

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
SPECIAL EDUCATION**

**EDSE 544, 656 (Prince William #16)**

**Adapted Instructional Methods and Transition for Secondary Learners**

**Spring 2, 2011**

**Wednesdays 4:15 – 8:45 p.m. (3/16 – 5/18)**

Independent Hill

**Professor:** Dr. Jane A. Razeghi

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**COURSE DESCRIPTION:**

Provides strategies for teaching functional academics and social/life skills, facilitating the transition to postsecondary environments. Focuses on all aspects of transition and alternative assessments for secondary learners with disabilities.

**NATURE OF COURSE DELIVERY:**

Course delivery will include the use of technology, media, cooperative and collaborative group activities, guest speakers, lecture, and site visits.

**LEARNER 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:**

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 mild 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 the following competencies for curriculum and methods for teaching individuals with mild disabilities, kindergarten through grade 12:

## **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 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.**

### **REQUIRED TEXTS:**

1. Sitlington, P. L., Neubert, & Clark, G. M. (2010). *Transition Education and Services for Students with Disabilities (5<sup>th</sup> Ed.)*. Boston: Pearson Education, Inc.
2. Steere, D.E., Rose, E., & Cavaiuolo, D. (2007). *Growing up: Transition to Adult Life for Students with Disabilities*. Boston: Pearson Education, Inc.

### **COURSE REQUIREMENTS:**

- All assignments are due on the dates indicated. Consult with the professor *in advance* if there is a problem. In fairness to students who make the effort to submit papers on time, points per day will be deducted from your grade for late papers unless I have agreed to an extension. 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 experience difficulties with the writing process you will be required to document your work with the GMU Writing Center during this course to improve your skills.
- Course participants wishing to suggest other learning activities may, with my 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 content provided and in your willingness to incorporate in-class content and the readings into your repertoire of knowledge and skills. My role in your learning is to be a facilitator and to provide a favorable environment in which learning can take place; however, the major responsibility must necessarily remain with you.

### *Grading Scale:*

95-100% = A

90-94% = A-

87-89% = B+

80-86% = B

70-79% = C, < 70% = F

## Expectations:

- Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected for a grade of B or better. 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. Please notify me *in advance* by phone or email if you will not be able to attend class.
- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly in addition to papers and assignments.
- Use APA guidelines for all course assignments. This website links to APA format guidelines. <http://www.apastyle.apa.org>  
We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals” <http://www.apastyle.org/disabilities.html>. We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.
- **Email:** Please note that your GMU email will be used exclusively for this course: Please activate and forward your gmu email to your most-checked account. Go to <http://mail.gmu.edu>. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.
- Be an Informed Student!  
Negotiating all the requirements for your Master’s and/or VA Licensure is extremely complex. It is imperative that you schedule a phone or in-person appointment with the Special Education Advisor, (Jancy Templeton ([jtemple1@gmu.edu](mailto:jtemple1@gmu.edu)), 703/993-2387). This will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.

## Using Blackboard:

GMU’s Blackboard will be used to post important information and presentations for this course and for you to check grades and communicate with your classmates.

You should check Blackboard at least once a week and right before class to make sure you are informed about class/GMU issues.

Your GMU email address will be entered in the Blackboard system.

The following is how you will access the Blackboard-GSE Login Page:

Enter the URL <http://courses.gmu.edu> into your browser location field.

Click on the Login button.

Enter your email Username & Password

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

### **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

#### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

#### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

GSE faculty may add at the conclusion:

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

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

**There are 4 Major Assignments for EDSE 544.**

## **MAJOR ASSIGNMENT 1: Blackboard Discussion Boards or Quizzes (5 points)**

Several Blackboard discussion board topics or in class quizzes will be posted concerning transition issues for students with disabilities. If a Blackboard Discussion, students are responsible for responding to both the topic and their peers' responses. Responses should thoroughly address the prompt and reflect readings (such as the issues chapters at the end of each of the two texts), class discussions, and personal insights.

## **MAJOR ASSIGNMENT 2: Site Visit to a Transition Fair, Community Resource/Agency or School Service That Facilitates Transition Skills (25 Points Total)**

Visit a transition resource either in the community, a transition fair, or visit a transition program within a school system and describe the services available to youth with mild disabilities. A write-up should include services, accommodations, description of the agency/office, and your questions for staff. The "lens" for this visit should be "what opportunities exist for youth with mild disabilities through this avenue during and/or after high school?" Include copies of materials available at center, agency, or office. Unless students sign up for the tour of professional technical center arranged by the professor, they will need to make an appointment at another type of program. Acceptable options for this assignment include a school career center, One-Stop Center, vocational evaluation site, Virginia Department of Rehabilitation Services office, local Community Services Board, Job Placement/Training program, and other suggestions from your professor. The report **MUST** include a synthesis section that integrates the information from the site visit referencing professional literature on transition and career education.

## **MAJOR ASSIGNMENT 3: Unit Plan for Secondary Learners with Mild Disabilities: Integration of Career/Transition Education into the General Curriculum: (35 points)**

This is the signature assignment, which **MUST** be submitted electronically for inclusion in Taskstream. 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.\*

The career/life skill integration unit should cover approximately five **(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 choice) at an identified secondary level. Make this something that a secondary teacher could actually use. A rubric for this assignment is included in this syllabus.

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 the plans, the students should be actively engaged in activities at least half of the time. The goal of the 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. Find and/or create each activity to be completed by the students. If a published activity is selected, its reference is cited.

**The following information may assist in developing 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) 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.

Note: Properly written **instructional objectives** have four components all contained in one (1) complete sentence. They:

1. **Student(s)**
2. **Condition(s)** under which the “behavior” or “skill” is to be performed
3. **Behavior(s)** or skills that the student(s) is to perform
4. **Criteria** by which the “behavior or skill” will be evaluated. Does the student now know how to do this?

### 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. An example of a model lesson plan will be provided. A rubric is included in this syllabus.

### Step 5. Adaptations & Accommodations.

- For the lesson(s), specify (in general) how the content will be **adapted or modified**, as well as, **methods of presentation** (evidence-based teaching strategies) 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 for each of these populations?

### 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.



## MAJOR ASSIGNMENT 4: Group Presentation on Standards-Based Assessments in Virginia - 25 points

Each small group will be assigned to present on one of the following topics about Virginia Assessment options/issues or other types of transition assessments for students with disabilities. The presentation should provide a detailed overview of the option/issue as well as examples of assessment artifacts. Each small group presentation should require approximately **30 minutes** of presentation time, not to exceed 45 minutes. Those less than 30 minutes will not be eligible for a grade of A. Other assignment topics may be assigned and researched with approval from the instructor.

1. [Virginia Substitute Evaluation Program \(VSEP\)](#)
2. [Virginia Grade Level Alternative \(VGLA\)](#)
3. [Virginia Alternate Assessment Program \(VAAP\)](#)
4. [Standard and Non-Standard Accommodation Issues \(description of, and decision factors\) for the SOL Assessments](#)
5. [Develop a work sample & identify the type of disability\(ies\) for which it could be used.](#) Use text and do a little research on this. In what class setting (inclusion, basic skills, self-contained, other) could you use this? Explain the purpose.
6. [Develop a “situational” assessment & identify the type of disability\(ies\) for which is could be used.](#) Use text and do a little research on this. In what class setting (inclusion, basic skills, self-contained, other) could you use this? Explain the purpose.
7. [Assessment Process for Department of Vocational Rehabilitation](#)
8. [Assessment Process for Woodrow Wilson Training Center](#)
9. [Other Employment Potential Assessments for Individuals with Disabilities \(Singer, Valpar, etc.\) - preapproved](#)

### Process.

1. Sign up for an assessment topic (no more than 3 per small group).
2. Conduct research on the topic.
3. Together, come to consensus on the most important concepts that everyone should know.
4. Design a unique, possibly visually memorable mode of presentation [role play, video, mnemonics, game (must clear with professor so everyone doesn't do Jeopardy), music, or any combination of these or other]. Be creative.
5. Time your presentation so that one member does **not** exceed their allotted time. Each member of the small group must have an equal amount of time to present. Assign a timekeeper to keep time during the presentations. **Make copies** of your presentation Power Point). See rubric.

## Class Participation – 10 points

Attendance at all classes is required, as is active participation in all assignments, group activities, and class discussions. Active participation includes the asking of questions and the presentation of one's own reflections regarding the readings and lectures, as well as interactive discussion. Listening and respectful considerations of the comments of others is a professional expectation. Students are to complete the required readings and assignments prior to the relevant class meetings. During each class meeting there will be opportunities to earn required points(s) for successful completion of graded in-class activities that cannot be "made-up" and may affect the student's final grade if missed. Personal reflections may be required.

## Course Requirements:

	Course Requirement	Points
I	Blackboard &/or Quizzes	5
II	Site Visit	25
III	Unit <ul style="list-style-type: none"><li>• Introduction with SOLs</li><li>• Unit Map</li><li>• Unit calendar</li><li>• Measurable gen education &amp; career education objectives</li><li>• Lesson Maps &amp; model lesson plan from each small group participant</li></ul>	35
IV	Assessment Presentation	25
V	Class Participation	10

*This course will incorporate the evidence-based practices (EBPs) relevant to self-determination, facilitating transitions, alternative assessments, and social skills... Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for 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.*

**Measurable Goal/Objectives Statements Scoring Rubric**  
(may be combined with the introduction)

Each person in the small group is to complete this assignment (individually) which will be included in the model lesson plan...

**Assignment:**

- a. Select an SOL from any **secondary-level curriculum** upon which you can base a general education objective. If you know the subject and topic for your curriculum unit with career education infused, you could use this measurable statement in your lesson plan. Visit the SOL website at <http://www.pen.k12.va.us/VDOE/Assessment/SWDsol.html>
- b. Use the above to write a one sentence measurable goal/objective that contains the 4 components reviewed during class lecture (**student, desired behavior, conditions, and criteria**)
- c. Repeat the sentence above and add the career ed concept that contains the 4 components reviewed during class lecture (**student, desired behavior, conditions, and criteria**) and that integrates a **career education** concept(s). “How to do this” will be reviewed in class prior to this assignment.

The career concept can focus on any of the different phases of career education (**awareness, exploration or preparation**). 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) & that it includes a career education concept.
- e. Copy and submit rubric with assignment. Be prepared to revise this activity, if necessary.

Criteria	Exceeds Expectations	Meets Expectations	Unsatisfactory
A relevant SOL is clearly stated & identified that has been selected from a <u>secondary curriculum</u> upon which following measurable statements will be based  Grade level for the SOL is indicated.			
A measurable statement is written for the SOL.			

## Introduction to Curriculum Unit Rubric– 5 points

The career integration unit 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.

### **Description of Integrated Career Unit 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, English, social studies or other secondary academic area of your choice) at an identified secondary level. Make this something that could be used by a secondary special or regular teacher. This unit is to include a calendar, a variety of activities, teaching strategies, adaptations, 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.

### **Introduction to the Unit**

The introduction to the unit should include the following:

	<b>Criteria</b>	<b>4 Exceeds Expectations</b>	<b>3 Meets Expectations</b>	<b>2 Unsatisfactory</b>
1	Grade Level (middle or high school)			
2	List of Secondary SOLs identified & clearly <b>stated</b> that are relevant to the grade & subject area			
3	The measurable statement written above is repeated, and a career concept is added.  It includes all 4 components + a career concept ( <b>student, desired behavior, conditions, career concept, and criteria</b> ). .			
4	Content of subject that is addressed (English, math, science, etc.) at secondary level			
5	. Overview of how & how often career concepts will be integrated throughout the calendar unit			

Total points \_\_\_\_\_

### Calendar Rubric for the Career Integrated Curriculum Unit – 15 points

The calendar for the career integrated curriculum unit can be visually presented in a number of ways. It should cover a 9-week time period. Examples will be provided in class for review. Even though different members of the group may be responsible for different sections of the calendar, it should be compiled using one format (whatever it is that the group decides). In other words, it will not be presented using several different formats.

Criteria	Exceeds Expectations	Meets Expectations	Unsatisfactory
Calendar is uniformly formatted and seamless.			
9-weeks of instruction are included			
<b>Career concepts</b> are identified in <b>bold</b> (at least once per week)			
Each person's model lesson plan (only one) is identified on the day it occurs on the calendar			

\_\_\_\_\_ of 10 points

## Model Lesson Plan Checklist & Scoring Rubric (15 points)

(Use this order & headings for each item in the lesson plan & submit a copy with your plan.)

1	Identification of <b>grade level</b> & identification of secondary <b>curriculum area/subject</b>	
2	<b>SOL(s)</b> to be covered is/are identified and stated	
3	<b>General education objective</b> is written in <u>one sentence</u> that is also measurable (student, conditions, behavior, criterion, & <b>career concept</b> )	
4	<b>Materials</b> are listed	
5	<b>Opening statement</b> or activity that is <b>interesting &amp; attention-getting</b> . What will be the first things you say & do to engage your students in this lesson?	
6	<p><b>Lesson Body:</b></p> <ul style="list-style-type: none"> <li>• Sequential Steps (1,2,3) are linear as in a “task analysis” &amp; clearly show the evidence-based strategies to be used</li> <li>• Bullets or numbers are used instead of a running narrative</li> </ul> <p>(If a PPT is to be used, you still need to spell out the steps you’ll use. Don’t just say you’ll show a PPT.)</p>	
7	<ul style="list-style-type: none"> <li>• <b>Career education</b> and/or <b>life skills</b> are included &amp; identified in “<b>bold</b>” in the <b>lesson body</b></li> </ul>	
8	<ul style="list-style-type: none"> <li>• At least <b>two (2) evidence-based practices or learning strategies</b> are identified that will be used in teaching this lesson to assist students with disabilities These should be in clearly identified &amp; referenced in the lesson body in <b>bold</b> &amp; included in the reference list at the end</li> </ul>	
9	<ul style="list-style-type: none"> <li>• <b>Guided practice</b> is included</li> </ul>	
10	<ul style="list-style-type: none"> <li>• <b>Differentiated instruction</b> is included</li> </ul>	
11	<ul style="list-style-type: none"> <li>• <b>Time estimate</b> for each step/section of the lesson body?</li> </ul>	
12	<b>Adaptations &amp; modifications</b> are identified by disability for students with ED, LD & ID in each of the lesson plans. These should be identified of each of the populations (in general), as well as anticipated I in the lesson body, specifically	
13	<b>Closing</b> for the lesson (activities have closings, too). What will you actually “say” to close this lesson?	
14	<p><b>Student assessment &amp; evaluations are identified.</b> This should relate directly to your measurable objective? How do you know the student "got it"?</p> <p style="padding-left: 40px;">What <b>instructional decisions</b> will you be able to make based on this information?</p>	
15	<p><b>Teacher evaluation.</b> How do you know you got the lesson across?</p> <p style="padding-left: 40px;">How will you know that your lesson was effective? Interesting?</p>	
16	<p><b>Follow-up activities</b> that are planned (be specific, not general)</p> <ul style="list-style-type: none"> <li>-to review (when &amp; how)</li> <li>-to extend learning (when &amp; how))</li> <li>-to provide independent practice (when &amp; how)</li> </ul>	

**ASSESSMENT RUBRIC for Unit Signature Assignment: CEC Standard 7 (cumulate 35 points)**

		<b>No Evidence</b>	<b>Beginning</b> (Limited evidence)	<b>Developing</b> (Clear evidence)	<b>Accomplished</b> (Clear, convincing, substantial evidence)	<b>Points</b>
	Possible points for each criteria:					
	<b>CRITERIA</b>					
1	<u>Descriptions</u> of class and learners are provided 1 point					
2	<u>Grade level and content</u> of lessons is indicated (11 <sup>th</sup> grade English, Algebra I, etc) 2 points					
3	<u>SOLs</u> addressed in unit/lessons are clearly identified & related to the academic content. 2 points					
4	<u>Theme or topic</u> of the lessons is identified (e.g., money management) A <u>calendar</u> is included to show how/when these lessons will be incorporated into the course 3 points					
5	There is a <u>goal</u> for each lesson that addresses <i>both</i> the SOL and the career development/life skill component 2 points					
6	There are objectives for each lesson. Lesson objectives are based on the goals (above) and are <u>measurable</u> (include all 4 components of an instructional objective) 3 points					
7	The five lesson plans are presented using the <u>appropriate format</u> , and are appropriate for secondary learners (5) 7 points					
8	Possible <u>adaptations &amp; modifications</u> are included for each lesson and are clearly identified and described 5 points					
9	<u>Portfolio assessments</u> 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. 5 points					
10	It is clear to the reader that <u>career education/life skills</u> have been infused into SOL-based lesson plans, reflected in implementation of the plans 5 points					

A+ (30 - 35); A (25 – 29); B+ (20 – 24); B (15 – 19); C (14 - 18); below 14 is failing

Total Points:

\_\_\_\_\_  
Comments:

**Participation in a Transition Fair or Tour of Professional Technical Center or Other Transition Program/Facility Scoring Rubric – 25 points** (please copy this and submit with your report)

If you do not attend Transition fair, you will have to make arrangements to visit a **post-secondary preparation** program that serves students with disabilities for employment.

	<b>CRITERIA</b>	<b>No Evidence</b>	<b>Beginning</b> (Limited evidence)	<b>Developing</b> (Clear evidence)	<b>Accomplished</b> (Clear, convincing, substantial evidence)	<b>Points</b>
1	Brief description of the transitional services that are offered by the program/facility or the keynotes and/or sessions that you attended at the transition fair. 7 points					
2	Discussion indicates whether or not <u>best practices</u> are being used (as described in texts & lectures) <b>or as this relates to each of the keynotes &amp; sessions you attended at the transition fair.</b> 6 points					
3	What are the strengths & weaknesses of this program/facility? Be specific. <b>or the keynotes &amp; sessions you attended at the transition fair</b> 5 points					
4	<b>Personal reactions</b> and “evaluation” of the professional technical education center or other facility visited <b>or transition fair ---</b> are clearly reflected 6 points					
5	Included are: <ul style="list-style-type: none"> <li>• tour guide's name &amp; signature</li> <li>• name of facility</li> <li>• length of time of tour</li> <li>• <b>or specifics of each keynote &amp; sessions attended at transition fair</b></li> </ul> 1 point					

A+ (22-25); A (18-21); B ( 13-17); C (10-12); below 10 = F

Total Points\_\_\_\_\_

Comments:



Interview Questions & Documentation of Program Visit (these may change depending on arrangements)

Name of Facility Visited \_\_\_\_\_

Address/Location \_\_\_\_\_

Date & Time 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. Which of these services are discussed in the texts?
3. What appear to be “ best practices” as described in class, text, or readings? If so, give an example or two.
4. What measures of performance are used to determine program effectiveness? In what ways does the program document the “success” of students or adults with disabilities who “complete” or exit the program?
5. \*What were you **personal reactions**, feelings, or intuition about this program especially in terms of the quality of its services and documented successes of its clients? Would you recommend it?

Host's Signature \_\_\_\_\_

**Group Presentation on Standards-Based Assessments in Virginia and/or Vocational/Transition Assessments - Rubric  
(25% of final grade) - 25 pts**

Names of Group Members: \_\_\_\_\_

Issue Topic:

Topic of Presentation:	Fully Identified & Clearly Described	Minimally Identified or Described	Unsatisfactory or Inappropriate or Missing	Points 25
Overview provides context and sets stage for presentation. Assume the audience knows very little if anything about this assessment topic. (3)				
Anticipates questions and demonstrate deep understanding of issue with explanations and elaboration based on research. (3)				
Presents (group members) information in <i>engaging</i> and logical sequence which audience can easily follow. <b>PowerPoint</b> is easy to read. Slides are referred to, but <u>not read word for word</u> . A handout is provided (9)				
Provides audience with organizations, websites, resources, etc. to connect them to sources of information on the topic (7)				
Significant evidence of shared responsibility, shared commitment, and shared level of effort is apparent. Every member of group participates in presentation. . (3)				

**Total Points \_\_\_\_\_/25**

EDSE 544, 656 Class Agenda – PWCS (may change if needed)

Class Session	This Session's Topic	Chapters Due in Sitlington	Chapters Due in Steere	Assignments Due This Session
Mar 17	-Course Introduction -Importance of & Foundations of Transition Planning: -How to infuse <b>career concepts</b> & -life skills into the general education curriculum?	1-Education & Transition  2 - Legislation	1-Transition to Adult Life	Student information sheet & Signup for small groups
March 24	From Entitlement to Eligibility: IDEA, ADA, 504 & beyond &  Assessing Your Students	3-Students & Families  4- Assessment for Transition	2- Student Perspectives  3-Families Perspectives	
March 31	What are the options? -in-school -postsecondary options -community resources Planning for Transition	7- Transition to Employment  9-Transition to Postsecondary Education	7-Transition to Postsecondary Education	<b>Intro to unit</b> , with SOLs & <b>career ed</b> info 10 pts
April 7	Transition Planning & the IEP & Summary of Performance & Student Motivation/Self Regulation Self-Determination for Students and families Self-advocacy	6- regarding the IEP	4- Transition Planning Process (IEP) 5- Interaction with Agencies	Unit <b>Calendar</b> 10 pts
April 14	Job Training, Placement & Supervision	8-Job Placement	6-Interaction with Businesses	<b>1 model lesson plan</b> from each student (15 pts)
April 21	Spring Break – no class			
April 28	Small group work to prepare units & assessment presentations			
May 5	Instructional Strategies for Transition  Accommodating, Modifying and Adapting Instruction at the Secondary level  <i>(Topics/activities may change)</i>	6-Instructional Strategies for Transition & other outside readings on evidence-based strategies	10-Curriculum for Students in Transition	<b>Final Unit &amp; Program</b> (transition fair) Visit <b>Report</b>
May 12	Summary of Performance Transition to Living in the Community	10-Living in the Community 11-School-Based & Community-Based Resources	8-Moving Out of the Family Home to Community Living	
May 19	Assessment Presentations & Course Evaluations	5-Transiiton in Early Childhood – Middle School		<b>Assessment Handout</b>



**Student Information Sheet EDSE 544, 656, PWCS, Spring 2, 2011**

\_\_\_\_\_, \_\_\_\_\_  
Last Name First Name

GMU Email (please print this it can be easily read): \_\_\_\_\_

This email will inform you of announcements, class cancellations, and other relevant issues. Please check it regularly and have it forwarded to your most used address.

Additional Email address: \_\_\_\_\_

What is a **positive** one-word descriptor of yourself? \_\_\_\_\_

Your favorite thing to do? \_\_\_\_\_

Today's Date: \_\_\_\_\_

1. Home phone: \_\_\_\_\_

2. Place of work (School) Work phone: \_\_\_\_\_

Cell: \_\_\_\_\_

3. Type of teacher:

4. Grade Level:

5. Number of years teaching:

6. Have you developed an instructional unit to be delivered over a period of time (3 – 9 weeks)?

7. If yes, what was the grade level and topic?

8. How are you challenged intellectually in terms of a graduate level course? A question often asked on course evaluations.

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

10. What else would you like me to know about you? ☺