



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Spring 2018

EDSE 544 631: Adapted Instructional Methods and Transition for Secondary Learners

CRN: 21484, 3 – Credits

<b>Instructor:</b> Dr. Katherine Bradley-Black	<b>Meeting Dates:</b> 03/15/18 – 05/17/18
<b>Phone:</b> 702-244-7742 (cell)	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> kblack4@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm - 9:00 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Off-campus/Other
<b>Office Location:</b> N/A	<b>Other Phone:</b> N/A

\*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

**Prerequisite(s):** None

**Co-requisite(s):** None

**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. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

### **Advising Tip**

Are you completing a teacher licensure or non-licensure certificate program in addition to a Masters degree? Students can submit a Graduate Secondary Certificate Application (<http://registrar.gmu.edu/wp-content/uploads/GSCA.pdf>) to their advisor when they are ready to add a certificate. Talk to your advisor if you have any questions about the program/s you are completing.

### **Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

### **Learner Outcomes**

Upon completion of this course, teacher candidates/students will be able to:

1. Identify, describe, and design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes;
2. Demonstrate an understanding of evidence-based strategies for facilitating transition into the community, workplace, and postsecondary environments;
3. Demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination;
4. 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);
5. 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;
6. 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.

### **Course Relationship to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC

Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8) & CEC Standard 7: Collaboration (InTASC 10).

### **Evidence-Based Practices**

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

### **Required Textbooks**

Test, D. W. (2012). *Evidence-Based Instructional Strategies for Transition*. Brookes Transition to Adulthood Series. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.

Wehman, P. (2011). *Essentials of Transition Planning*. Brookes Transition to Adulthood Series. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.

### **Recommended Textbooks**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **Additional Readings**

Office of Special Education and Rehabilitative Services. (2017). *A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities*. Visit:

<https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondarytransition-guide-2017.pdf>

Kohler, P. D., Gothberg, J. E., Fowler, C., and Coyle, J. (2016). *Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs*. Western Michigan University. Available at [www.transitionta.org](http://www.transitionta.org).

IRIS Center Modules (<https://iris.peabody.vanderbilt.edu/>)

- Evidence-Based Practices (Part 1): Identifying and Selecting Practice or Program
- Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity
- Evidence-Based Practices (Part 30): Evaluating Learner Outcomes with Fidelity

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 544, the required PBA is Transition Plan with Assistive Technology. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

### **Assignments and/or Examinations**

#### **Performance-based Assessment (Tk20 submission required)**

#### **ASSESSMENT 1: Transition Plan with Assistive Technology (40 points)**

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of a transition plan for secondary students with mild to moderate exceptional learning needs. Candidates will demonstrate understanding of the components of the transition plan. Based upon case information provided, candidates will construct a transition plan that is legally sufficient and educationally appropriate for the described student. Candidates will use curricular resources and evidence-based practices to demonstrate their ability to plan appropriately for the student with mild to moderate exceptional learning needs.

**Directions:** In this assignment/project, you will demonstrate your ability to develop a Transition Plan for a hypothetical secondary student with a mild to moderate exceptional learning need. You will be presented with **one case study** and **one Transition Plan document** (both found on Blackboard). Using the information in your selected case study, you will write a transition plan that thoroughly and appropriately addresses the needs of the student in the case scenario and integrates at least one form of assistive technology which increases the student's ability to access the general curriculum and work towards his or her transition goals.

As you write the transition plan, you will:

- Complete a thorough review of the case study facts
- Complete all components of the transition planning forms, using specific instructions provided by the instructor
- *Infuse appropriate augmentative and assistive communication or assistive technology strategies into the transition goals and short-term objectives.*

### **PART 1: Present Levels of Performance**

- **Transition Assessment Information:**

Interests, strengths/capabilities, and career goals (include training, education, employment, and where appropriate independent living)

- Consider the information presented in the vignette as well as any assessment data (formal or informal) and present levels of performance as you develop these statements.
- Consider the impact of the student’s academic and social abilities, attitudes, interests, and values on instruction and career development.

### **PART 2 & 3: Transition Plan & Rationale**

#### **Measurable Postsecondary Goals:**

- Write *one measurable postsecondary goal* for each domain: **employment, education/training, and independent living skills**. Base each goal on the information from the vignette and peer-reviewed research. Each goal is a specific statement of what the student wants to achieve after high school written as an “I will” statement. These goals should be based on the student’s interests, preferences, and strengths.
- Select and adapt instructional strategies and materials according to the characteristics of the student with exceptional learning needs and integrate evidence-based practices (from a minimum of **TWO** peer-reviewed journal articles) that have been validated to promote successful transitions for the specific characteristics of the learner and setting.
  - What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals?
  - How could that technology be integrated into the instruction in a natural and meaningful way?
- **Ensure that *each* postsecondary goal is based on an age appropriate transition assessment** (functional vocational evaluations, state assessments, or other more informal methods like daily living skills checklists and interest inventories and that you consider the principles of normalization and concept of least restrictive environment when making decisions about post-secondary outcomes.

#### **Short-Term Transition Objectives:**

- Write *one* short-term objective or benchmark for each of the following: **employment, education/training, and independent living skills**. Integrate evidence-based

practices that have been validated for the specific characteristics of the learner and setting.

- At least **TWO** of your objectives must contain a form of appropriate augmentative/assistive communication or assistive technology as a component.
- You may want to consider the following questions:
  - What specific models, theories, philosophies, and research methods, which form the basis for special education practice, can be utilized?
  - What culturally, linguistically, and gender responsive instructional content, resources and strategies can be implemented?
  - What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals? How could that technology be integrated into the instruction in a natural and meaningful way?
  - What evaluation measures (indicators of progress toward meeting the goal) will be implemented intermittently during the year?
  - What strategies can be used to integrate student initiated learning experiences into the instruction in order to maximize opportunities to increase self-determination?

#### **School and Post-Secondary Services:**

- Identify a minimum of **two post-secondary resources** that would be helpful for your student (e.g. Woodrow Wilson Training Center, ARC, Community Services Board).
- Identify a minimum of **one in-school employment preparation option** (e.g. Academies in Fairfax County Public Schools, Monroe Center in Loudoun County Public Schools, Davis Center, Pulley Center, WAT, OAT).

#### **Rationale:**

- In addition to identifying goals, objectives, activities, and services, you are required to write a **DETAILED** analysis within the Transition Plan document (i.e., the right-hand column labeled “Rationale”) which outlines a comprehensive, longitudinal individualized program for your secondary student, including:
  - A justification for the services selected. Relate the level of support to the needs of the student. Why are these services necessary for the student? Ensure that the rationale takes the continuum of placement and services available for students with exceptional learning needs as well as the legal, judicial and educational systems to assist students with exceptional learning needs into consideration. ○ Do you recommend a job coach? Enclave? Any other special support?
  - A detailed explanation of what skills, experiences, activities, opportunities and connections the student needs in order to reach their post secondary goals and the “action plan” to reach them.
  - A detailed explanation of resources, techniques, and recommendations for educational, community, vocational, and post-school adult living experiences which should be used to transition the student with exceptional learning needs

out of school and into the postsecondary environment. This should include an explanation of the selected forms of appropriate augmentative and assistive communication or assistive technology which would benefit the student and a discussion of how these technology skills can be introduced and taught.

- Articulate how you would review this document with the learner and how you would help the student understand how things change when they are no longer covered by IDEA.

**\*NOTE:** All materials for this assignment will be posted on Blackboard for your reference.

### **College Wide Common Assessment (TK20 submission required)**

Note: See Assessment #1

### **Performance-based Common Assignments (No Tk20 submission required.)**

#### **ASSESSMENT 2: Site Visit to a Community Agency or School Resource that Facilitates Transition Skills (15 points)**

Visit a transition resource either in the community or within the school system and describe the services available to youth with disabilities. Your write-up should include services, accommodations, population(s) served, 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 the center, agency, or office. You will need to make an appointment.

Acceptable options for this assignment include a school career center, interview with a school or county transition coordinator, 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.

**NOTE:** Please use the template provided on Blackboard to complete your paper. It may be helpful to write-up your questions ahead of time and have them available to submit with your paper. The length of this paper should range between **6-8 pages double-spaced** (not including references and appendices).

### **Other Assignments**

#### **ASSIGNMENT 3: Integrating Employability Skills**

Review the “Integrating Employability Skills: A Framework for Educators” PowerPoint located on the College and Career Readiness and Success web site

(<http://www.ccrscenter.org/implementation-tools/integrating-employability-skills>). The

PowerPoint presentation is designed for a group presentation, so you'll need to make modifications to the expectations while doing it alone. Make sure you review all the materials specified for each activity in the presentation.

Once you have completed the PowerPoint presentation, post your responses to the prompts below to the class Blackboard Discussion Board.

1. How does what you learned about Employability Skills increase your capacity to address the needs of students with disabilities?
2. To what extent do you experience personnel in you schools working together to highlight or address Employability Skills throughout the curriculum?
3. Having learned the importance of specific Employability Skills, when you think of the students on your caseload, or in your classes, (a) what do you find encouraging and (b) what concerns you?

#### **ASSIGNMENT 4: IRIS Module Journals**

Complete the three IRIS Center modules on the topic of Evidence-Based Practices and Transition Services for students with disabilities. (<https://iris.peabody.vanderbilt.edu/>)

- Evidence-Based Practices (Part 1): Identifying and Selecting Practice or Program
- Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity
- Evidence-Based Practices (Part 30): Evaluating Learner Outcomes with Fidelity

Write a paper, no longer than three pages, reflecting on what you learned about Evidence-Based Practices and Transition Services and how what you learned impacts how you think about your teaching practices. Questions to consider may include (not required):

- How does what you learned about Evidence-Based Practices impact your capacity to address transition services for students with disabilities?
- Are you currently implementing Evidence-Based Practices in your current day to day teaching practices?
- What changes can you make to your current practices to implement EvidenceBased Practices?
- What structures are in place in your current school setting to support you implementing Evidence-Based Practices? o What structures are in place in your current setting would you consider barriers to implementing Evidence-Based Practices?
- What else do you need to know/learn about Evidence-Based Practices?
- What are your next steps in applying what you have learned in this course to your teaching practices?

#### **Summary of Course Requirements**

	<b>Assignment/Expectation</b>	<b>Total Points</b>	<b>Due Date</b>
1	Transition Plan with AT	40	5.10.18
2	Site Visit	20	5.17.18
3	Integrating Employability Skills Discussion Board Assignment	20	4.05.18
4	IRIS module journals	20	4.26.18



5	Attendance & Participation	20	Throughout
<b>Total Points</b>		<b>120</b>	

## Course Policies and Expectations

### Attendance/Participation

Attendance/Participation 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. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. More than one absence for any reason will result in the final grade dropping by 5 points.

Late Work All assignments must be submitted on or before the assigned due date. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.

### Grading Scale

95-100% = A  
90-94% = A-  
80-89% = B  
70-79% = C  
< 70% = F


\*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Meeting & Date	Topic	Readings to be done in advance of <i>this</i> class	Assignments Due
1 3.15	<ul style="list-style-type: none"> <li>• Syllabus and Course Expectations</li> <li>• Intro to Transition Services</li> </ul>		
2 3.22	<ul style="list-style-type: none"> <li>• Transition: An Overview and Background</li> <li>• Foundations of Transition Planning</li> <li>• Students and Families</li> </ul>	Wehman chpt 1,2,3 Test, chpt 1	
3.29			
3 4.5	<ul style="list-style-type: none"> <li>• Transition Assessments for Instruction</li> <li>• Data collection strategies</li> <li>• Developing Transition Curriculum</li> </ul>	Test, chpt 2, 4 Wehman, chpt 4, 5	<b>Assignment 3: Employability Skills DUE</b>
4 4.12	<ul style="list-style-type: none"> <li>• Planning for the future</li> <li>• Taxonomy of Transition Planning</li> <li>• Transition Planning</li> <li>• Exploring the Effective Practices and Predictors Matrix (NTACT)</li> </ul>	Wehman, chpt 5  Taxonomy for Transition Planning (whole document)	
5 4.19	<b>NO CLASS</b>  Time to Complete IRIS Module Assignment		
6 4.26	<ul style="list-style-type: none"> <li>• Writing &amp; Implementing the Transition part of the IEP</li> <li>• Employability Skills</li> <li>• Person-centered Planning</li> <li>• Self-Determination</li> </ul>	Test, 5,6,7 Wehman, 5,6	<b>Assignment 4: IRIS Module Journal DUE</b>

7 5.3	<ul style="list-style-type: none"> <li>• Teaching Life Skills</li> <li>• Community-Based Choices</li> </ul>		
8 5.10	<ul style="list-style-type: none"> <li>• Other Federal Regulatory Requirements: WIOA, VR, CTE, etc.</li> <li>• Competitive Employment (NTACT)</li> </ul>		<b>Assignment 1: Transition Plan DUE</b>
9 5.17	TBD	TBD	<b>Assignment 2: Site Visit Report DUE</b>

### Core Values Commitment

The College of Education and 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/>

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

#### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

## Appendix

### Assessment Rubric(s)

#### Individualized Instruction and Assessment Plan Task

#### Scoring Guidelines



**4-Exceeds Standard:** Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.


**3-Meets Standard:** This is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

**2-Approaching Standard:** Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.


**1-Does not meet standard:** Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
<b>Section 1. Who is the Learner? Description of the Learner</b>				
<b>The candidate regularly assesses individual and group performance in order to design and adapt instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next</b>	The candidate does not provide a description of the learner and/or does not include assessment data related to cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.	The candidate provides description of the learner that includes appropriate assessment data but does not address all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or	The candidate provides description of the learner that includes appropriate assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress.	The candidate provides description of the learner that includes both appropriate and multiple forms of assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests,

<b>level of development.</b>  <i>InTASC 1</i> <i>VDOE 1</i>  <b>Diversity</b> 		educational progress.	The candidate describes current impact of learner characteristics on learning.	and educational learning need.  The candidate describes and provides examples of impact of learner characteristics on learning.
<b>The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</b>  <i>InTASC 2</i> <i>VDOE 1</i> <b>Technology</b> 	The candidate does not identify either adaptations or accommodations to support learner achievement of learning objectives.	The candidate identifies either adaptations or accommodations that do not fully align with identified needs.	The candidate identifies and describes appropriate adaptations or accommodations that support learner achievement of learning objectives/goals, including technology.	The candidate thoroughly describes multiple, appropriate adaptations or accommodations that clearly support learner achievement of learning objectives/goals, including technology.
<b>Statement of Educational Need</b>				
<b>The candidate effectively uses multiple and appropriate types of assessment data to identify each learner's learning needs and to develop differentiated learning experiences.</b>  <i>InTASC 6</i> <i>VDOE 4</i>	The candidate does not address learner educational needs or inappropriately uses assessment data to create a statement of educational need.	The candidate uses assessment data to create a statement of educational need that is not well aligned with assessment results.	The candidate uses assessment data to create an appropriate statement of educational need that is aligned with assessment results.	The candidate effectively uses assessment data from multiple sources to create a thorough and appropriate statement of educational need that is directly aligned with assessment results.
<b>Section 2. What should they learn? Identification of Learning Objectives</b>				
<b>The candidate individually and</b>	The candidate identifies	The candidate identifies	The candidate identifies learning	The candidate identifies distinct




<p><b>collaboratively selects and creates learning objectives that are appropriate for curriculum goals and content standards, and are relevant to learners.</b></p> <p><i>InTASC 7</i> <i>VDOE 2</i></p> <p><b>Diversity</b></p> 	<p>learning objectives that are either incomplete because related outcomes are not identified or the objectives are not directly related to learner educational need.</p>	<p>learning objectives without relevance to learner educational need.</p>	<p>objectives with related outcomes that are relevant to individual learner needs.</p>	<p>learning objectives with related outcomes that are relevant to individual learner needs. These learning outcomes allow for different and individualized learning pathways that can be accessed fluidly during instruction.</p>
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**Identification of Rationale for Learning Objectives**




<p><b>The candidate identifies objectives for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</b></p> <p><i>InTASC 7</i> <i>VDOE 2</i></p> <p><b>Diversity</b></p> 	<p>The candidate does not identify objectives for the learner that are aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is missing or unclear.</p>	<p>The candidate selects objectives for the learner that are poorly aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is missing or unclear.</p>	<p>The candidate selects objectives for the learner that are aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is clear.</p>	<p>The candidate selects objectives for the learner that are aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is clear. Rationales for the selection of those objectives and how they support the achievement of the learning goals are included.</p>
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**Section 3. How will you teach and how will they learn? Description of Instructional Strategies and Adaptations**

<p><b>The candidate plans how to achieve each learner’s</b></p>	<p>The candidate does not identify instructional strategies or identifies</p>	<p>The candidate identifies instructional strategies that are</p>	<p>The candidate identifies evidence-based instructional</p>	<p>The candidate identifies evidence-based instructional strategies that are</p>
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<p><b>learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</b></p> <p><i>InTASC 7 VODE 2</i></p> <p><b>Diversity</b> </p>	<p>instructional strategies that are not related to the learning objectives or learning needs.</p>	<p>inappropriate for meeting the learning objectives or learning needs.</p>	<p>strategies that are aligned to the learning objectives and learning needs.</p>	<p>aligned to specific learning objectives and learning needs.</p> <p>The candidate provides evidence of the effectiveness of these selected learning strategies through data analysis of the assessment.</p>
<p><b>The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.</b></p> <p><i>InTASC 8 VDOE 3</i></p> <p><b>Diversity</b>  <b>College-and-Career-Ready</b> </p>	<p>The instructional strategies used by the candidate do not encourage an understanding of content .</p>	<p>The candidate uses a limited instructional strategies to encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>The candidate provides insight into their own pedagogical and content knowledge to discuss the selection of instructional strategies for the learning experience. These instructional strategies encourage all learners to develop an understanding of the content and also authentic application of the new knowledge.</p>
<p><b>The candidate connects</b></p>	<p>Candidate does not connect</p>	<p>Candidate connect</p>	<p>Candidate connects</p>	<p>Candidate creates multi-disciplinary</p>



<p><b>concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving.</b></p> <p><i>InTASC 5</i> <i>VDOE 2</i></p> <p><b>Technology</b> </p> <p><b>Diversity</b> </p> <p><b>College-and-Career-Ready</b> </p>	<p>concepts, address different perspectives or use digital resources to engage learners in higher-level learning.</p>	<p>concepts, addresses different perspectives or uses digital resources to engage learners but at a basic level of learning and recall.</p>	<p>concepts, addresses different perspectives and uses digital resources to engage learners in higher-level learning in using at least one of these higher-order skills: critical thinking, creativity, and collaborative problem solving.</p>	<p>opportunities and a range of multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.</p>
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**Rationale for Instructional Strategies and Adaptations**

<p><b>The candidate understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.</b></p> <p><i>InTASC 1</i></p>	<p>The candidate does not provide rationales that are aligned to the specific instructional strategies and/or the relationship of instructional strategies to the learning objectives and learner educational needs is missing or unclear.</p>	<p>The rationales provided do not align to the specific instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet learner educational needs is unclear.</p>	<p>The rationales provided are aligned to instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet learner educational needs is clearly identified.</p>	<p>The rationales provided are aligned to the strategies and, the relationship of the instructional strategies to specific learning objectives that meet learner educational needs is clearly and effectively aligned. Multiple pathways to learner achievement of the learning outcomes are provided.</p>
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<p><i>VDOE 1</i></p> <p><b>Diversity</b></p> 				
<p><b>Section 4. How will I know the learning objectives/goals were achieved? Assessment and Documentation of Learner Progress</b></p>				
<p><b>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</b></p> <p><i>InTASC 6</i> <i>VDOE 4</i></p>	<p>The candidate does not describe an assessment plan that evaluates all learning objectives or describes a plan that does not directly measure all of the learning objectives (e.g., is not observable, measurable).</p>	<p>The candidate describes an assessment plan that evaluates all learning objectives but does not include documentation of both formative and summative measures that (and) does not address possible assessment bias.</p>	<p>The candidate describes an assessment plan that evaluates all learning objectives and includes both formative and summative assessments that minimize sources of bias.</p> <p>The candidate describes the assessment results that would prompt modification of instructional plans and those specific modifications.</p>	<p>The candidate describes an assessment plan that evaluates all learning objectives, includes formative and summative assessments that minimize sources of bias and includes multiple data sources for each objective.</p> <p>The candidate describes multiple assessment results that would prompt modification of instructional plans and those specific modifications.</p>