

**George Mason University  
Graduate School of Education**

***EDSE 544***  
***Adaptive Instructional Methods and Transition for Secondary Learners***  
**Summer 2010**

**Professor:** Jodi M. Duke, Ed. D.

**Office Hours:** Before class and by appointment

**Phone:** 703-993-6555

**Office Location:** Kellar Annex II, Room 105

**E-mail:** [jduke4@gmu.edu](mailto:jduke4@gmu.edu)

**Credit Hours:** 3

**Course Time:** 4:30-8:30 P.M.

**Course Days:** Tuesdays

**Office Hours:** Mondays by appointment. Please contact me for a mutually agreeable time. I will always give scheduled appointments priority over drop-ins and phone calls. Doing that shows respect for the time and effort that the individual spent to arrange the meeting and travel to the university.

**Virtual Office Hours:** I am pleased to respond to questions by telephone or email; however, I am unable to be “on call, 24/7.” Therefore, I am also holding “virtual office hours.” Members of the class may email me at any time, but I am reserving two hours on Monday and on Wednesday afternoons to respond to emails. Please expect responses to your emails to be made during those hours.

**COURSE DESCRIPTION:**

This course focuses on best practices in curriculum, assessment, and instructional methods for students with disabilities who access the general curriculum and adapted curriculum. Covers functional academics, social/life skills, accommodations, and transition to community, workplace, and post-secondary education.

***Course Description from University Catalog:***

*Prerequisite: None*

***Student Outcomes:***

This course is designed to enable students to: a) design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes; b) demonstrate an understanding of research-based strategies for facilitating transition into the community, workplace, and postsecondary environments; c) demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination; and d) 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); e) 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; and f)

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:**

***Course Objectives and Relationship of Course to Program Goals and Professional Organizations:***

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 secondary curriculum and strategies for teaching individuals with emotional disturbances and learning disabilities.

The CEC Standards are listed on the following web site:

[http://www.cec.sped.org/ps/perf\\_based\\_std/comm\\_core\\_4-21-01.html](http://www.cec.sped.org/ps/perf_based_std/comm_core_4-21-01.html)

The CEC Standards that will be addressed in this class include some of the following.

Standard 2. Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Standard 3. Individual Learning Differences

Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

## Standard 5. Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

## Standard 7. Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to post secondary work learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

## Standard 8. Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement

for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

#### Standard 10. Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special roles as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

#### **TEXTS AND READINGS:**

##### **Required Texts/Resources:**

1. Sitlington, P. L., and Clark, G. M. (2006). *Transition Education and Services for Students with Disabilities (4<sup>th</sup> ed.)*. Boston: Pearson Education, Inc.
2. Steer, D.E., Rose, E., & Cavauiolo, D. (2007). *Growing up: Transition to Adult Life for Students with Disabilities*. Boston: Pearson Education, Inc.
3. The IRIS Center for Training Enhancements. (n.d.). *School counselors: Facilitating transitions for students with disabilities from high school to post-school settings*. Retrieved on April 16, 2010 from <http://iris.peabody.vanderbilt.edu/cou2/chalcycle.htm>

##### **Recommended Text:**

*APA Publication Manual*. American Psychological Association, 6<sup>th</sup> Edition, American Psychological Association (2009) for APA style and reference citations. Assignments for this course are expected to reflect clear, excellent writing in APA style.

\*Tip from the instructor: Some internet sites attempt to reduce the APA manual to only a few pages, but I have observed that there are often errors on these websites and they do not give clear or excellent information on writing. All assignments for this course are scored according to the written language and technical aspects of organizing and citing content using the APA style.

### **Required Access to Course Blackboard Site:**

GSE Blackboard 6 will be used to post important information for this course. Plan to access the Bb site several times per week: announcements and resources are posted on the Bb site in between class sessions (e.g., in response to queries or information requested by students). There will also be materials and web sites on the Bb site that may be required to use for supplemental resources (choices for these resources may vary from student to student, depending on interest and focus during the semester). You can access Bb at <http://courses.gmu.edu> .

**\*\*Each student is responsible for downloading class materials and bringing a hard copy to class. NO HANDOUTS WILL BE PROVIDED BEYOND THE FIRST NIGHT OF CLASS.**

### **NATURE OF COURSE DELIVERY:**

Learning activities in this course will include the following:

- Instructor lecture, including explicit instruction using demonstration and modeling and implicit instruction by facilitating learning experiences that build on students' background knowledge and skills.
- Student participation (discussion, demonstration, inquiry) in small group and cooperative learning activities, including analysis of students with language, reading and writing deficits as depicted in scenarios (case reviews).
- Review and expansion of material read in preparation for the course sessions.
- Student self-assessment of progress throughout the course.
- Access and analyze materials and resources using a variety of medium, including Blackboard, web-based resources, and professional peer-reviewed journal articles.
- Instructor-student dialogue and interactions during and outside of class sessions that bring relevance and heightened skills, knowledge and insights to the students and Instructor, with a focus on strengthening pedagogical skills for teaching language, reading, and writing to students with disabilities.
- The use of technology, media, cooperative and collaborative group activities.

### **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

The Graduate School of Education (GSE) expects that all students abide by the following:

- ✓ Students are expected to exhibit professional behavior and dispositions. See <http://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](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code. Be especially observant of proper documentation of source material in order to avoid plagiarism. See <http://mason.gmu.edu/%7Emontecin/plagiarism.htm> for guidelines.
- ✓ 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. **LAPTOP COMPUTERS MAY NOT BE USED DURING CLASS.**
- ✓ Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (OSD) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the OSD.
- ✓ Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Two or more unexcused absences will result in no credit for this course.**
- ✓ We will use person first language in our class discussions and written assignments (and ideally in your professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals” <http://www.apastyle.org/disabilities.html>

#### **ADDITIONAL LISTING OF RESOURCES AND EXPECTATIONS:**

**George Mason University Email:** <https://mserver3.gmu.edu/>

From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts.

**George Mason Patriot Web:** <https://patriotweb.gmu.edu/>

A self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

***TaskStream Submission***

The signature assignment for this course (case study) must be submitted to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>) at the conclusion of this course.

***APA Formatting Guidelines:*** <http://www.psywww.com/resource/apacrib.htm>

This website is offered as a companion to the APA style manual. It should not be considered a substitute for directly consulting the APA manual, 6<sup>th</sup> edition for standard procedures of applying APA style. Additional APA style help URLs are available on the GSE library URL.

***George Mason University Honor Code:***

<http://www.gmu.edu/facstaff/handbook/aD.html>

This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying and stealing.

***Academic Integrity:*** Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar. Remember that plagiarism is a very serious offense and can result in dismissal from the University. The instructor reserves the right to submit your work to **turnitin.com**, a plagiarism detection service, for an integrity assessment as needed.

***Advising contact information:*** Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or 703-993-2474. Please be prepared with your G number when you contact her.

***Absences:***

Understanding that you are individuals with full and active lives, who have made the commitment to regularly attend class, it is understood that there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. Each night, students will participate in class activities which will

contribute to the attendance/participation portion of the final grade. Points missed due to absences during class activities will NOT be made up.

It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. **Two or more unexcused absences will result in no credit for this course.**

***Professional Behavior:***

Students are expected to participate actively in all class activities. **To this end, the use of laptop computers is prohibited in this class.** In addition, the use of electronic devices that produce sound or otherwise interfere with the learning of others (cell phones, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.

***Assignments and Readings and Due Dates:***

For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at <http://www.gse.gmu.edu> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

***Writing Support:***

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

***Evidence-Based Practices:***

This course will incorporate the evidence-based practices (EBPs) relevant to Self-determination, facilitating transitions, alternative assessments, and social skills. These EBPs are indicated with an asterisk (\*) in this syllabus. 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 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.

***Assessment of Course Requirements:***

Course requirements include readings (texts, online resources, professional journal articles that are independently accessed by students) and activities (both during and

between course sessions) that prepare the student to acquire and/or increase their knowledge and skills in teaching reading and language to students with disabilities.

All assignments should be typed (submitted as hard copy please) and are due at 4:30 p.m. on the dates indicated. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day 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 (<http://writingcenter.gmu.edu>).

A final grade of Incomplete will be considered only due to extreme extenuating circumstances; please contact the instructor.

***Grading Scale:***

- A = 95-100%
- A- = 90-94%
- B+ = 87-89%
- B = 80-87%
- C+ = 77-79%
- C = 72-76%
- F = 71% and below

**PERFORMANCE-BASED ASSESSMENTS AND EVALUATION CRITERIA:**

There are 4 Major Assignments for EDSE 544. The signature assignment, which **MUST** be submitted electronically for inclusion in Taskstream, is the unit plan.

**Every student registered for any EDSE course including this semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.\***

**MAJOR ASSIGNMENT 1:**

**Blackboard Discussion Reflection Journals (3 @ 5 points apiece = 15 points total)**

3 Blackboard discussion reflection journals topics will be posted concerning transition issues for students with disabilities, and students are writing a personal reflection on the topic. Responses should thoroughly address the prompt and reflect readings, class discussions and personal insights.

## **MAJOR ASSIGNMENT 2:**

### **Site Visit to a Community Resource/Agency or School Service That Facilitates Transition Skills (25 Points Total)**

We will be visiting the Chantilly Academy, a transition resource within Fairfax County. After our visit, you will write a paper describing services, accommodations, description of the academy, and any other applicable information. Your “lens” for this visit should be “what opportunities exist for youth with mild disabilities through this avenue during and/or after high school?” Your write up must include a synthesis section that integrates the information from your site visit with professional literature on transition and career education.

### **\*MAJOR ASSIGNMENT 3: (SIGNATURE ASSIGNMENT FOR CEC Standard 7 in TaskStream)**

#### **Unit Plan for Secondary Learners with Mild Disabilities: Integration of Career/Transition Education into the General Curriculum: (40 points)**

The career/life skill integration unit should cover approximately 5 block-scheduled class periods and use the appropriate *SECONDARY (middle or high school)* grade level Standards of Learning (SOLs) to teach in a content area (English, 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.

These lessons are to include 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, the students should be actively engaged in activities at least half of the time. The goal of your lessons should be to infuse career education or critical life skills into content area instruction as described in a course of study and the SOL(s) for that grade level and subject. 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.

The following will help you to develop this project:

#### Step 1. Standards of Learning.

Obtain a curriculum (often referred to as a program of study or curriculum frameworks) from general education at the *secondary* level. Locate and clearly identify the related Standards of Learning (SOLs). Curriculum Frameworks for major content areas can be found at:

<http://www.pen.k12.va.us/VDOE/Instruction/sol.html>

SOLs can be found on the Virginia Department of Education website:  
<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml> and  
<http://www.pen.k12.va.us/VDOE/Instruction/sol.html>

Be sure to specify the teaching situation and the students: What kind of class?  
What kind of students? What kind of instructors? What kind of resources?

## Step 2. Integration of Career Development/Life Skills within an Academic Lesson.

Using the *secondary* general education curriculum (or program of study) and the Standard(s) of Learning (SOL), develop 5 (or more) well-designed lessons (a mini-unit, if you will) which will cover five (or more) block sessions of content and will reflect the integration of career development/life skills activities. These lessons must relate to one another at the thematic level. A calendar must be developed to show when and how these lessons will be incorporated into the students' class.

## Step 3. SOL Goals and Objectives.

Identify the Standards of Learning (SOL) upon which the lessons are based. List general education goals for each lesson. These are to be based on the Standards of Learning (SOL) that you identified. Please indicate which one(s) and for which grade level and subject that you select. Then, identify what career concepts/life skills will be infused into the lesson, and write specific, measurable objectives for each lesson.

Properly written instructional objectives have four components. They:

1. *Identify what students will be able to do once they have acquired the knowledge, skills or values related to the overall goal of the lesson(s).*
2. *Specify an anticipated measurable performance that will demonstrate the student has acquired the knowledge, skills or values related to the overall goal of the lesson. It allows the teacher to be able to see, hear, or examine a student- developed project.*
3. *Describe the setting in which the performance is to be demonstrated and observed, as well as the conditions under which the students will perform.*
4. *Establish a degree or level of expected performance (criterion) to measure the successful completion of the objective. These may be measured by rubrics, the percentage of correct items on a text/quiz, check sheets, etc.*

## Step 4. Lesson Format

Provide a detailed format for each lesson including Grade Level, Theme, SOL(s) addressed, Objectives, Introduction, Presentation, Guided and Individualized Practice, and Assessment.

## Step 5. Adaptations & Accommodations.

For the lesson(s), specify (in general) how you would adapt the content and/or methods of presentation to meet the needs of students with disabilities, especially those with learning disabilities, mild mental retardation, and /or emotional disabilities. What will be done differently??

Step 6: Assessment Plan for the Lessons.

Summarize the multiple forms of assessment (formal and informal) that will be embedded in the lesson(s). Construct actual portfolio assessment examples for each lesson and for the unit as a whole.

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

**EDSE 544 ASSESSMENT RUBRIC for Signature Assignment: CEC Standard 7**

	No Evidence 1	Beginning (Limited evidence) 2	Developing (Clear evidence) 3	Accomplished (Clear, convincing, substantial evidence) 4	SCORE
<b>CRITERIA</b>					
Descriptions of class and learners are provided					

Grade level and content of lessons is indicated (11 <sup>th</sup> grade English, Algebra I, etc)					
SOLs addressed in unit/lessons are clearly identified & related to the academic content.					
Theme or topic of the Lessons is identified (e.g., money management) A calendar is included to show how/when these lessons will be incorporated into the course					
There is a goal for each lesson that addresses both the SOL and the career development/life skill component					
There are objectives for each lesson. Lesson objectives are based on the goals (above) and are measurable (include all 4 components of an instructional objective)					
The lesson plans are presented using the appropriate format, and are appropriate for secondary learners					
Possible adaptations & modifications are included for each lesson and are clearly identified and described					
Portfolio assessments for each lesson and the unit (actual examples) are included along with a discussion of how the results will be used in making instructional					

decisions.					
It is clear to the reader that career education/life skills have been infused into SOL-based lesson plans					

Comments:

**MAJOR ASSIGNMENT 4:****Group Presentation on Standards-Based Assessments in Virginia  
20 points**

On the first night of class, you will form a group and be assigned to present on one of the following Virginia Assessment options/issues for students with disabilities:

1. Virginia Substitute Evaluation Program (VSEP)
2. Virginia Grade Level Alternative (VGLA) (This is being phased out in VA but we will still be covering it)
3. Virginia Alternate Assessment Program (VAAP)
4. Virginia Modified Achievement Standard Test (VMAST) (This is being phased in to replace the VGLA in VA)
5. Standard and Non-Standard Accommodation Issues (description of, and decision factors) for the SOL Assessments

The presentation should provide a detailed overview of the assessment option/issue as well as examples of assessment artifacts. Your group will be responsible for delivering a 45-minute presentation to the class on an assigned night. You will be given time in class to work on these presentations.

Your presentation will be evaluated using the following rubric:

<b>Group Presentation Rubric</b>		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Description and Content <ul style="list-style-type: none"> <li>• Presentation offers a clear and accurate description of the assessment option/issue including:               <ul style="list-style-type: none"> <li>○ Eligible students</li> <li>○ Conditions for administration</li> <li>○ Scoring procedures</li> <li>○ Research behind this option</li> <li>○ What results mean</li> <li>○ Advantages and disadvantages</li> <li>○ Resources</li> </ul> </li> </ul>	/7	
Activity <ul style="list-style-type: none"> <li>• Presentation includes at least one activity which is interactive with the group either to stimulate conversations about the topic and/or</li> </ul>	/2	

to reinforce learning of this topic.		
<b>Technology/Visual Support</b> <ul style="list-style-type: none"> <li>• Incorporation of at least one type of multimedia in order to facilitate the presentation in a positive way. (1 point)</li> <li>• Creative use of technology and high quality handouts are provided (2 points).</li> </ul>	/3	
<b>Class Handout</b> <ul style="list-style-type: none"> <li>• At least one clear and accurate handout is distributed to the class, which focuses on the chosen assessment.</li> </ul>	/2	
<b>Presentation</b> <ul style="list-style-type: none"> <li>• Presentation is clear, cohesive and accurate and presents information in a logical sequence. (1 point)</li> <li>• Presentation is no longer than 45 minutes. (1 point)</li> <li>• Presentation is creative, engaging, and novel and involves whole class participation. (1 point)</li> </ul>	/3	
<b>Collaborative Efforts</b> <ul style="list-style-type: none"> <li>• Each group member has a clear and important role for the presentation and demonstrates full knowledge of the assessment content with explanations and elaboration. (1 point)</li> <li>• Significant evidence of shared responsibility, shared commitment, and shared level of effort. (1 point)</li> </ul>	/2	
<b>TOTAL</b>	<b>/20</b>	

<b>Weeks</b>	<b>Topics Covered</b>	<b>Preparation* and Assignments Due</b>
<b>1</b> <b>5/25</b>	<b>Course Introduction</b> <b>Digital Etiquette</b> <b>Foundations of Transition Planning</b> <b>“Talking Transition: An Interview with an Expert”</b> <b>Historical Perspective</b> <b>Overview of transition</b> <b>Select Groups for Presentations</b>	READ:  --Sitlington Chapters 1, 2
<b>2</b> <b>6/1</b>	<b>Characteristics and Needs of Secondary Learners with Disabilities</b> <b>Person-Centered Planning</b>	READ:  --Steere Chapters 10, 11  DUE:  <b>-Blackboard Reflection Journal 1: School Completion Issues in Special Education</b>
<b>3</b> <b>6/8</b>	<b>From Entitlement to Eligibility: IDEA, ADA, 504, WIA and beyond</b> <b>“Transition Planning, Special Education Law, and Its Impact on Your Child”</b> <b>IEPs and Transition Planning*</b> <b>What is the Special Educator’s Role in Transition?*</b>	READ:  --Sitlington Chapter 5 --Steere Chapter 1
<b>4</b> <b>6/15</b>	<b>Academic and Transition Assessments*</b> <b>“Technology Based Classroom Assessments”*</b> <b>“Linking Transition Assessment and Postsecondary Goals*</b> <b>Key Elements in the Secondary Transition Planning Process”</b>	READ:  --Sitlington Chapter 4  DUE:  <b>-Blackboard Reflection Journal 2: Technology Based Assessments: Alternatives to Testing</b>  <b>-Group 2 and 4 Presentations: VGLA and VMAST</b>
<b>5</b> <b>6/22</b>	<b>SITE VISIT TO CHANTILLY ACADEMY</b>	READ:  --Sitlington Chapter 7, 8 --Steere Chapters 7, 8

<b>6</b> <b>6/29</b>	<b>Community Resources and Transition Planning Considerations</b> <b>Employment</b> <b>Independent Living</b> <b>Post-secondary Education</b>	READ: --Sitlington Chapter 9, 10 --Steere Chapter 9  DUE: -- <b>Analysis Paper of Site Visit</b>  -- <b>Group 1 Presentation: VSEP</b>
<b>7</b> <b>7/6</b>	<b>Secondary IEP Planning and Delivery</b> <b>Graduation Requirements</b> <b>Infusion of Life and Career Skills into the curriculum</b> <b>Social Skills*</b> <b>Class Discussion of “Step by Step: Creating a Community-Based Transition Program for Students With Intellectual Disabilities”</b>	READ: --Sitlington Chapter 6 --Steere Chapter 4  DUE: -- <b>Blackboard Reflection Journal 3: Step by Step: Creating a Community-Based Transition Program for Students With Intellectual Disabilities</b>  - <b>Group 3 Presentations: VAAP</b>
<b>8</b> <b>7/13</b>	<b>Student Motivation/Self Regulation</b> <b>Self-Determination for Students and families*</b> <b>Accommodating, Modifying, and Adapting Instruction at the Secondary Level</b>	READ: -- Sitlington Chapter 3 --Steere Chapters 2, 3  DUE:  - <b>Group 5 Presentation: Accommodations for Students Taking SOLs</b>
<b>9</b> <b>7/20</b>	<b>CLASS ON BLACKBOARD</b> <b>IRIS Assignment</b> <b>Work on Unit</b>	
<b>10</b> <b>7/27</b>	<b>Wrap Up</b> <b>Community Resources</b> <b>Referrals to Other Agencies</b> <b>Collaboration with Families</b> <b>School Completion Issues in Special Education</b> <b>Enhance Access to Postsecondary Education for Students With Disabilities</b>	READ:  --Sitlington Chapters 11, 12 --Steere Chapters 5, 6  DUE: -- <b>Unit Plan</b>

--	--	--

\* This syllabus may change according to class needs and unscheduled events.