

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

EDSE 544:660

Adapted Instructional Methods and Transition for Secondary Learners

Spring/Summer 2011 March 23 – May 25

Wednesdays 5:00PM – 9:00 PM

Loudoun County Schools Administration Building, Room 420/421

PROFESSOR:

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Office hours By appt. before class

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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 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.**

REQUIRED TEXTS:

1. Sitlington, P. L., and Clark, G. M. (2006). *Transition Education and Services for Students with Disabilities (5th 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 me *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 replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.
- Please note that your gmU email will be used exclusively for this course: Please activate, clean-out, and forward your GMU email to your most-checked account!!!
- 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), 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.

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/>].
- 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. The signature assignment, which MUST be submitted electronically for inclusion in your Portfolio, is marked with an asterisk *.

MAJOR ASSIGNMENT 1:

Research presentation (20 points)

You will work in groups to study a research question related to transition that you develop as a team. The question will be related to a topic planned for study/discussion in class, but will go beyond the material assigned and presented to provide a greater level of depth. Your group will present the research question, the information that was gathered to answer the question in a presentation format and will provide the resources used for the assignment.

MAJOR ASSIGNMENT 2:

Site Visit to a Community Resource/Agency or School Service That Facilitates Transition Skills (20 Points Total)

Visit a transition resource either in the community or within a school system and describe the services available to youth with mild disabilities. Your write-up should include services, accommodations, description of the agency/office, and your questions for staff. Your “lens” for this visit should be “what opportunities exist for youth with mild disabilities through this avenue during and/or after high school?” Include copies of materials available at center, agency, or office. You will need to make an appointment. 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. Your write up MUST include a synthesis section that integrates the information from your site visit with professional literature on transition and career education. Plan to share your information with the class in a one page Summary Brief that will be distributed during an informal sharing session.

***MAJOR ASSIGNMENT 3: (SIGNATURE ASSIGNMENT FOR PORTFOLIO)**

Unit Plan for Secondary Learners with Mild Disabilities: Integration of Career/Transition Education into the General Curriculum: (35% of final grade)

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 intellectual disabilities, 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.

	No Evidence 1	Beginning (Limited evidence) 2	Developing (Clear evidence) 3	Accomplished (Clear, convincing, substantial evidence) 4	SCORE
CRITERIA					
Descriptions of class and learners are provided					
Grade level and content of lessons is indicated (11 th 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 (25% of final grade)

Your group will be assigned to present on one of the following Virginia Assessment options/issues for students with disabilities: The presentation should provide a detailed overview of the option/issue as well as examples of assessment artifacts.

Virginia Substitute Evaluation Program (VSEP)

Virginia Grade Level Alternative (VGLA)

Virginia Alternate Assessment Program (VAAP)

Standard and Non-Standard Accommodation Issues (description of, and decision factors) for the SOL Assessments

PROPOSED CLASS SCHEDULE

Class Session	Topic/Learning Experiences	Readings and Assignments
1 3/23	Course Introduction Foundations of Transition Planning: A historical perspective The NLTS 1 and 2 From Entitlement to Eligibility: IDEA, ADA, 504, WIA and beyond	Presentation of Chapter 1 and 2 Sitlington; and Chapter 1 and 7 of Steere. Before next class read Chapter 4 in Sitlington and Chapter 2 in Steere. Prepare notes according to the handout for discussion. You will determine the ground rules for your groups and will discuss research questions for proposal at the next class. Be sure you are familiar with the course requirements and assignments.
2 3/30	Characteristics and Needs of Secondary Learners with Disabilities; Transition Assessments	Before the next class read Chapter
3 4/6	Secondary IEP Planning and Delivery Graduation Requirements Infusion of Life and Career Skills into the curriculum Accommodating, Modifying and Adapting Instruction at the secondary level	
4 4/13	Student Motivation/Self Regulation	Online
5 4/20	Spring Break	Field Work
6 4/27	Self-Determination for Students and families	Life Success; I'm determined;
7 5/4	Career Education Across the Spectrum	
8 5/11	Community Resources and Transition Planning Considerations: Postsecondary Education	
9 5/18	Community Resources and Transition Planning Considerations: Employment and Independent Living	
10 5/25	Best Practices, Models and Trends	

Final submission of the Signature Assignment is due to Taskstream on May 25. I strongly recommend that you submit the steps to me as you complete them so they can be reviewed and graded as the semester progresses.