

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
SPECIAL EDUCATION  
EDSE 544 Section 664**

**Adapted Instructional Methods and Transition for Secondary Learners  
Spring 2012  
Thursdays 4:30- 9:00 PM  
Luray High School**

**PROFESSOR**

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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., & Cavaiuolo, 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

### **GENERAL GUIDELINES FOR COURSE**

#### **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 Discussion Boards (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 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, 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** for this course and 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 a grade of F nine weeks into the following semester. It is suggested that this assignment be placed under CEC Standard 7 on TaskStream as the student selected artifact.*

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.

#### **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](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 miniunit, 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

### **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](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](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](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\\_std\\_test/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vmast_va_mod_achievement_std_test/index.shtml)

### **Class Participation (10 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

### **GRADING SCALE**

90-100 = A

80-89=B

70-79=C

<70=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](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 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/>)

### ***Core Values Commitment***

- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Course Requirement Summary Chart:

	<b>Course requirement</b>	<b>Points</b>
<b>I</b>	Blackboard &/or Quizzes	<b>5</b>
<b>II</b>	Site Visit	<b>25</b>
<b>III</b>	Unit <ul style="list-style-type: none"> <li>• Introduction with SOLs</li> <li>• Unit calendar</li> <li>• Measurable general education objectives with career education infused</li> <li>• Model lesson plans</li> </ul>	<b>35</b>
<b>IV</b>	Assessment Presentation	<b>25</b>
<b>V</b>	Class Participation	<b>10</b>

*Evidence Based Practices (EBPs)*

*This course will incorporate the evidence-based practices (EBPs) relevant to **self-determination, facilitating transitions, alternative assessments, and social skills**. Evidence for the selected evidence-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. These can be 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.*

*An excellent resource for evidence-based practices in transition. is the website for the National Secondary Transition Technical Assistance Center (NSTTAC) at <http://www.nsttac.org/>*

*There are at least fifty EBP lesson plans, an assessment tool kit, and many other free downloadable resources on this site.*

**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 may 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.doe.virginia.gov/sol/standards>

**b.** Use the above to write a one sentence measurable goal/objective that contains the 5 components reviewed during class lecture (**student, desired behavior, conditions, career concept, and criteria**). Examples will be presented in class and on the Blackboard site.

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.

**c.** Have one other class participant review & verify that you have included all **five** necessary components (5) for this measurable statement (clearly identify these in your assignment).

**d.** 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 <b>Grade level</b> for the SOL is indicated.			
A measurable statement is written for the SOL that includes all 5 components identified, above: 1. Student 2. Desired behavior 3. Conditions <b>4. Related <u>career concept</u></b> 5. Criteria.			



**Introduction to Curriculum Unit Rubric– 5 points**

The career integration unit is a culminating activity that requires you to develop a one 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 at least a one 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, evidence-based practices and 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	<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 that will be covered in the unit			
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 <b>subject</b> that is addressed (English, math, science, etc.) at secondary level			
5	Overview of how & how often <b>career concepts</b> 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
<b>Calendar</b> is uniformly formatted and seamless.			
<b>At least one week (5 lessons)</b> of instruction are included (can be spread out over a 9 week time period if needed)			
<b>Career concepts</b> are identified in <b>bold</b> (at least once per lesson or week depending on the length of the unit and whether it's in a general ed classroom or a self-contained one)			
Each person's <b>model lesson plan(s)</b> (only one) is identified on the day it occurs on the calendar			
<b>Calendar</b> is uniformly formatted and seamless.			

\_\_\_\_\_ of 15 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	• <b>Career education</b> and/or <b>life skills</b> are included & identified in “ <b>bold</b> ” in the <b>lesson body</b>	
7	• <b>Career education</b> and/or <b>life skills</b> are included & identified in “ <b>bold</b> ” in the <b>lesson body</b>	
8	• 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 & referenced in the lesson body in <b>bold</b> & included in the reference list at the end	
9	• <b>Guided practice</b> is included	
10	• <b>Differentiated instruction</b> is included	
11	• <b>Time estimate</b> for each step/section of the lesson body?	
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	<b>Student assessment &amp; evaluations are identified.</b> This should relate directly to your measurable objective? How do you know the student "got it"? What <b>instructional decisions</b> will you be able to make based on this information?	
15	<b>Teacher evaluation.</b> How do you know you got the lesson across? How will you know that your lesson was effective? Interesting?	
16	<b>Follow-up activities</b> that are planned (be specific, not general) -to review (when & how) -to extend learning (when & how)) -to provide independent practice (when & how)	

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

	Possible points for each criteria:	<b>No Evidence</b>	<b>Beginning</b> (Limited evidence)	<b>Developing</b> (Clear evidence)	<b>Accomplished</b> (Clear, convincing, substantial evidence)	Points
	Criteria					
1	<u>Descriptions</u> of class and learners are provided 1 point					
2	<u>Grade level and content</u> of lessons is indicated (11th grade English, Algebra I, etc) 2 points					
3	<u>SOLs</u> addressed in unit/lessons are clearly identified & related 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 5 points					

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)

For a visit to a Professional Technical Center/Academy, the professor will make the arrangements. If you are unable to attend the tour or a Transition fair, you will have to make arrangements (with instructor prior approval) to visit a **post-secondary preparation** program that serves students with disabilities for preparation 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>
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					
Discussion indicates whether or not <u>evidenced-based practices</u> (EBPs) 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					
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					
<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					
Included are • tour guide's name & signature • name of facility • length of time of tour • <b>or specifics of each keynote &amp; sessions attended at transition fair</b> 1 point					

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

## 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 your **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 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> or other relevant handout 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: \_\_\_\_\_



Class Schedule	This Session's topic	Readings due this session in Sitlington	Readings due this session in Steere	Assignments Due This Session
Jan 5	-Introductions & Syllabus Review -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	Sign up for small groups on assessment
Jan 12	-From Entitlement to Eligibility: ---IDEA, ADA, 504 & beyond -Families - <b>Assessing</b> Your Students for Transition	Students & Families 4- <b>Assessment</b> for Transition 5-Transiiton in Early Childhood – Middle School	2- Student Perspectives 3-Families Perspectives	
Jan 19	-What are the “employment preparation” <b>options</b> that could be available? -in-school? -in <b>postsecondary</b> options -Planning for Transition	7- Transition to Employment 9-Transition to <b>Postsecondary</b> Education	7-Transition to Postsecondary Education	Intro to unit with SOLs and Career ed information
Jan 26	- Transition Planning & the IEP & - -Student Motivation/Self Regulation - <b>Self-Determination</b> for Students and families -How do you Teach <b>Self-advocacy</b> ?	6- Regarding the IEP	4- Transition Planning Process (IEP) 5- Interaction with Agencies	Unit Calendar 10 pts
Feb 2	- <b>Job Training, Placement &amp; Supervision</b>	8-Job Placement	6-Interaction with Businesses	1 model lesson plan from each student (5 points)
Feb 9	- <b>Instructional Strategies</b> for Transition Accommodating, <b>Modifying and Adapting Instruction</b> at the Secondary Level for Transitioning Supervision			
Feb 16	- <b>Summary of Performance</b> Transition to <b>Living in the Community</b>			Final Unit due
Feb 23	<b>Community Resources</b> (possibly begin assessment presentations)	<b>Strategies for Transition &amp;</b> other outside	10- <b>Curricula</b> for Students in Transition	

		readings on <b>evidence-based strategies</b>		
Mar 1	Small group work to prepare assessment presentations	10-Living in the Community	<b>8-Moving Out of the Family Home</b> to Community Living	
Mar 8	Presentations	11-School-Based & Community-Based Resources		Handout for assessment presentation

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