



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

Spring 2021

EDSE 544 657: Adapted Instructional Methods and Transition for Secondary Learners

CRN: 23522, 3 – Credits

Instructor: Dr. Katherine Bradley Black	Meeting Dates: 3/17/21 – 5/12/21
Phone: 703-244-7742 (cell)	Meeting Day(s): Wednesday
E-Mail: kblack4@gmu.edu	Meeting Time(s): 5 pm – 9:30 pm
Office Hours: by appointment	Meeting Location: Online Virtual: March 24th, April 14th, and April 28th
Office Location: n/a	Other Phone: 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

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Are you completing a teacher licensure or non-licensure certificate program in addition to a Master's 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. Online 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

This course will be delivered online (76% or more) using synchronous and an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on March 12, 2021 at 8:00 AM.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)
 - [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
 - [Apple Quick Time Player \(www.apple.com/quicktime/download/\)](http://www.apple.com/quicktime/download/)

Expectations

- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least **one (1)** time per week. In addition, students must log-in for all scheduled online synchronous meetings. The dates when the class will meet online for synchronous learning are: March 24th, April 7th, and April 28th.
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Meetings will occur via Zoom. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not

consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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. Understand the principles of online learning and online instructional strategies and the application of skills to deliver online instruction.
5. Demonstrate proficiency in the use of educational technology for instruction.
6. 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).
7. 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.
8. 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

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: 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 Texts

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 Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

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.

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, VIA, hard copy).

VIA 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 VIA (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 VIA.

For EDSE 544, the required PBA is Transition Plan with Assistive Technology. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations
Performance-based Assessment
(VIA submission required)

ASSESSMENT 1: Transition Plan (40 pts)

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 exceptional learning needs who access the general curriculum. 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 case study 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.

Candidates also will also demonstrate an understanding of how these components come together to build a framework for the student’s educational program by writing a narrative that includes:

1. Justification for their decisions within the transition plan,
2. Explanation of the assistive technology components required.

Using the information in the provided case study, candidates 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.

Step One: Present Level of Performance

Using all documentation available, complete the PLOP Summary Sheet with information about the student that is relevant to each area. Provide specific evidence from the case study documentation to support your ideas.

Step Two: Transition Plan

Complete the Transition Plan. Provide specific evidence from the case study documentation to support your ideas.

Step Three: Rationale

Respond to the following questions in a narrative, which will accompany the PLOP Summary Sheet and Transition Plan.

- **Present Level of Performance**
 - Describe the educational and functional implications of the students’ present level of performance.
- **Postsecondary Goals:**

- Provide a rationale for each of the postsecondary goals you included. Support your rationale with evidence from the transition assessment data.
- Describe how these goals reflect the student's interests and preferences.
- **Short-Term Objectives:**
 - Describe how these objectives relate to the postsecondary goals.
 - Describe how you will address generalization and maintenance of skills.
- **Recommended Experiences, Activities, & Opportunities (School-based and community):**
 - Provide a rationale for the experiences, activities and opportunities you selected. Support your rationale with evidence from the transition assessment data and your proposed transition plan.
 - Describe your plan to monitor student progress.
 - Describe your plan to promote student participation, leadership and self-advocacy in the transition planning process.
- **Recommended Services:**
 - Provide a rationale for each of the services you selected. Support your rationale with evidence from the transition assessment data and your proposed transition plan.
- **Assistive Technology or AAC Recommendation:**
 - Provide a rationale for your assistive technology/AAC selections. Support your rationale with evidence from the transition plan.
- **Action Plan:**
 - How does your proposed timeline provide opportunities for the student to demonstrate growth across time and move the student towards achieving his/her postsecondary goals?

**College Wide Common Assessment
(VIA submission required)
See Assessment 1**

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016).

Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

*Please note that due to barriers with accessing field experience placements in Spring 2021 as a result of COVID-19, there will be changes to the field experience process in this course. Students

will be notified by their instructors with field experience options in their course. If the instructor allows field experiences to be completed on-the-job for students working in schools, you must have administrator approval and access to all field experience-related tasks and requirements. Please note that if you are not completing your field experience on-the-job or if your worksite does not meet the necessary requirements, you will use an alternative option provided by your instructor; you may NOT arrange your own field experience placement (i.e., do NOT reach out to teachers or administrators on your own). Check your Mason email regularly for important information regarding your field experience.

Other Assignments

Assessment 2: Interview with a Community Agency or School Resource (25 pts)

1. Complete a phone or video interview with a person from a transition resource either in the community or within the school system and describe the services available to youth with disabilities. You will need to make an appointment.

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.

2. Write a paper, **6-8 pages double spaced**. Your write up **MUST** include a synthesis section that integrates the information from your site visit with professional literature on transition and career education. Your write-up should include:
 - services,
 - accommodations,
 - population(s) served,
 - description of the agency/office, and
 - the responses to the questions you asked the staff.

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, school-based transition coordinators, and other suggestions from your professor.

ASSIGNMENT 3: IRIS Module Paper (20 pts)

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:

- 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 evidence-based practices?
- What structures are in place in your current school setting to support you implementing evidence-based practices?
- 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?

ASSIGNMENT 4: Written Reflections (20 pts)

Students will be expected to write two (2) short reflection papers based on assigned reading throughout the course. The reflection prompts and expectations for the content of each reflection will be posted on Blackboard. The reflection papers will be due as specified in the class schedule below.

ASSIGNMENTS AND POINTS

Assignment/Expectation	Total Points	Due Date
1. Transition Plan with AT	40	5.12.2021
2. Site Interview	25	4.21.2021
3. IRIS Module Journal	20	4.07.2021
4. Reflection Journal (x2)	20 (10x2)	3.24.2021 4.28.2021
5. Attendance & Participation	10	Throughout
Total Points	115	

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

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. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

Class Schedule

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

<i>Meeting & Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Assignments Due</i>
3.17	<ul style="list-style-type: none">• Transition: An overview & background• Foundations of Transition Planning• Students and families	Wehman 1,4 Test 1 USDOE A Transition Guide (2020) , Section 2 & 3	Check Blackboard folder for Class 1 for directions to complete the 1 st reflection journal

3.24	<p><i>Virtual Class: log in information will be provide on Blackboard prior to class</i></p> <ul style="list-style-type: none"> • Syllabus and Course • Expectations • Introduction to federal requirements 		Reflection Journal 1 DUE
3.31	<ul style="list-style-type: none"> • Transition Assessments for instruction • Data collection strategies • Developing Transition Curriculum 	Wehman 3 Test 2,3	
4.7	<ul style="list-style-type: none"> • Taxonomy of Transition Planning • Transition Planning • Exploring Effective Practices & Predictors Matrix (NTACT) 	Wehman 3 Taxonomy of Transition Planning (whole document)	Assignment 3: IRIS Module Journal DUE
4.14	<p><i>Virtual Class: log in information will be provide on Blackboard prior to class</i></p> <ul style="list-style-type: none"> • Writing & Implementing the Transition part of the IEP • Employability Skills • Person-centered planning • Self-Determination 	Wehman 5.6 Test 5,6,	
4.21	<ul style="list-style-type: none"> • Teaching life skills • Community-based choices • Strategies for funding transition services 	Wehman, 2,7,8	Assignment 2: Site Interview Due
4.28	<p><i>Virtual Class: log in information will be provide on Blackboard prior to class</i></p> <ul style="list-style-type: none"> • Teaching Life Skills • Teaching Academic Skills 	Test 7,8	Reflection Journal 2 DUE
5.5	<ul style="list-style-type: none"> • Culturally Responsive Practices in Transition Planning 	Video Transition Coalition: Working with Culturally Diverse Families during Transition (link)	
5.12	No Class		Assignment 1: Transition Plan DUE

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator](mailto:titleix@gmu.edu) (titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus/) (<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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

Transition Plan with Assistive Technology

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Transition Assessment Information CEC/IGC Standards 1 & 4</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate writes an incomplete description of the student’s interests, OR strengths and capabilities OR career goals in any of the following areas: <ul style="list-style-type: none"> ○ Education/training ○ Employment ○ Independent living (as appropriate). 	<ul style="list-style-type: none"> • Candidate interprets information from formal and informal assessments to write a clear description of the student’s interests, strengths and capabilities, and career goal for the following areas: <ul style="list-style-type: none"> ○ Education/training ○ Employment ○ Independent living (as appropriate) <p>with reference to age-appropriate transition assessments.</p> <ul style="list-style-type: none"> • The candidate includes evidence of an understanding of the educational implications of the characteristics of various exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures. • Candidate describes the impact the learner’s characteristics may have on auditory and information processing skills (as appropriate). 	<ul style="list-style-type: none"> • Candidate interprets information from formal and informal assessments to write a clear description of the student’s interests, strengths and capabilities, and career goal for the following areas: <ul style="list-style-type: none"> ○ Education/training ○ Employment ○ Independent living (as appropriate) <p>Including direct evidence and examples from the student’s age-appropriate transition assessment data.</p> <ul style="list-style-type: none"> • The candidate includes evidence of an understanding of the educational implications of the characteristics of various exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures. • Candidate describes the impact the learner’s characteristics may have on auditory and information processing skills (as appropriate).

<p>Measurable Postsecondary Goals and Instructional Strategies CEC/IGC Standards 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate fails to demonstrate understanding of models, theories, and philosophies specific to transition by writing postsecondary goals that are not measurable or age appropriate or responsive to variations in beliefs, traditions, and values across and within cultures. <p>OR</p> <ul style="list-style-type: none"> • Candidate writes goals that fail to reflect the learner’s present levels of performance. • OR • Candidate does not write goals for all areas of consideration (employment, education, independent living). • OR • Candidate does not identify and describe evidence-based practices to assist student in achieving goals. 	<ul style="list-style-type: none"> • Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals that are measurable, age appropriate, and responsive to variations in beliefs, traditions, and values across and within cultures. • Candidate integrates affective, social, and life skills with academic curricula to write goals for each area (employment, education, independent living) that reflect the learner’s present levels of performance. • Candidate identifies <i>one</i> evidence-based instructional strategy for each goal that reflects the learner’s present levels of performance and show positive growth towards what the student wants to achieve after high school. 	<ul style="list-style-type: none"> • Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals that are measurable, age appropriate, and responsive to variations in beliefs, traditions, and values across and within cultures. • Candidate integrates affective, social, and life skills with academic curricula to write goals for each area (employment, education, independent living) that reflect the learner’s present levels of performance. • Candidate identifies <i>several</i> evidence-based instructional strategies for each goal that reflect the learner’s present levels of performance and show positive growth towards what the student wants to achieve after high school. • Candidate shows evidence of scholarship by citing additional sources to support recommendations.
<p>Transition Objectives CEC/IGC Standards 3 & 5 Candidate uses knowledge of general and specialized curricula to</p>	<ul style="list-style-type: none"> • Candidate fails to sequence age and ability appropriate individualized transition objectives and/or fails to directly relate objectives to the postsecondary goals. <p>OR</p>	<ul style="list-style-type: none"> • Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance 	<ul style="list-style-type: none"> • Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education,

<p>individualize learning for individuals with exceptionalities. Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate writes objectives that fail to integrate models, theories, philosophies and research methods that form the basis for special education practice. <p>OR</p> <ul style="list-style-type: none"> • Candidate does not write one objective for each area (education/training, employment, independent living). 	<p>social participation across all environments, and relate directly to postsecondary goals. Affective, social, and life skills should be integrated with academic curricula.</p> <ul style="list-style-type: none"> • Candidate writes one objective for each area (education/training, employment, and independent living, as appropriate) that integrates models, theories, philosophies and research methods that form the basis for special education practice. 	<p>enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals. Affective, social, and life skills should be integrated with academic curricula.</p> <ul style="list-style-type: none"> • Candidate writes one objective for each area (education/training, employment, independent living) that integrates models, theories, philosophies and research methods that form the basis for special education practice. • Candidate shows evidence of scholarship by citing additional sources to support objectives or their sequence in relation to the goal.
<p>Assistive Technology CEC/IGC Standard 5 Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate fails to integrate appropriate forms of augmentative, alternative and assistive technologies to support and enhance communication skills of the student with mild to moderate exceptional learning needs. 	<ul style="list-style-type: none"> • Based on assessment information, candidate integrates appropriate forms of augmentative, alternative and/or assistive technologies to support and enhance communication skills and/or outcomes of the individual with an exceptionality. 	<ul style="list-style-type: none"> • Candidate integrates appropriate forms of augmentative, alternative and/or assistive technologies and specific communication strategies and resources to support and enhance communication skills and/or outcomes of the individual with an exceptionality. • Candidate provides a rationale for all forms of technology chosen. • Candidate shows evidence of scholarship by citing additional sources to support

<p>School and Post-Secondary Services CEC/IGC Standards 1 & 4</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate lists inappropriate programs, services, and supports that do not align with areas of need based on present level of performance. <p>OR</p> <ul style="list-style-type: none"> • Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the learner with an exceptionality. <p>OR</p> <ul style="list-style-type: none"> • Candidate fails to provide a clear plan for explaining the transition plan to the learner or fails to consider the impact of the learner’s academic and social abilities, attitudes, interests, and values. 	<ul style="list-style-type: none"> • Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. • Candidate aligns services and supports with areas of need based on present levels of performance and assessment information. • Candidate provides a clear plan for evaluating instruction, monitoring progress, and explaining the transition plan to the learner with consideration given to the impact of the learner’s academic and social abilities, attitudes, interests, and values. • Candidate includes in-school and post-school or community service options. 	<p>recommendations.</p> <ul style="list-style-type: none"> • Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. • Candidate aligns services and supports with areas of need based on present levels of performance and evidence-based practices. • Candidate provides a clear plan for enhancing the learning of critical thinking, problem solving and performance skills, evaluating instruction and monitoring progress of the student and explaining the transition plan to the learner with consideration given to the impact of the learner’s academic and social abilities, attitudes, interests, and values. • Candidate includes in-school and post-school or community service options. • Candidate shows evidence of scholarship by citing additional sources to
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<p>Legal Compliance of Transition Plan CEC/IGC Standard 6</p> <p>Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<ul style="list-style-type: none"> • Candidate writes an incomplete transition plan which fails to comply with all relevant laws and policies, including FAPE and LRE (and the history of these points of view) or other human issues that have historically influenced and continue to influence the field of special education. <p>OR</p> <ul style="list-style-type: none"> • Candidate fails to include a list of services, goals and objectives, and post-secondary outcomes. <p>OR</p> <ul style="list-style-type: none"> • Candidate writes the transition plan using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling). 	<ul style="list-style-type: none"> • Candidate writes a comprehensive transition plan which complies with all relevant laws and policies, including FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate includes a list of services, goals and objectives, and post-secondary outcomes. • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a connection to the present levels of performance. • Candidate demonstrates commitment to developing the highest education and quality-of-life potential for the individual with an exceptionality as well as sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual origination of the individual. • Candidate writes the transition plan using neutral, non-inflammatory language, with clarity, 	<p>support recommendations.</p> <ul style="list-style-type: none"> • Candidate writes a comprehensive transition plan which complies with all relevant laws and policies, including FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate includes a list of services, goals and objectives, and post-secondary outcomes. • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance. • Candidate demonstrates commitment to developing the highest education and quality-of-life potential for the individual with an exceptionality as well as sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual origination of the individual. • Candidate writes the transition plan using neutral, non-inflammatory language, with clarity,
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		minimal use of acronyms, legibility, and accuracy (including spelling).	minimal use of acronyms, legibility, and accuracy (including spelling). <ul style="list-style-type: none">• Candidate shows evidence of scholarship by citing additional sources to support conclusions.
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Interview with Community Resource/Agency or School Service That Facilitates
Transition Skills (20 Points Total)

Component	Description	Point Value
Services	<ul style="list-style-type: none"> • What services for persons with disabilities are available at the location or by the service provider? Give a brief description of each. 	5
Accommodations	<ul style="list-style-type: none"> • What types of accommodations are available at the location or provided by the service provider? 	4
Description of the Academy	<ul style="list-style-type: none"> • What opportunities does the community resource or service provider offer? • What are the facilities like? • How clients are typically served? • What are some of the unique features of the community resources or service provider? 	4
Other Information	<ul style="list-style-type: none"> • Include a description of any other information that you found interesting during your interview. 	4
Peer-Reviewed Journal Article	<ul style="list-style-type: none"> • Locate a minimum of one peer-reviewed journal article on transition and career education (published 2010-2020). • Summarize the content of the article in a succinct and clear manner. 	3
Synthesis	<ul style="list-style-type: none"> • Integrate the research from the journal article into your summary of the visit. • What did you think was being done well at the community resource location or service provider? Why? • What did you think seemed to be lacking or where did you see areas of improvement? Why? 	5
TOTAL		25 points