Statement of Educational Need

<p>The candidate effectively uses multiple and appropriate types of assessment data to identify learner’s needs and to develop differentiated learning experiences.</p> <p><i>InTASC 6</i> <i>VDOE 4</i></p>	<p>The candidate does not address learner educational needs or inappropriately uses assessment data to create a statement of educational need.</p>	<p>The candidate uses assessment data to create a statement of educational need that is not well aligned with assessment results.</p>	<p>The candidate uses assessment data to create an appropriate statement of educational need that is aligned with assessment results.</p>	<p>The candidate effectively uses assessment data from multiple sources to create a thorough and appropriate statement of educational need that is directly aligned with assessment results.</p>
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Section 2. What should they learn? Identification of Learning Objectives






<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> 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>
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Identification of Rationale for Learning Objectives


<p>The candidate identifies objectives for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p><i>InTASC 7</i> <i>VDOE 2</i> 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 goals/outcomes and/or the relationship of the learning objectives to learner educational needs is clear. Rationales for the selection of those objectives and how they support the achievement of the learning goals are included.</p>
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Section 3. How will you teach and how will they learn? Description of Instructional Strategies and

Adaptations				
<p>The candidate plans how to achieve each learner’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p><i>InTASC 7</i> <i>VODE 2</i> 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 evidencebased instructional strategies that are aligned to the learning objectives and learning needs.</p>	<p>The candidate identifies evidencebased 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</p>	<p>The instructional strategies used by the candidate do not encourage an understanding of content.</p>	<p>The candidate uses a limited instructional strategy to encourage learners to develop an understanding of the content</p>	<p>The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content</p>	<p>The candidate provides insight into their own pedagogical and content knowledge to discuss the selection of instructional strategies for the</p>

<p>and to apply knowledge in meaningful ways.</p> <p><i>InTASC 8</i> <i>VDOE 3</i> Diversity  College-and-Career-  Ready</p>		<p>and to apply that knowledge in meaningful ways.</p>	<p>and to apply that knowledge in meaningful ways.</p>	<p>learning experience. These instructional strategies encourage all learners to develop an understanding of the content and also authentic application of the new knowledge.</p>
<p>The candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving.</p> <p><i>InTASC 5</i> <i>VDOE 2</i> Technology  Diversity  College-and-Career-  Ready</p>	<p>Candidate does not connect concepts, address different perspectives or use digital resources to engage learners in higher-level learning.</p>	<p>Candidate connect concepts, addresses different perspectives or uses digital resources to engage learners but at a basic level of learning and recall.</p>	<p>Candidate connects concepts, addresses different perspectives and uses digital resources to engage learners in higherlevel learning in using at least one of these higher-order skills: critical thinking, creativity, and collaborative problem solving.</p>	<p>Candidate creates multi-disciplinary opportunities and a range of multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.</p>

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>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</p>
<p><i>InTASC 1</i> <i>VDOE 1</i> Diversity </p>				<p>achievement of the learning outcomes are provided.</p>

**Section 4. How will I know the learning objectives/goals were achieved?
Assessment and Documentation of Learner Progress**

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

Site Visit Assignment Instructions and Rubric

Directions:

Visit a transition resource either in the community or within the school system and describe the services available to youth with disabilities. Your write-up should include services, accommodations, population(s) served, description of the agency/office, and your questions for staff. Your lens for this visit should be, “What opportunities exist for youth with mild disabilities through this avenue during and/or after high school?”

Include copies of materials available at the center, agency, or office. These artifacts will go into your portfolio. You will need to make an appointment.

Acceptable options for this assignment include a school career center, interview with a school or county transition coordinator, One-Stop Center, vocational evaluation site, Virginia Department of Rehabilitation Services’ office, local Community Services Board, Job Placement/Training program, and other suggestions from your professor.

Your write up must include a synthesis section that makes explicit linkages to course content and integrates information from your site visit with professional literature on transition and career education.

Rubric:

Component	Description	Points
Clear description of facility and populations served	<input type="checkbox"/> What opportunities does this site offer? <input type="checkbox"/> What are the facilities like? <input type="checkbox"/> How many individuals attend the site? <input type="checkbox"/> What populations does the site serve? <input type="checkbox"/> How does an individual gain access to the site? <input type="checkbox"/> What are some of the unique features of the site?	2
Contact person Identified and rationale of interview questions asked	<input type="checkbox"/> Name <input type="checkbox"/> Position Held <input type="checkbox"/> How long have they worked at the site? <input type="checkbox"/> Explain your rationale for selecting the questions that you asked	2
Description of services offered at the site	<input type="checkbox"/> What services are available at the site? Give a description of each.	2
Impressions of utility for Students/adults	<input type="checkbox"/> In your opinion (with details to substantiate your views), is this site providing something useful to students/adults with disabilities?	7

with disabilities	<input type="checkbox"/> If yes, describe what you believe the utility to be. <input type="checkbox"/> If no, describe why not and state what you would change in order to make it more useful and effective.	
Samples of materials from site visit are included	<input type="checkbox"/> Include any brochures or other materials that you can pick up.	2
Explicit linkages made to course content/text	<input type="checkbox"/> How do the services offered at this site fit into the programs and options we have discussed thus far? <input type="checkbox"/> You should make at least three specific references to the textbook and course content (a total of three which can be a combination of textbook and course lectures). All references must be accompanied with citations.	10
Synthesis	<input type="checkbox"/> What did you think was being done well at the site? Why? <input type="checkbox"/> What did you think needed to be improved upon at the site? Why? <input type="checkbox"/> How can you see yourself using the information gathered from this visit to inform your transition planning in the future? In other words, what can be gained for you, your students, or your school moving forward?	10
Total Points		35

Appendix C

Quiz on Online Modules (15 points)

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

Directions: Go to <http://nextsteps-nh.org/transition-iep-requirements/> and click on each of the seven (7) modules listed below. Each module is listed on the left-hand side of the screen. After reviewing of the modules (reading text and watching videos on each page), please complete the 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

Appendix D

Attendance and Participation (10 points)

Participation includes asking questions and participating in discussions. Students need to complete the required readings and assignments prior to class. Please be mindful that you need to be present to earn classroom participation points. Points for class attendance and participation are positively impacted by:

- 1. Attending class (on-time) and being 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**