

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

**EDSE 544 Section 5S1
Adapted Instructional Methods and Transition for Secondary Learners
Fall 2011
Thursdays 7:20 – 10:00 PM
Kellar Annex Room 102**

PROFESSOR

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Fall 2011 Office Hours: 7:30 to 8:30 pm, Tuesday, 4:00 to 5:00 pm Wednesday, 4:00 to 5:00 pm Thursday

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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, and 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 individuals 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 Interaction

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 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 decision**. 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 advocates 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 TEXTBOOKS

Sitlington, P.L., Neubert, D.A., & Clark, G.M (2010). *Transition education and services for students with disabilities* (5th ed.) Upper Saddle River, NJ: Pearson Education, Inc.

Steere, D.E., Rose, E., & Cavauiolo, D. (2007). *Growing up: Transition to adult life for students with disabilities*. Boston: Pearson Education, Inc.

OPTIONAL RESOURCES

American Psychological Association (2009), *Publication Manual of the American Psychological Association*, (6th ed.) Washington, D.C.: American Psychological Association.

COURSE SCHEDULE

Note: the schedule is subject to change according to class needs and pace of content coverage.

Date	Class Activities	Required Readings	Assignments Due
Week 1 9/1	-Course Introduction -Importance & Foundations of Transition Planning	Sitlington: 1 & 2 Steere: 1	Sign Up for Small Groups
Week 2 9/8	Group Time: 7:20-7:50 PM -Characteristics and Needs of Secondary Learners -From Entitlement to Eligibility: Legislation	Steere: 2 & 3 Sitlington: 3	Blackboard Topic 1 Assigned
Week 3 9/15	Group Time: 7:20-7:50 PM -Students' Perspectives -Family Perspectives and Needs	Sitlington: 4 Steere: N/A	Blackboard Topic 1 Response due
Week 4 9/22	Group Time: 7:20-7:50 PM -Assessment Processes and Implications	Sitlington: 5 Steere: 4	
Week 5 9/29	Group Time: 7:20-7:50 PM -Preparing for Transition (Elementary School Implications) -Laying the Foundation for Transition	Sitlington: 6 Steere: N/A	Major Assignment 2 is Due
Week 6 10/6	Group Time: 7:20-7:50 PM -Instructional Strategies for Transition Education	Sitlington: 7 Steere: 5 & 6	
Week 7 10/13	Group Time: 7:20-7:50 PM -Interagency involvement/planning -Interaction with the Business World -Link to Instructional Planning	Sitlington: 9 Steere: 7	
Week 8 10/20	Group Time: 7:20-7:50 -Post-Secondary Planning	Sitlington: 10 Steere: 8	Blackboard Topic 2 Assigned
Week 9 10/27	Group Time: 7:20-7:50 -Community Resources and Transition Planning -Considerations: Employment and Independent Living	Sitlington: 8 Steere: 9	Blackboard Topic 2 Response Due

Week 10 11/3	Group Time: 7:20-7:50 -Job Placement Training -Integrated Community Employment	Sitlington 11 Steere: N/A	
Week 11 11/10	Group Time: 7:20-7:50 -School-based Resources -Community-based Resources	Sitlington: N/A Steere: 10	
Week 12 11/17	Group Time: 7:20 -7:50 PM Presentation of Major Assignment 3	Sitlington: N/A Steere: 11	Major Assignment 3 is Due
Week 13 11/24	Thanksgiving: NO CLASS		
Week 14 12/1	Work on group and individual projects: NO CLASS	Sitlington: N/A Steere: N/A	
Week 15 12/8	Putting it All Together: Where Do We Go From here? Group Presentations	Sitlington: 12 Steere: 12	Major Assignment 4 is Due

GENERAL GUIDELINES FOR COURSE

All assignments should be word-processed and are due at the start of class (7:20 pm) on the dates indicated including assignments submitted through Blackboard. Consult with the instructor in advance if there is a problem. In fairness to students who make the effort to submit papers on time, there will be a 10% cost reduction per day for late papers. (For example, a 20-point assignment will lose 2 points per day while a 50-point assignment will lose 5 points per day for each day late.) Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect college-level spelling, syntax, and grammar. If you experience difficulties with the writing process, you will need to document your work with your university's Writing Center during this course to improve your skills. At the instructor's discretion, students may be given the opportunity to resubmit an assignment. Resubmitted assignments are not eligible for full credit.

NOTE: If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with me or need special arrangements, **please call and/or make an appointment with me in the first week of class.**

COURSE EXPECTATIONS

- Students are expected to (a) attend all classes during the session, (b) arrive on time, and (c) stay for the duration of class time.
- During class time, computers and peripherals are to be used only for work related to class. Students found using the computer (whether personal laptop, lab computer, or hand-held device) for purposes other than the assigned activity will be asked to turn off their equipment and will not receive participation points for that class session.
- In-depth reading, study and work on the course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly (a three credit hour course would require nine hours of work weekly in a 45 hour semester course).

- Use APA 6th Edition guidelines for all course assignments. This website links to APA format guidelines: <http://www.psywww.com/resource/apacrib.htm>. You may also purchase the APA manual listed under optional resources above. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: <http://www.collegeboard.com/student/plan/college-success/10314.html>.
- We will use person-first language in our class discussions and this should be done in written assignments. Please refer to “Guidelines for Reporting and Writing about people with disabilities” <http://www.apastyle.org/manual/related/guidelines-reporting-and-writing.pdf>

COURSE REQUIREMENTS

There will be four (4) major assignments for this course:

MAJOR ASSIGNMENT 1:

Blackboard Discussions (5 points each)

Two Blackboard topics will be posted or assigned concerning transition issues for students with disabilities, and students are responsible for responding to topics. 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)

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.

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 (35 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, mathematics, 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.

Major Assignment 3 will be presented to the class by the group on November 17, 2011.

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). These and Curriculum Frameworks for major content areas can be found at: http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml
- 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 five (5) or more well designed lessons (a mini-unit, if you will) that 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.
- 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 include:

1. Student(s)
2. Condition(s) under which the behavior or skill is to be performed
3. Behavior(s) or skills the student(s) is/are to perform
4. Criteria by which the behavior or skill will be evaluated. Does the student 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.

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 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.

****This assignment has been designated as the required performance based assessment for this course. The Special Education Program at GMU is required to evaluate student work in its relation to meeting the CEC Content Standards as part of NCATE requirements. Therefore, students in this class will be expected to submit this designated assignment to TaskStream (a web-based portfolio system) for a faculty member in the Special Education Program to score on a 3-point rubric. Note: every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether the 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 # 4:

Group Presentation on Standards-Based Assessments in Virginia. The presentation grade will be equally shared with the group. Participation by all group members is required (25 points)

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. Your presentation should require approximately a half hour (30 minutes) of presentation time, which includes time for questions/responses from the audience.

VAAP:

http://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml

VGLA:

http://www.doe.virginia.gov/testing/alternative_assessments/vgla_va_grade_level_alt/index.shtml

VSEP:

http://www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml

VMAST:

http://www.doe.virginia.gov/testing/alternative_assessments/vmast_va_mod_achievement_stdstest/index.shtml

Class Participation (15 points)

Attendance at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not part of the text and can only be experienced in class sessions. As part of this course, you are expected to be an active and respectful participant, which includes actively engaging in class discussions and activities. Students will complete an in-class activity each week (13 weeks). Students who successfully complete 12-13 in-class activities will earn 15 points, students who successfully complete 11 in-class activities will earn 8 points, students who successfully complete 10 in-class activities will earn 2 points, and students who complete between 0-9 in-class activities will receive 0 points. Completion of in-class activities includes both active participation in the activity and submission of a permanent product (form, summary statement, reflection, etc.). Students who miss class will not have the opportunity to make up missed in-class assignments. Successful completion of in-class activities will be tracked in the Blackboard grade book. As a courtesy, please email the instructor to let her know you will not be in class.

Assignment	Due Date	Point Value	Points Earned
Blackboard Discussions		10 (5 each)	
Site Visit		25	
Unit Plan		35	
Assessment Presentation		25	
Class Participation	Weekly	15	
Total Point Value		110	

GRADING SCALE

95-100% (104-110) = A
 90-94% (99-103) = A-
 87-89% (96-98) = B+
 83-86% (91-95) = B

80-82% (88-90) = B-
 70-79% (77-87) = C
 < 70% (below77) = F

GENERAL COURSE INFORMATION AND EXPECTATIONS

Student Responsibilities

George Mason University 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 if need be. 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.

Advising Contact Information: Negotiating all the requirements for your Master's and/or VA Licensure are 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 submit assignments, post important information for this course, 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:

(Note: as of Fall 2011, GMU is using a new version of Blackboard: Blackboard 9.1 which is accessed differently than previous versions of Blackboard)

Enter *MyMason.gmu.edu* into your browser field location

Enter your Username and Password

Log into MyMason.gmu.edu using your Username and Password.

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 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 that 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 if needed.

College of Education and Human Development Statement of 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/>). If this is relevant to you, please contact the instructor on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past. Your instructor will discuss this further with you via email until consensus is reached.
- 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/>)

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.
- 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:

	Criteria	4 Exceeds Expectations	3 Meets Expectations	2 Unsatisfactory
1	Grade Level (middle or high school)			
2	List of Secondary SOLs identified & clearly stated 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 (student, desired behavior, conditions, career concept, and criteria). .			
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. 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. (4 points)			
9-weeks of instruction are included (3 points)			
Career concepts are identified in bold (at least once per week) (4 points)			
Each person’s model lesson plan (only one) is identified on the day it occurs on the calendar (4 points)			

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

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

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

Total Points: _____

Comments:

Tour of Professional Technical Center or Other Transition Program/Facility Scoring Rubric – 25 points

You will have to make arrangements to visit a **post-secondary preparation** program that serves students with disabilities for employment.

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

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 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. PowerPoint 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 _____