George Mason University
Graduate School of Education

EDSE 629 – Section 612 (FCPS Cohort VI)
Secondary Curriculum and Strategies for Students with Mild Disabilities
Fall 2004

Professor: Dr. Jane A. Razeghi
Office Hours: Before class and by appointment
Office Location: Krug Hall, Room 105 (Receptionist for Kellar Institute is across the hall)
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Course Day: Mondays
Course Time: 4:30 – 9:00 p.m.

COURSE DESCRIPTION

This course applies research on teacher effectiveness, teacher accountability and instructional approaches at
the secondary level for individuals with mild disabilities. Course content includes curriculum and
instructional methods in reading, language arts, math, science, social studies, and social skills; cognitive
strategies in self-regulation, study skills, attention, memory, and motivation; peer-mediated instruction
including cooperative learning and peer tutoring; and self-advocacy and strategies for facilitation transition
into the community, workplace, and postsecondary environments. It provides an overview of (a) the
continuum of transitional, career, and vocational programming for, and the (b) instructional methods and
adaptations to be used with --- adolescents who have behavior and learning problems at the secondary level
(middle and high school).

STUDENT OUTCOMES

As a result of active participation, completion of readings, research, and other activities in this course,
students will be able to:

1. Demonstrate knowledge of the federal and Virginia laws and 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). Products: brochure.

2. Demonstrate the ability to plan and develop a model lesson plan and a nine-week unit based on the
Virginia standards of learning that includes appropriate, research-based instructional methods and
adaptations for students with disabilities at the secondary level. Products: Lesson plan, adaptations, &
curriculum unit.

3. Identify and develop research-based instructional and adaptive strategies for successfully including and
planning for students with disabilities at the secondary level in both regular (math, science, social
studies, English, etc.) academics and special education classroom environments. Products: lesson plan,
adaptations & strategy sessions.

4. Demonstrate the ability to integrate/infuse career development and vocational skills into the general
education curricula, as well as justify the importance of such integration. Products: measurable
statements, lesson plans, & unit.

5. Demonstrate an awareness of the importance and ability to implement instruction necessary in life skills,
employment skills, self-advocacy, independent living, and functional skills, as well as be able to discuss
how these might be infused into the curricula at the secondary level and prepare students for a culturally diverse world. Products: lesson plan, curriculum & unit.

6. Identify the role and responsibilities of the Individual Education Plan (IEP) teams as they strive to incorporate transition requirements into the IEP and/or develop an Individual Transition Plan (ITP). Product: completed ITPs.

7. Develop Individual Transition Plans (ITPs) for the implementation or modification of transition to work programs for students with disabilities. Product: completed ITPs.

8. Identify and describe vocational, employment, supported employment, other opportunities and models, as well as the other types of vocational and postsecondary programs available that could be available to benefit students with disabilities. Products: brochure.

9. 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. Product: brochure.

10. Describe secondary level intervention research and the associated issues in intervention research including technological advances as applied to individuals with disabilities. Products: strategy sessions and research paper option.

**NATURE OF COURSE DELIVERY:**

Class lectures, discussions & participation; study and independent library research; collaborative problem solving; small group application activities; role plays; debates, presentations (small group & individual); observations, videos & other relevant media presentations; projects; and overheads.

**REQUIRED TEXT:**


A study guide may be available, if needed. Relevant readings may also be assigned.

See “appendices” for supplemental texts and companion websites.

Please subscribe to the special education list serve. You can subscribe (join) or unsubscribe (sign-off) a listserv via e-mail:

1. Address an e-mail message to listserv@listserv.gmu.edu
2. Put the following in the body of the message:
   
   subscribe SPECIAL-EDUCATION-PROGRAM-L yourfirstname yourlastname

A confirmation message will be sent to your e-mail address asking you to confirm your subscription request. You must reply to this message with ok in the body of the message. Leave the subject unchanged.

Send the mail message and you will receive an email confirmation of your subscription to the list. This will allow you to receive notices from special education.
COURSE OBJECTIVES & RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION:

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for curriculum and methods for teaching individuals with emotional disturbances and learning disabilities kindergarten through grade 12.

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<th>CEC Standards</th>
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<td><strong>Standard 4 - Instructional Strategies</strong></td>
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<td>Use strategies to facilitate integration into various settings</td>
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<td>Teach individuals to use self-assessment, problem solving &amp; other cognitive strategies to meet their needs</td>
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<td>Select, adapt, &amp; use instructional strategies &amp; materials according to characteristics of the individual with exceptional learning needs</td>
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<td>Use strategies to facilitate maintenance &amp; generalization of skills across learning environments</td>
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<td>Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance &amp; self-esteem</td>
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<td>Use strategies that promote successful transitions for individuals with exceptional learning needs</td>
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<td><strong>Standard 5 - Learning Environments &amp; Social Interactions</strong></td>
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<td>Effective management of teaching &amp; learning</td>
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<td>Social skills needed for educational &amp; other environments</td>
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<td>Strategies for preparing individuals to live harmoniously &amp; productively in a culturally diverse world</td>
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<td>Create a safe, equitable, positive &amp; supportive learning environment in which diversities are valued</td>
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<td>Identify realistic expectations for personal and social behavior in various settings</td>
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<td>Design learning environments that encourage active participation in individual &amp; group activities</td>
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<td>Use performance data and information from all stakeholders to make or suggestion modifications in learning environments</td>
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<td>Teach self-advocacy</td>
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<td>Create an environment that encourages self-advocacy and increased independents</td>
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<td>Design &amp; manage daily routines</td>
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<td>Organize, develop, and sustain learning environments that support positive intracultural &amp; intercultural experience</td>
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<td><strong>Standard 7 - Instructional Planning</strong></td>
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<td>Theories &amp; research that form the basis of curriculum development &amp; instructional practice</td>
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<td>Scope &amp; sequences of general &amp; special curricula</td>
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<td>National, state or provincial, and local curricula standards</td>
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The CEC Standards identified above are listed on the following web site:
http://www.cec.sped.org/ps/perf based stds/common core 4-21-01.html

The above chart identifies some of the CEC standards that will be addressed in this course.

**Course Products Reflecting Skills & Knowledge** (above): Career Integrated 9-week Instructional Unit; Model Lesson Plan; Analysis of Formal & Informal Assessments for Instructional Decision-Making; Individual Transition Plans

**ASSESSMENT OF COURSE REQUIREMENTS:**

All assignments should be typed and are due on the dates indicated. Consult with the instructor in advance if there is a problem. In fairness to students who make the effort to submit work on time, **points per day will be deducted from your grade for late assignments.** Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate level spelling, syntax, and grammar. If you are deficient in any of these areas, you will need to document your work with the GMU Writing Center during this course to improve your skills.

Course participants wishing to suggest other learning activities may, with instructor approval, substitute these for a required activity. The major portion of your learning in this course will be the result of your personal involvement in the materials provided and in your application of the principles to your own situation. My role in your learning is to be a facilitator and to provide a favorable situation in which learning can take place; however, the major responsibility must necessarily remain with you.

<table>
<thead>
<tr>
<th>Assessment of Course Requirements &amp; Products</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>1. Brochure on Post-secondary Options (due 9/30)</td>
<td>8</td>
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<tr>
<td>2. Secondary-Level Research-Based Intervention Strategies (small group presentation due as indicated under “Topic” on class agenda)</td>
<td>10</td>
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<tr>
<td>3. Research Paper or Other Project Option (select 1 of 4 options due last class session)</td>
<td>10</td>
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<tr>
<td>4. Integrated Career Education Unit (items A-E = 47 points) items with * are graded prior to final submission of completed unit due 12/9</td>
<td>47</td>
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<td>A - Introduction, Students, Overview</td>
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<td>B - Unit Calendar* (due 11/4)</td>
<td>10</td>
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<tr>
<td>C - Measurable Objectives Based on SOLs &amp; Integrated* (due 10/14)</td>
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<td>D - Model Lesson Plan* (due 11/18)</td>
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<td>E - Assessments &amp; Analysis of Their Results* (due 11/18)</td>
<td>10</td>
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<tr>
<td>F - Small Group Planning &amp; Presentation on Unit</td>
<td>10</td>
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<tr>
<td>5. Individualized Transition Plans (ITPS) in class assignment</td>
<td>5</td>
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<td>6. Class Participation (small group planning, reflections, etc.)</td>
<td>10</td>
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<td>7. Quizzes (in class assignments announced at least 1 week in advance)</td>
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<td><strong>Total</strong></td>
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</table>
EXPECTATIONS:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

- Students are expected to (a) attend all classes during the session, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete Reflections.

- In-depth reading, study, and work on course requirements need outside class time. Students are expected to allot approximately three hours for class study and preparation for each credit hour weekly (a three credit hour course would require nine hours of work weekly in a 45-hour, semester course).

- Use APA guidelines for all course assignments. This website links to APA format guidelines. http://www.psywww.com/resource/apacrib.htm

- Please print out the appropriate grading rubric and submit it with the relevant assignment.

- Blackboard will be used to post important information for this course. Your professor will email you as soon as your email address is entered in the Blackboard system. The following is how you will access the Blackboard-GSE Login Page:
  1. Enter the URL http://blackboard.gmu.edu into your browser location field.
  2. Click on the Login button.
  3. Enter your Username & Password assigned to you. Most likely it will be your first initial of your first name and your entire last name (for example - jrazeghi). This will serve as both your username and password.
  4. Click Login.
COURSE REQUIREMENTS:

Course Requirement #1.

Brochure. 8 points

Description of Assignment:
In your role as a special education department chair, you have been asked to prepare a brochure describing postsecondary educational opportunities.
   a. Provide the essential content about postsecondary options.
   b. Include a brief description of possible training programs. If relevant include info about special accommodations, and possible employment outcomes that are available at the postsecondary level.
   c. On a separate page (from the brochure), indicate page numbers in text where info is located.
   d. Be prepared to revise this activity, if necessary. Scoring Rubric is included.

Course Requirement #2.

Secondary-Level Research-Based Strategies (chapter presentation) – 10 points

Description of Assignment:
   • Research and read your selected chapter. Identify the 4-5 most important questions that cover the chapter and distribute them to class at least 1 week prior to presentation. Make sure you answer these questions in your creatively planned (game, panel, PPT, video) presentation. Focus on research based strategies.
   • Design a quiz based on your presentation’s content regarding research based strategies & administer it to the class.
   • Plan a 20-30 minute presentation using PowerPoint (or similar software). Provide each class member with a copy of the PPT handouts. Use the Evaluation of chapter Presentation criteria (see attachment in Appendices) to design your presentation. Send PPT file via email to the professor prior to the presentation in class (prefer at least 2-3 days in advance).

Course Requirement #3.

Research Paper or Other Project Option - Select one of the four options. 10 points

Description of Assignments:
Option 1 - Application Project. Implement a research based strategy approved by your professor in your class and describe the results. Your paper should describe the participants (students), method (including materials and procedures and results (e.g., results of pre-post testing and student opinion survey). You need not replicate exactly the conditions of the article, but include copies of the materials you designed to implement the project. Paper should be 8 - 10 pages in length.

Option 2 – Research Paper. Choose a curriculum and methods area relevant to the secondary level and write a paper describing interventions involving students with learning or behavioral disorders. The paper must include 15 references, 10 of which must provide original empirical data. It should include Introduction, Description of Studies, Summary, Conclusions, and Implications for Practice. Paper should be 8 -10 pages in length.

Option 3 - Tour of a Professional Technical Center. Visits will be arranged by your instructor to one or more of the following centers: Edison Professional Technical Center, Arlington Career Development Center, and for SD majors, the Key or Franconia Centers. Please do not contact these centers to arrange for visits. Use the form included in this syllabus to prepare for the visit and questions you may ask while there. Report will be due no sooner than a week after your visit. Length: 1 – 1 & ½ pages (see form attached)
Option 4 – Customized Project. Very experienced special education professionals, who have previously toured a professional technical facility, may develop a project that focuses on secondary curriculum and methods for students with disabilities (learning, behavior, retardation). Prior approval by the instructor is required. Student will develop the rubric with instructor's guidance.

Course Requirement # 4.

Career Integration Unit. This is a culminating activity that requires you to develop a 9-week unit based on the SOLs for a specific grade and subject at the secondary level. 47 points total

Description of Assignment:
The career integration unit should cover a 9-week period that uses the appropriate SECONDARY grade level Standards of Learning (SOLs) to teach a content area (math, science, social studies or other secondary academic area of your choice) at an identified secondary level. Make this something you or another secondary teacher could actually use. This unit is to include a calendar, a variety of activities, teaching strategies, and assessment tools to match the needs of the learners, the topic being taught, and the resources available. In your lesson plans, you should have the students engaged in hands-on activities at least half of the time. In addition to career education, the unit could integrate government, math, art, or another subject area in a series of lessons. You are to find and/or create each activity to be completed by the students. If you select a published activity you must cite the reference.

Step 1. Standards of Learning.
- Obtain a curriculum (often referred to as a program of study) from general education at the secondary level.
- Locate and clearly identify the related standards of learning (SOLs). Check the professional library in your school system and/or the one in the on-campus GMU library for copies of curricula, programs of study for a variety of school systems in this area, and for copies of the SOLs.

Step 2. Integration of Career Development within an Academic Unit.
- Using the secondary general education curriculum (or program of study) and the standards of learning (SOLs), develop a 9-week unit so that it integrates career development activities. Specific examples of how to do this will be provided in a class lecture.

Step 3. Two-week Unit Calendar.
- Develop a 9-week unit calendar that identifies each day’s topic(s), relevant SOLs, and activities.
- In addition, the unit should also include a sample lesson plan from each participant in the small group.
- These “model” lesson plans are based on directions from the lectures and text.
- The planning and structuring of this calendar is one of the most important components of the unit. Each person or small group (depending on the class size) will demonstrate one of his/her best lesson plans as part of their small group presentation.
- Groups will also distribute copies of their calendar of events and one lesson plan to the total class.

- Each lesson plan should include a table or bulleted outline (at the end) illustrating how these 3 different types of disabilities will be addressed and accommodated.

Step 5. Format
- Format for the unit. Use the unit checklist located at the end of this section.

Step 6. Unit Objectives and the Career Development Objectives. 5 points

Description of Assignment:
• Select an SOL from any secondary-level curriculum upon which you can base a regular education objective. If you know the subject and topic for your career ed unit, you may want this to be the basis for your particular lesson plan.

• Use selected SOL to write a measurable goal/objective that contains the 4 components reviewed during class lecture (student, desired behavior, conditions, and criteria) and that integrates career education concepts. These will be reviewed in class prior to this assignment.

• Write three different measurable statements focusing on a different phase of career ed (awareness, orientation, and exploration) for each one. Use the same SOL as the basis for each statement.

• Have one other class participant review & verify that you have included all four necessary components (4) for a measurable statement (clearly identify these in your paper, referencing text page numbers).

• Be prepared to revise this activity, if necessary.

**Scoring Rubric is included.** Length: 1 – 1 ½ pages.

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**Step 7: Assessment Plan for the Unit. 10 points**

- Summarize the multiple forms of assessment (formal and informal) that will be embedded in the unit. You will develop at least two forms of assessment:
  1. Formal assessment, including one test for the overall unit. This goes beyond just the lesson-by-lesson assessments, forcing you to look at the total unit.
  2. Informal assessment.

- Describe and provide actual examples of how the students' learning will be assessed both formally and informally and where to find the assessment activities.

- Include a discussion of how the results of each assessment will be used in instructional decision-making.

- Develop at least a five-item test or quiz that assesses your stated objective for your lesson plan for the class. This serves as your “formal” assessment. Then,

- Develop an “informal” method of assessment for some other aspect of your lesson plan or unit.

- Develop scoring procedures to use with both your formal and informal assessments, such as a rubric that you might also develop with and/or share with your students.

- Finally, indicate the instructional decisions that can be based on the results of your assessments. In other words, what action(s) or instructional decisions will you take after analyzing the results of each of the types of assessment?

- Identify the pages in the text that discuss instructional decisions made as a result of assessments (to demonstrate your knowledge of the text) and relate them to your own assessments.

- Have another class participant review and sign off that you have included both types of assessments, as well as some discussion as to what instructional decisions you will make as a result.

- Be prepared to revise this activity, if necessary. **Scoring Rubric is included.**

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**Step 8: Daily & “Model” Lesson Plans. 10 points**

- Be sure to indicate WHERE your model lesson (day, etc.) fits into your unit’s calendar of events and indicate this clearly.

- Include one “model” lesson plan that includes all of the components in the lesson plan checklist/rubric attached. Please review each other’s lesson plans using rubric in this syllabus before including them in the unit.

- Based on directions identified in class & the checklist, develop a lesson plan according to the directions presented in the text & lecture.

**Description of Assignment:**

a. Follow the lesson plan checklist included in this syllabus.

b. Have another class participant review & critique your plan based on the checklist before you submit it (time will be provided at the beginning of class), and get their signature at the end of your plan, verifying that all the components are included.
c. Be prepared to revise this activity, if necessary. **Scoring Rubric is included.**

**Step 9: Entry Form.**
Each student should prepare an Entry Form attached to the final submission of your small group career integration unit. Details will follow. This is in preparation for your final portfolio for the ED/LD programs.

**Step 10: Small Group Planning and Final Presentation – 10 points**
**Description of Assignment:**
- Opportunities to meet and plan the unit will be provided.
- Plan an interesting presentation that summarizes the most important points of your unit and what you consider to be your “engaging” introduction of the lesson plan. In a sense this is considered a metacognitive activity. These may be sent to class members via email.
- Role-play, self-produced video, use of parts of commercial videos, overheads, and panel discussion -- are optional presentation modes.
- **Creativity is stressed. Please attempt to get your point across in an interesting manner without lecturing. Scoring Rubric is included.**

**Course Requirement #5.**
**Individualized Transition Plans (ITPs).** 5 points

**Description of Assignment:**
You will be required to write several ITPs, at least one for a student with a learning disability and one for a student with emotional/behavioral disability. Depending on “time”, this may be an in-class activity.

a. Review the directions presented in class
b. Use the ITP forms provided in class
c. Be prepared to revise your ITPs, if needed.

**Scoring Rubric:** Class may refine criteria and develop a rubric.
- *Form has been completed correctly, demonstrating knowledge of the guidelines*
- *Sufficient detail has been provided*
- *The career goal identifies a career goal, not “college” or “university”*

**Course Requirement #6.**
**Class Participation (Attendance, Reflections, etc.)** 10 points

- Attendance and professionally relevant, active participation is expected.
- **Please bring your text and other materials to each session.**
- Students are expected to complete assigned readings and be prepared to reflect their knowledge in class discussions, weekly strategies sessions, and learning activities.
- Be able to answer the study questions at the beginning of each chapter in the text. Students should demonstrate accountability both individually and in their work in small groups.
- Attendance 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. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can only be experienced in the class sessions.
- **Session reflections** are submitted at the end of selected class sessions. On a sheet of paper, indicate your name and the date for each class session. Did you learn anything as a result of this session? Are you confused? Do you have questions? Was the session engaging? Answers to these questions and other comments assist me in planning and getting to know each class member. I will respond and
return the reflection to you each week. Use the same paper and resubmit it at the end of the next session so that we can maintain an on-going dialogue.

- Includes the small group reports. One-page summaries of what the group accomplished & who attended, where, & length of meeting.

**Course Requirement # 7.**

**Quizzes. 10 points**

These will be announced at least one class session prior to the actual quiz and some will be linked directly to the chapter presentations.

It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter Assignment(s) for Next Session (week following this)</th>
<th>Assignment (s) Due at Beginning of This Class Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Overview of Transition Intro to Legislation (if time)</td>
<td>(3: Teen Problems – review if you don’t know)</td>
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<tr>
<td></td>
<td></td>
<td>Small group meetings for 9-week career ed curriculum unit based on SOLs &amp; chapter presentations</td>
<td>2: Post-secondary Education</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/16</td>
<td>• Transition Legislation, contd.</td>
<td>*12: Vocational Education</td>
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<tr>
<td></td>
<td></td>
<td>• Career Education &amp; How to infuse it in SOLs</td>
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<tr>
<td></td>
<td></td>
<td>• In-school Options &amp; Post-secondary Education</td>
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<tr>
<td></td>
<td></td>
<td>Info will be presented that is not in the text that is critical for development of brochure</td>
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<tr>
<td>3</td>
<td>9/23</td>
<td>*12: Vocational Education</td>
<td>*4: Instructional Strategies</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/30</td>
<td>*4: Instructional Strategies (chapter 4)</td>
<td>*5: Assessment for Placement &amp; Instruction</td>
<td>Course Requirement #1:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Writing Measurable Statements &amp; Preparing Model Lesson Plans</td>
<td></td>
<td>Brochure on Post Secondary Career Prep Options Submit 2 copies</td>
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<tr>
<td></td>
<td></td>
<td>*6: Managing...Environment</td>
<td></td>
<td>Include an Entry Form for Mid-point Portfolio</td>
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<tr>
<td>5</td>
<td>10/7</td>
<td>Small Group Meetings to Develop 9-week Career Integration Unit Calendar &amp; Midpoint Portfolio</td>
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<tr>
<td>6</td>
<td>10/14</td>
<td>Instructional Strategies: Lesson Plans &amp; Assessment</td>
<td>8: Listening &amp; Speaking</td>
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<td></td>
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<td>ITPs</td>
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<tr>
<td>7</td>
<td>10/21</td>
<td>Small group meetings to finalize career ed units and plan interactive presentations &amp; Midpoint Portfolio</td>
<td>9: Written Language (10: Reading Instruction)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/28</td>
<td>Small group meetings to finalize career ed units and plan interactive presentations &amp; Midpoint Portfolio</td>
<td>7: (Collaboration) &amp; Role of Resource Teacher</td>
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</tbody>
</table>

EDSE 629 Fall 2004
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter Assignment(s) for Next Session (week following this)</th>
<th>Assignment Due This Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>11/4</td>
<td>Instructional Strategies cont’d.</td>
<td></td>
<td>Course Requirement #4B: Nine-Week Unit Calendar</td>
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<tr>
<td></td>
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<td><strong>Listening &amp; Speaking</strong></td>
<td></td>
<td>• Small group meeting reports due (1 from each group)</td>
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<tr>
<td>10</td>
<td>11/18</td>
<td><strong>Written Language</strong></td>
<td>11: Math</td>
<td>Course Requirement #4</td>
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<td></td>
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<td><strong>Reading Instruction</strong></td>
<td>13: Leisure Education</td>
<td>#4 D: Lesson Plan &amp;</td>
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<tr>
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<td></td>
<td>Adaptations &amp; ITPs</td>
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<td>#4 E Course Requirement:</td>
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<td></td>
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<td><strong>Course Requirement #4</strong></td>
<td></td>
<td>Assessment Examples</td>
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<tr>
<td>11/25</td>
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<td>Thanksgiving Holiday – No Classes</td>
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<tr>
<td>11</td>
<td>12/2</td>
<td>Adapations, contd. (Collaboration &amp; Role of the Resource Teacher)</td>
<td>14: Social Skills</td>
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<td></td>
<td></td>
<td>&amp; Other Secondary Spec Ed Models</td>
<td>15: Teaching in Content Areas</td>
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<td></td>
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<td><strong>Math</strong></td>
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<td></td>
<td><strong>Leisure Education</strong></td>
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<td>12</td>
<td>12/9</td>
<td><strong>Social Skills</strong></td>
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<td><strong>Teaching in the Content Areas Quiz</strong></td>
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<tr>
<td>13</td>
<td>12/16</td>
<td><strong>EDSE 791 – Mid-point Portfolio Presentations</strong></td>
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<td></td>
<td></td>
<td>5 course artifacts with Entry Forms for each of the 5 artifacts</td>
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<td>at least two of the 10 CEC competencies (standards) must be addressed</td>
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</tbody>
</table>

* = critically important readings!  
(…) = subjects covered in other courses dedicated to that topic
Appendices

Rubrics & Forms (please copy & submit rubric with assignment)

Course Requirement #1: Brochure, 8 points
- Brochure Scoring Rubric, page 14

Course Requirement #2: Secondary-Level Research-Based Intervention Strategies, 10 points
- Chapter Presentation Scoring Rubric, page 15

Course Requirement #3: Research Paper or Other Project Options (1 of 4), 10 points
- Options 1 or 2: Application/Research Paper Scoring Rubric, page 16
- Option 3: Program Visitation Report, page 17
  - Tour of Prof. Technical Center Report Scoring Rubric, page 18

Course Requirement #4: Integrated Career Education Unit, 47 points
  4A. Career Integration Unit Checklist & Rubric (complete unit), page 19
  - Career Integration Unit Scoring Rubric Clarification, page 20
  4C. Measurable Goal/Objectives Statements Scoring Rubric, page 21
  4D. Lesson Plan Checklist & Scoring Rubric, page 22
  4E. Assessments & Analysis of Results Scoring Rubric, page 23
  4F. Presentation of Career Integration Unit Scoring Rubric, page 24

Suggested & Other Supplemental Texts, page 25

Companion and Relevant Websites, page 26

Students with Special Needs & University Honor Code

GSE Disposition Statement
Course Requirement #1: Brochure, 8 points
Brochure Scoring Rubric

Assignment:

In your role as a special education department chair, you have been asked to prepare a brochure describing postsecondary educational opportunities.

a. Provide the essential content about postsecondary options.

b. Include a brief description of possible training programs. If relevant include info about special accommodations, and possible employment outcomes that are available at the postsecondary level.

c. On a separate page (from the brochure), indicate page numbers in text where info is located.

d. Be prepared to revise this activity, if necessary.


<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Exemplary</th>
<th>3 Adequate</th>
<th>2 Marginal</th>
<th>1 Inadequate</th>
<th>0 Unacceptable</th>
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<tbody>
<tr>
<td>All postsecondary options have been included</td>
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<td>All postsecondary options have been described adequately</td>
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<td>Examples of possible employment as a result of each option has been mentioned (if applicable)</td>
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<td>Local contact information (name of agency, phone &amp; fax have been included for each agency)</td>
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<td>All in-school employment preparation options have been identified</td>
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<td>All in-school employment preparation options have been adequately described</td>
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</table>

4 = Exemplary  3 = Good  2 = Acceptable  1 = Inadequate  0 = Unacceptable
Specific descriptions of ratings will be developed with the class.
### Course Requirement #2: Secondary-Level Research-Based Intervention Strategies, 10 points
#### Chapter Presentation Scoring Rubric

1. Sign up for a chapter (no more than 3 per small group).
2. Read & research the chapter.
3. Individually determine the 4 – 5 most important concepts that are in that chapter. That all special ed teachers need to know.
4. Together, come to consensus on the 4-5 concepts.
5. Develop these concepts into “quiz” questions that will be answered by each member of the class at the end of your presentation (or during).
6. Together, design a unique, possibly visually memorable mode of presentation [role play, video, mnemonics, game (must clear with prof so everyone doesn’t do Jeopardy), music, or any combination of these or other].
7. Rehearse (in some manner) and time your presentation so that one member does not exceed their allotted time. Assign a timekeeper to keep time during the presentations?
8. Either make copies of your presentation (Power Point) for each class member or send a copy electronically (including to the professor) in time to be copied for the presentation.

Names of Group Members:______________________________________________________________

Chapter Title and Number:_______________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>4 Exemplary</th>
<th>3 Good</th>
<th>2 Acceptable</th>
<th>1 Inadequate</th>
<th>0 Unacceptable</th>
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<tbody>
<tr>
<td><strong>Summary</strong></td>
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<tr>
<td>Presentation &amp; materials succinctly describes the methods, materials, and research findings of the chapter.</td>
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<tr>
<td><strong>Quiz Questions</strong></td>
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<tr>
<td>Clearly reflect the most important concepts in the chapter. Can be answered based on knowledge presented and reading of the chapter? (fairness)</td>
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<tr>
<td><strong>Creativity of Presentation</strong></td>
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<tr>
<td>Does it help you remember the most important content?</td>
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<td><strong>Time</strong></td>
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<tr>
<td>Presenters were sensitive to each others’ time constraints.</td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td>Report is well written and there are very few writing or printing errors.</td>
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</tbody>
</table>

Total points________________________________________

EDSE 629 Fall 2004  15
Course Requirement #3: Research Paper or Other Project Options (1 of 4), 10 points
Options 1 & 2 Application/Research Paper Scoring Rubric

One of the Four Options

Option 1 - Application Project. Implement the strategy from the strategy assignment above (Major Activity 2) in your class and describe the results. Your paper should describe the participants (students), method (including materials and procedures and results (e.g., results of pre-post testing and student opinion survey). You need not replicate exactly the conditions of the article, but include copies of the materials you designed to implement the project. Paper should be 8 - 10 pages in length.

Option 2 – Research Paper. Choose a curriculum and methods area relevant to the secondary level and write a paper describing interventions involving students with learning or behavioral disorders. The paper must include 15 references, 10 of which must provide original empirical data. It should include Introduction, Description of Studies, Summary, Conclusions, and Implications for Practice. Paper should be 8 - 10 pages in length.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 = Exemplary</th>
<th>3 = Good</th>
<th>2 = Acceptable</th>
<th>1 = Inadequate</th>
<th>0 = Unacceptable</th>
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<tbody>
<tr>
<td>Topic is appropriate</td>
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<tr>
<td>Review of previous research is thorough &amp; thoughtful</td>
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<tr>
<td>Implementation procedures (Introduction, Description of Studies, etc.) are appropriate and clearly described</td>
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<tr>
<td>Measurement and evaluation of results are carefully analyzed</td>
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<tr>
<td>Discussion of implications of findings is thorough &amp; appropriate</td>
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<tr>
<td>Writing style is good, free of mechanical or stylistic errors &amp; use of APA format is appropriately used</td>
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</tbody>
</table>

More detailed criteria will be developed with the class.

Exemplary Paper (4): Meets all of the criteria above.

Good or Adequate Paper (3): Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Acceptable or Marginal Paper (2): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or implementation of project.

Inadequate Paper (1): Paper has substantial problems in important areas such as writing, implementation of intervention, evaluation of results, overall thoughtfulness. Contains little or no information of value to special education practice.

Unacceptable or No Paper (0): Paper with no value whatsoever relative to the assignment, or no paper turned in at all. May describe a project of no value that was not approved for this assignment.

EDSE 629 Fall 2004 16
Course Requirement #3: Research Paper or Other Project Options (1 of 4), 10 points
Option 3: Suggested Program Visitation Report

Name of Facility Visited _______________________________________________________
Address/Location ____________________________________________________________
Date of Visit ____________________________
Host's Name Person Providing the Information: __________________________________________
Host’s Position at the Facility: ________________________________________________________________

1. What is the nature of the services that this program offers?

2. What services are transitional and what services are ongoing?

3. Do these services reflect the best practices described in class? Text? Study Guide?

4. Why or why not?

5. If best practices are not reflected, can you determine what the rationale is for offering the existing services?

6. What measures of performance are used to determine program effectiveness?

7. How could you improve the services that are offered?

8. *What were you personal reactions, feelings, or intuition about this program?

9. Were there any unusual circumstances that may have been different than on a more normal day at the program?

10. Do you think that these circumstances influenced the behavior of the workers or staff? (Use back.)

*Most important question

Your name ____________________________ Signature _____________________________
Host's name ____________________________ Signature _____________________________
Course Requirement #3: Research Paper or Other Project Options (1 of 4), 10 points
Option 3: Tour of Professional Technical Center Scoring Rubric

Visits will be arranged by your instructor to one or more of the following centers: Chantilly Professional Technical Center, Arlington Career Development Center, and for SD majors, the Key or Franconia Centers. Please do not contact these centers to arrange for visits. Use the rubric included in this syllabus to prepare for the visit and questions you may ask while there. Report will be due no sooner than a week after your visit.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Exemplary</th>
<th>3 Good</th>
<th>2 Acceptable</th>
<th>1 Inadequate</th>
<th>0 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services offered by center are clearly identified</td>
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<tr>
<td>Transitional services are identified</td>
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<td>Discussion indicates whether or not best practices are being used (as described in texts &amp; lectures) • Strengths &amp; weaknesses are clearly indicated</td>
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<tr>
<td>Measures of student performance that determine program effectiveness are identified and briefly discussed</td>
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<tr>
<td>Personal reactions to • Professional technical educ &amp; • to the center visited are clearly reflected</td>
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<tr>
<td>Included are: • tour guide's name &amp; signature • name of facility • length of time of tour</td>
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4 = Exemplary 3 = Good 2 = Acceptable 1 = Inadequate 0 = Unacceptable

Exemplary Report (4): Meets all of the criteria above.

Good or Adequate Report (3): Good overall report, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Acceptable or Marginal Report (2): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or implementation of project.

Inadequate Report (1): Report has substantial problems in important areas such as writing, implementation of intervention, evaluation of results, overall thoughtfulness. Contains little or no information of value to special education practice.

Unacceptable or No Paper (0): Paper with no value whatsoever relative to the assignment, or no paper turned in at all. May describe a project of no value that was not approved for this assignment.
<table>
<thead>
<tr>
<th>Checklist Items</th>
<th>4 Fully Identified &amp; Clearly Described</th>
<th>3 Identified or Described</th>
<th>2 Minimally Identified or Described</th>
<th>1 Unsatisfactory, Inappropriate or Missing</th>
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<tbody>
<tr>
<td>1 Grade level for the unit</td>
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<tr>
<td>2 Content of unit is indicated (math, English, science, etc)</td>
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<tr>
<td>3 SOLs addressed in this unit are clearly identified &amp; related to the academic content</td>
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<tr>
<td>4 Unit objectives are based on the SOLs (above) and are measurable (include all 4 components of a measurable objective)</td>
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<tr>
<td>5 Career development objective is written based on the objective, above, and is measurable.</td>
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<tr>
<td>6 Theme or topic of the unit is identified</td>
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<td>7 Integration overview describes how &amp; when career education will be integrated (weekly, bi-weekly, etc.)</td>
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<tr>
<td>8 Nine-week Unit Calendar</td>
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<td>- Identifies key topics or activities, relationship to SOLs and indicates when career education and technology will be integrated.</td>
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<tr>
<td>The lesson plan for each member of the small group is clearly indicated on the unit calendar.</td>
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<td>9 General adaptations &amp; modifications are included for the unit and are clearly identified and described</td>
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<tr>
<td>10 Formal and informal assessments for the unit are described; one example of each is included along with a discussion of the results of each will be used in making instructional decisions that should be sensitive to diverse populations.</td>
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<tr>
<td>11 A unit test (formal assessment) is included.</td>
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<tr>
<td>12 A model lesson plan (based on the lesson plan checklist) is included from each of the small group participants</td>
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</table>
Rating 4: Fully Identified & Clearly Described (Professionally Competent)

- Follows and describes all thirteen (13) items required in the unit checklist.
- Develops a unit calendar that is sequential, complete, and reflects a comprehensive unit. Career education and technology are integrated.
- Includes one model lesson plan from each student and includes all items in the lesson plan checklist.
- Describes appropriate adaptations for each of the disabilities (ED/LD/MR).
- Analyzes how the results of each of the formal and informal (one of each) methods of assessment (based on the stated objectives for the SOLs) will be used in instructional decision-making.
- Presents a well-organized instructional unit that reflects knowledge of text, readings, lectures, and class discussions, with few errors in writing or printing.

Rating 3: Identified or Described (Competent)

- Follows and describes all thirteen (13) items required in the unit checklist.
- Develops a unit calendar that is sequential but lacks one or two details or does not reflect a comprehensive unit. Career education and technology are integrated.
- Includes one model lesson plan from each student one or more of the items in the lesson plan checklist may be missing.
- Describes only several appropriate adaptations for each of the disabilities (ED/LD/MR) or they are incomplete.
- Analyses how the results of each of the formal and informal (one of each) methods of assessment will be used in instructional decision-making, but the assessments do not measure the stated objectives for the SOL(s).
- Presents a well-organized instructional unit that reflects knowledge of text, readings, lectures, and class discussions, with few errors in writing or printing.

Rating 2: Minimally Identified or Described (Minimally Competent)

- Follows and describes all thirteen (13) items required in the unit checklist.
- Develops a unit calendar that lacks three or more details or does not reflect a comprehensive unit. Career education and technology are not clearly or significantly integrated.
- Includes one model lesson plan from each student that is identified in the unit calendar but is missing one or more of the items in the lesson plan checklist.
- Describes only several appropriate adaptations for each of the disabilities (ED/LD/MR) or they are incomplete.
- Analyses how the results of each of the formal and informal (one of each) methods of assessment will be used in instructional decision-making, but the assessments do not measure the stated objectives for the SOL(s).
- Presents an instructional unit that is organized, but reflects some knowledge of text, readings, lectures, and class discussions and/or contains many errors in writing or printing.

Rating 1: Unsatisfactory

- Follows and describes few of the thirteen (13) items required in the unit checklist.
- Develops a unit calendar that lacks details or does not reflect a comprehensive unit. Career education and technology are minimally or not integrated.
- Includes one model lesson plan from each student but its place in the calendar is not clearly identified and/or it is missing four or more of the items in the lesson plan checklist.
- Describes only one or no appropriate adaptations for each of the disabilities (ED/LD/MR).
- Analyses nothing about how the results of each of the formal and informal (one of each) methods of assessment will be used in instructional decision-making, and/or the assessments do not measure the stated objectives for the SOL(s).
- Presents an instructional unit that is ineffectively organized; and/or reflects little or no knowledge of text, readings, lectures, and class discussions; and/or contains many errors in writing or printing.
Course Requirement #4: Integrated Career Education Unit
4C: Measurable Goal/Objectives Statements Scoring Rubric

Assignment:

a. Select an SOL from any secondary-level curriculum upon which you can base a regular education objective. If you know the subject and topic for your career ed unit, you may want this to be the basis for your particular lesson plan.

b. Use that to base your ability to write a measurable goal/objective that contains the 4 components reviewed during class lecture (student, desired behavior, conditions, and criteria) and that integrates career education concepts. These will be reviewed in class prior to this assignment.

c. Write three different measurable statements focusing on a different phase of career ed (awareness, orientation, and exploration) for each one. Use the same SOL as the basis for each statement.

d. Have one other class participant review & verify that you have included all four necessary components (4) for a measurable statement (clearly identify these in your paper, referencing text page numbers).

e. Be prepared to revise this activity, if necessary.

Resource: Chapter 4 & lecture. Length: one page.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Exemplary</th>
<th>3 Good</th>
<th>2 Acceptable</th>
<th>1 Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOL is identified that has been selected from a secondary curriculum upon which the 3 following measurable statements will be based</td>
<td></td>
<td></td>
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<tr>
<td>Grade level is indicated</td>
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<tr>
<td>Measurable statement is written for awareness phase of career education that includes all 4 components</td>
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<tr>
<td>Measurable statement is written for the orientation phase of career education that includes all 4 components</td>
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</tr>
<tr>
<td>Measurable statement is written for exploration phase of career education that includes all 4 components</td>
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</tbody>
</table>

4 = Exemplary 3 = Good 2 = Acceptable 1 = Inadequate 0 = Unacceptable

Exemplary Paper (4): Meets all of the criteria above. Subject, grade level, relevant SOLs are clearly identified. A measurable state is written for awareness, orientation, and exploration phases of career education. All four components of a measurable objective are included in each statement. Career education is appropriately integrated.

Good or Adequate Paper (3): Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Acceptable or Marginal Paper (2): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or implementation of project.

Inadequate Paper (1): Paper has substantial problems in important areas such as writing, implementation of intervention, evaluation of results, overall thoughtfulness. Contains little or no information of value to special education practice.

Unacceptable or No Paper (0): Paper with no value whatsoever relative to the assignment, or no paper turned in at all. May describe a project of no value that was not approved for this assignment.
**Course Requirement #4: Integrated Career Education Unit**  
**4D: Lesson Plan CheckList & Scoring Rubric**

<table>
<thead>
<tr>
<th>Item</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identification of <strong>grade level</strong></td>
<td></td>
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<tr>
<td>2. Identification of secondary <strong>curriculum area/subject</strong></td>
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<tr>
<td>3. Identification of <strong>skill</strong>, if relevant</td>
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<tr>
<td>4. SOL indicated</td>
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</tbody>
</table>

**Objective/goal stated in measurable terms**

Objective/goal is re-written to include a career education concept that is also measurable
- Student
- Conditions
- Behavior
- Criterion

<table>
<thead>
<tr>
<th>Item</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td>7. Materials are listed</td>
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<tr>
<td>8. Opening statement or activity that is <strong>interesting &amp; attention-getting</strong>. What will you say &amp; do?</td>
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</tbody>
</table>
| 9. **Lesson Body.** These are the steps in "direct & initial instruction". This is the time that you spend teaching; you intend to evaluate each student to see if they have your stated objective(s) based on the relevant SOL(s). Often this is a task analysis. Use bullets, rather than extensive narrative to present your sequential steps.  
  - Are these steps clearly evident and can you tell the difference between "activity (ies)" and the direct instruction?  
  - Is guided (described in text) or extended practice planned for?  
  - **Time estimate** for each section of the body? |   |   |   |   |   |
| 10. **Activity (ies)** - these are planned (goal & rationale w/beginning, middle, & closing tasks). They may lead up to lessons, be part of lessons, follow up lessons, or extend lessons. As you read the plan, can you clearly tell the difference?  
  - What is the purpose of the activity (opening – to gain attention; to motivate; to extend learning or provide guided practice?)  
  - It is well planned, are steps &/or process clear? |   |   |   |   |   |
| 11. **Closing** for the lesson (activities have closings, too). |   |   |   |   |   |
| 12. **Student evaluation.** This should relate directly to your measurable objective? Does it? How do you know the student "got it"?  
  What instructional decisions will you be able to make based on this information? |   |   |   |   |   |
| 13. **Teacher evaluation.** How do you know you got the lesson across?  
  - That your lesson was interesting |   |   |   |   |   |
| 14. **Follow-up activities** were planned  
  - to review (described in text)  
  - to extend learning (described in text)  
  - to provide independent practice (described in text) |   |   |   |   |   |

4 = Exemplary  
3 = Good  
2 = Acceptable  
1 = Inadequate  
0 = Unacceptable
Assignment:
Using the goal or main objective for your lesson plan above or from your nine-week unit,
   a. Develop at least a five-item test or quiz that assesses your *stated* objective for your lesson plan for the class. This serves as your “formal” assessment. Then,
   b. Develop an “informal” method of assessment for some other aspect of your lesson plan or unit.
   c. Develop scoring procedures to use with both your formal and informal assessments, such as a rubric that you might also develop with and/or share with your students.
   d. Finally, indicate the *instructional decisions* that can be based on the results of your assessments. In other words, what action(s) or instructional decisions will you take after analyzing the results of each of the types of assessment?
   e. Identify the pages in the text that discuss instructional decisions made as a result of assessments (to demonstrate your knowledge of the text) and relate them to your own assessments.
   f. Have another class participant review and sign off that you have included both types of assessments, as well as some discussion as to what instructional decisions you will make as a result.
   g. Be prepared to revise this activity, if necessary.

Resource: Chapter 5. Reference pages in text. Length: one or 1-3 pages

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Exemplary (achieves all criteria)</th>
<th>3 Adequate</th>
<th>2 Marginal</th>
<th>1 Inadequate</th>
<th>0 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops an appropriate formal assessment based on lesson plan or unit and relevant SOL</td>
<td></td>
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<tr>
<td>Designs scoring procedures for the formal assessment that can be easily understood by students, that are fair to students with diverse backgrounds</td>
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<tr>
<td>Indicates exactly what instructional decisions will be based on the results of the formal assessment</td>
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<tr>
<td>Develops an appropriate informal assessment based on lesson plan or unit and relevant SOL</td>
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<tr>
<td>Designs scoring procedures for the informal assessment that can be easily understood by students, that are fair to students with diverse backgrounds</td>
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<tr>
<td>Indicates exactly what instructional decisions will be based on the results of the informal assessment</td>
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</tbody>
</table>

4 = Exemplary 3 = Good 2 = Acceptable 1 = Inadequate 0 = Unacceptable
Specific descriptions of ratings will be developed with the class.
**Course Requirement #4: Integrated Career Education Unit**  
**4F: Presentation of Career Integration Unit Scoring Rubric**  
(may be revised by class participants)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Exemplary Achieves all criteria</th>
<th>3 Adequate Lacks 1 or 2 criteria; seems less polished; vague; may fail to engage audience</th>
<th>2 Marginal Demonstrates only adequate understanding of topic</th>
<th>1 Inadequate Presentation Weak overall; reflects very little knowledge of topic; appears poorly prepared; didn't follow directions</th>
<th>0 Unacceptable Presentation Completely unsatisfactory; no reasonable reference to topic or project; or no presentation made</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeps within time limits</td>
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<tr>
<td>Reflects poise, clarity, knowledge &amp; interest in content being presented</td>
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<tr>
<td>Reflects a high level of preparation and is well organized &amp; logical</td>
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<tr>
<td>Makes effective use of overheads, handouts, demonstrations</td>
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<tr>
<td>Describes very clearly the topics being considered</td>
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<tr>
<td>Engages the audience effectively</td>
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<tr>
<td>Provides information of interest and value to the audience</td>
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</tbody>
</table>

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Specific descriptions of ratings will be developed with the class.
Suggested Supplemental Texts


Other Related Texts:


Companion & Relevant Websites

APA format guidelines: http://www.psywww.com/resource/apacrib.htm

National Center on Secondary Education and Transition: ncset@icimail.education.umn.edu

GMU electronic reserve web site: http://ers200.gmu.edu/

Info on policy issues, legislation & best practices: ideapactices@ideapactices.org

Training Resource Network Disability Update: trninc@aug.com

Fairfax County Public Schools: www.fcps.edu

Their external links page will take you to most public school districts/counties in Maryland, Virginia, and D.C., as well as other education institutions: www.fcps.edu/external.htm

Virginia Department of Education: http://www.pen.k12.va.us/


(includes information about all content areas, vocational education, NCLB, etc.)

“The Achiever”, the government’s weekly newsletter to inform parents, students and teachers about the implementation of No Child Left Behind (NCLB): www.nclb.gov/Newsletter/index.html

American Educator’s Online Newspaper: www.edweek.org

Educational Resources Information Center (ERIC): http://www.eric.ed.gov/

National Association For Middle School Principals (NASSP): www.nassp.org

Association for Supervision and Curriculum Development: www.ascd.org

Council for Exceptional Children: http://www.cec.sped.org/

Phi Delta Kappa: http://www.pdkintl.org/

Sample Virginia SOL Lesson Plans:
http://oncampus.richmond.edu/academics/a&s/education/solsites/cteacher.html

Check or (x) if you are also enrolling this semester in EDSE 791 Final Portfolio

________________________________________ ,       ____________________________

Last Name                                                                            First Name

Email (please write this it can be easily read):____________________________________

What is a positive one-word descriptor of yourself? ______________________________________

Your favorite thing to do?______________________________________________________________

Today's Date:   1.  Home address:

2.  Work phone:                                                                   3. Home Phone:

4.  Place of Work:

5.  Years teaching? (or working as a teaching assistant)

Brief description of your experience and/or knowledge of “transition” for students with disabilities at the secondary level.

9.  After the review of the course outline later in class, please indicate what you personally hope to gain from your experience in this course.

10. How are you challenged intellectually in terms of a graduate level course?

11. What type of university professor do you prefer and what does that person need to do to meet your learning needs? Please be specific.