

**George Mason University**  
**College of Education and Human Development**  
**Division of Special Education & disAbility Research**

EDSE 451 001 – Transition and Self- Determination  
3 Credits, Fall 2021  
Tuesday and Thursday 9:00- 10:15 am  
Research Hall, Rm 201, Fairfax Camps Campus

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Examines relevant legislation and evidence-based practices related to person-centered transition planning for students with varying disabilities throughout the K-12 system and into adult life. Focuses on effective alternative assessment, coordination of community services, functional academic and social/life skills, stakeholder involvement, employment, and independent living.

Field experience required.

**Course Overview**

EDSE 451 examines person-centered transition planning for students with varying disabilities throughout the K-12 system and into adult life. This course focuses on effective alternative assessment, coordination of community services, functional academic and social/life skills, stakeholder involvement, employment, and independent living.

**Course Delivery Method**

This course will be delivered using the following:

1. Class lecture and assigned readings
2. Discussion activities and assignments
3. Application activities and assignments
4. Individual and/or small group activities
5. Individual and/or small group presentations
6. Research-based writing activities and assignments
7. Video and other media supports
8. Electronic supplements and activities via Blackboard

## **Learner Outcomes**

This course is designed to enable students to do the following:

1. Understand the legal requirements of the transition process as stated in the Individuals with Disabilities Education Act.
2. Understand the principles of person-centered planning while including parents/guardians, general, career, and technical teachers; counselors; and community-service providers.
3. Demonstrate how to implement cognitive strategies in self-regulation, appropriate social skills, attention, memory, motivation, and self-determination.
4. Identify, describe, and design alternate assessments for learners with disabilities to include formal, informal, and vocational assessments that demonstrate learning outcomes and postsecondary interests and aptitudes.
5. Identify evidenced-based practices for eliciting family involvement throughout the transition planning process.
6. Describe the impact of socio-economic status when making decisions related to post-school options.
7. Demonstrate an understanding of evidence-based instructional strategies for facilitating transition skills into the community, workplace, and postsecondary environments.
8. Demonstrate how and when to incorporate the use of technology in the educational, employment and independent setting, post-graduation.
9. Write appropriate IEP objectives and goals specific to transition to include related services and accommodations that address postsecondary education, training, employment, and independent skill development.
10. Demonstrate the ability to consult, collaborate and provide case management by coordinating services with general educators, related service providers, and other providers.
11. Identify the roles and responsibilities of each IEP team member involved in completing the transition component of the IEP and how to conduct the meeting while including all stakeholders.
12. Understand graduation requirements, diploma options and legal concerns related to age of majority.
13. Demonstrate knowledge of federal and Virginia laws, Standards of Learning, and agencies that require and provide for transition, vocational, and rehabilitation services for students with disabilities.
14. 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.
15. Demonstrate an understanding of consent to share information including confidentiality and disability disclosure.
16. Understand entitlement and eligibility for agency services to include Social Security, benefits planning, work incentive, Medicaid, community independent living, and waivers.

## **Professional Standards**

This course is offered by George Mason University's Division of Special Education and disAbility Research in the College of Education and Human Development. The goal of the special education programs is to improve the lives, productivity, and education of persons with disabilities. Courses within the special education programs align with the standards established by the Council for

Exceptional Children (CEC), the major international special education professional organization, and the 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).

### **Required Texts**

Shogren, K. A. (2013). *Self-determination and transition planning*. Baltimore, MD: Brookes.

Thoma, C.A. & Tamura, R. T. (2013). *Essentials of transition planning*. Baltimore, MD: Brookes.

### **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** Transition Plan with Assistive Technology

#### **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 and or severe exceptional learning needs. Candidates will demonstrate an 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 exceptional learning needs. Rubrics and Guidelines are available in Blackboard. This assignment will be handed in through Blackboard and VIA.

#### **College-Wide Common Assessment (VIA submission required)**

Not applicable

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

Not applicable

#### **Other Assignments (No VIA submission required)**

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

Your task is to visit (if you are unable to physically visit a site due to COVID restrictions, you may do a telephone interview and review of the website) one transition service/agency or organization either in the community or school setting and describe the services available to youths with disabilities that related to transition. Acceptable options are available to you on Blackboard. Your “lens” for this visit should be, “What opportunities exist for youth with disabilities during or after

high school graduation. Please note that if a review of the website does not yield the information required for the assignment, you will need to reconsider your choice and select on that does inform you of all components of the assignment.

### **Assessment 3: Online Module work and Quiz (15 points)**

The IRIS module: "Secondary transition: Helping students with disabilities plan for post-high school settings" will provide you with information on the transition from secondary to post-secondary environments. This module should take approximately one hour to complete.

#### **Directions:**

Go to <https://iris.peabody.vanderbilt.edu/module/tran/> and complete all parts of the IRIS Module except the Assessment (challenge, initial thoughts, perspectives and resources, and wrap up).

After completing the IRIS module, you will complete a quiz which will assess your understanding of the content. You may use any notes that you took while completing the module and you will complete the quiz during class on 9/30/2021.

### **Assessment 4: Article Review Presentation (15 points)**

You will work with a partner and complete two peer reviewed journal articles related to transition related topics. The topics can cover any of the following areas of transition: Curriculum, strategies, assessment, best practices, service coordination practices or adult services. Each of you will present a 5-minute review of your article. Please feel free to select an area not listed here as those mentioned are only suggestions.

### **Assessment 5: Attendance, Participation, and Reading Checks (15 points)**

Participation includes the asking of questions and contribution to interactive discussion. Students are to complete the required readings and assignments prior to the relevant class meetings. Reading checks may be given during any class session to assess your preparation for the daily discussion. Be aware that any points available through classroom activities during a time of absence will NOT be earned and cannot be made up.

Points for class attendance and participation are positively impacted by:

1. Attending class and being psychologically available to learn
2. Completing and handing in all class assignments
3. Participating in class discussions/activities
4. Thoughtfully contributing to class discussions
5. Listening to the ideas of other peers
6. Demonstrating an enthusiasm for learning

### **Assessment 6: In class quizzes (25 points)**

Five quizzes will be given throughout the course based on assigned readings and lecture material covered. *(Dates of quizzes will not always be published)*

### **Assessment 7: Midterm Exam (10 pts)**

### **Assessment 8: Final Exam (15pts)**

## Assignment Summary

Course grades are calculated by summing the points earned on assignments and dividing by the total possible points.

Transition Plan with Assistive Technology	40 pts.
Site Visit or website Review: Transition Service	15 pts.
Online Module Work and Quiz	15 pts.
Article Review Presentation	15 pts.
Attendance, Participation, and Reading	15 pts.
In-class Quizzes (5 pt. each x 5)	25 pts.
Mid-term Exam	10 pts
Final Exam	15 pts
Total Points	150pts.

## Other Requirements

Class attendance and professional participation 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. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.)

## Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the instructor in advance if there is a problem with submitting your work on time.

## Grading

A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

See <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

Week	Topics	Readings Due	Assignments Due
1: 8/24	Course Overview & Syllabus Review Introduction to Transition Cultural Implications Considered	8/24: None	8/24: None
1: 8/26	Discuss Field Experience expectation  IDEA before and now NLTS2 Data Brief Theoretical Framework	8/26:  <i>Supplemental Reading: Week One folder</i>  <i>Chapter 1: Thoma and Tamura</i>	8/26:  <i>Complete: Student Information Sheet – Under Blackboard in Assignments</i>
2: 8/31	Review Transition Plan Guest Speaker: Diane Monning (ARC) Self- Determination	8/31:  <i>Ch. 1 Shogren</i>	8/31:
2: 9/2	Assessment Universal Design Parental Involvement	9/2:  <i>Ch. 2 Thoma and Tamura</i>  <i>Supplemental Reading: Trainor et al., 2016</i>	9/2:
3: 9/7	No Class  Connect with your partner for the Assessment Presentation. Begin calling/visiting for Site Paper	9/7: N/A	9/7: N/A
3: 9/9	No Class  Connect with your partner for the Assessment Presentation. Begin calling/visiting for Site Paper	9/9: N/A	9/9: N/A

Week	Topics	Readings Due	Assignments Due
4: 9/14	Guest Speaker Amy Colucci-Program Supervisor Best Buddies Present Level of Performance	9/14: <i>Ch. 2 Shogren</i>	9/14:
4: 9/16	IEP and Self-Determination Writing Measurable Goals	9/16: <i>Ch. 3 Thoma and Tamura</i>  <i>Review I'm Determined Website:</i> <a href="https://imdetermine.org/">https://imdetermine.org/</a>	9/16:
5: 9/21	Guest Speaker: Sherry Hasel, CSB	9/21: Read Transition Resource Guide FCPS  <a href="https://www.fcps.edu/sites/default/files/media/forms/TransitionResourceGuide.pdf">https://www.fcps.edu/sites/default/files/media/forms/TransitionResourceGuide.pdf</a>	9/21:
9/23	Strategies to support Choice Making  Person-Centered Planning  Guest Speaker: Ashely Webb DARS	9/23:  <i>Ch. 3 Shogren</i>	9/23:
6: 9/28	Employment Assessment  Transition Stakeholders	9/28:N/A  <i>Ch. 4 Thoma and Tamura</i>	9/28:
9/30	Goal Setting Writing a Short-Term Objective Self-Management	9/30:N/A  <i>Ch. 4 Shogren</i>	9/30 <b>Online Module Work Due- Quiz in class</b>

Week	Topics	Readings Due	Assignments Due
7: 10/5	Post-Secondary Education Assessment  Guest Speaker: Naomi Martinez-Jones: Disability Services	10/5:  <i>Ch. 5 Thoma and Tamura</i>	10/5:
10/7	Mid-Term	10/7: <i>Ch. 5 Shogren</i>	10/7: <b>Midterm Exam</b>
8: 10/12	Oct. 12- NO CLASS: FALL BREAK	10/12:N/A	10/12:N/A
10/14	Work on Transition Plan Health Care Assessment Related Services	10/14: <i>Ch. 6 Thoma and Tamura</i>	10/14: <b>Site Paper Due</b>
9: 10/19	Guest Speaker: Dr. Melissa Ainsworth; Professor	10/19: <b>Watch Minica and David Documentary:</b> <a href="https://www.youtube.com/watch?v=9JUMeLg7Lkw">https://www.youtube.com/watch?v=9JUMeLg7Lkw</a>	10/19:
10/21	Extracurricular Activities; Experiential Learning Self-Advocacy	10/21: <i>Ch. 6 Shogren</i>	10/21
10: 10/26	Community Assessment Related Services  Guest Speaker: DARS and Special Education Partnership (Patti Hodge)	10/26: : <i>Ch. 7 Thoma and Tamura</i>	10/26:
10/28	Support Structure Culture and Opportunities	10/28: : <i>Ch. 7 Shogren</i>	10/28:



<b>Week</b>	<b>Topics</b>	<b>Readings Due</b>	<b>Assignments Due</b>
11: 11/2	Interagency Linkages Adult Service Agencies	11/2: <i>Ch. 8 Thoma and Tamura</i>	11/2: 11
11/4	Assistive Technology Systems of Support	11/4: <i>Ch. 8 Shogren</i>	11/4:
12: 11/9	Guest Speakers: Employment and Transition Representative  Aligning School Experiences	11/9: <i>Ch. 9 Shogren</i>  Read Afterschool Alert Issue Brief	11/9:
11/11	Article Review Presentations	11/11:N/A	11/11:  <b>Presentations</b>
13: 11/16	Article Review Presentations	11/16:N/A	11/16:  <b>Presentations</b>
11/18	Work on Transition Plan in Class	11/18:	11/18:
14: 11/23	Work on Transition Plan in Class	11/23:	11/23:
11/25	NO CLASS THANKSGIVING BREAK	11/25:	11/25:
15: 11/30	Finalize Transition Plan	11/30:	11/30: <b>Transition Plan Due</b>
12/2	FINAL EXAM	12/2:N/A	12/2:N/A

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

### **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 <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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <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/>).
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

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

As a faculty member, I am designated as a “Non-confidential 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 [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

Transition Plan with Assistive Technology

	<p><b>Does Not Meet Expectations 1</b></p>	<p><b>Meets Expectations 2</b></p>	<p><b>Exceeds Expectations 3</b></p>
<p>Transition Assessment Information</p> <p>CEC/IGC Standards 1 &amp; 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"> <li>• 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"> <li>○ Education/training</li> <li>○ Employment</li> <li>○ Independent living (as appropriate).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>○ Education/training</li> <li>○ Employment</li> <li>○ Independent living (as appropriate)</li> </ul> <p>with reference to age-appropriate transition assessments.</p> </li> <li>• 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.</li> <li>• Candidate describes the impact the learner’s characteristics may have on auditory and information processing skills (as appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>○ Education/training</li> <li>○ Employment</li> <li>○ Independent living (as appropriate)</li> </ul> <p>Including direct evidence and examples from the student’s age-appropriate transition assessment data.</p> </li> <li>• 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.</li> <li>• Candidate describes the impact the learner’s characteristics may have on auditory and information processing skills (as appropriate).</li> </ul>
<p>Measurable Postsecondary Goals and Instructional Strategies</p>	<ul style="list-style-type: none"> <li>• Candidate fails to demonstrate understanding of models, theories, and philosophies specific to transition by writing postsecondary goals that are not</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals that are measurable,</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p>CEC/IGC Standards 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>measurable or age appropriate or responsive to variations in beliefs, traditions, and values across and within cultures.</p> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate writes goals that fail to reflect the learner’s present levels of performance.</li> <li>• OR</li> <li>• Candidate does not write goals for all areas of consideration (employment, education, independent living).</li> <li>• OR</li> <li>• Candidate does not identify and describe evidence-based practices to assist student in achieving goals.</li> </ul>	<p>goals that are measurable, age appropriate, and responsive to variations in beliefs, traditions, and values across and within cultures.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>age appropriate, and responsive to variations in beliefs, traditions, and values across and within cultures.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>Transition Objectives</p> <p>CEC/IGC Standards 3 &amp; 5</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of</p>	<ul style="list-style-type: none"> <li>• Candidate fails to sequence age and ability appropriate individualized transition objectives and/or fails to directly relate objectives to the postsecondary goals.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate writes objectives that fail to integrate models, theories, philosophies and research methods that form the basis for special education practice.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate does not write one objective for each area (education/training,</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relate directly to postsecondary goals. Affective, social, and life skills should be integrated with academic curricula.</li> <li>• Candidate writes one objective for each area (education/training, employment, and independent living, as appropriate) that integrates models,</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, 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.</li> <li>• Candidate writes one objective for each area (education/training, employment, independent living) that</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
individuals with exceptionalities.	employment, independent living).	theories, philosophies and research methods that form the basis for special education practice.	integrates models, theories, philosophies and research methods that form the basis for special education practice. <ul style="list-style-type: none"> <li>• Candidate shows evidence of scholarship by citing additional sources to support objectives or their sequence in relation to the goal.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate provides a rationale for all forms of technology chosen.</li> <li>• Candidate shows evidence of scholarship by citing additional sources to support recommendations.</li> </ul>
School and Post-Secondary Services CEC/IGC Standards 1 & 4 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging	<ul style="list-style-type: none"> <li>• Candidate lists inappropriate programs, services, and supports that do not align with areas of need based on present level of performance.</li> </ul> OR <ul style="list-style-type: none"> <li>• Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the learner with an exceptionality.</li> </ul> OR	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p>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"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate aligns services and supports with areas of need based on present levels of performance and assessment information.</li> <li>• 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.</li> <li>• Candidate includes in-school and post-school or community service options.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate aligns services and supports with areas of need based on present levels of performance and evidence-based practices.</li> <li>• 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.</li> <li>• Candidate includes in-school and post-school or community service options.</li> <li>• Candidate shows evidence of scholarship by citing additional sources to support recommendations.</li> </ul>
<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,</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate fails to include a list of</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate includes a list of services, goals</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate includes a list of services, goals</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
and to advance the profession.	<p>services, goals and objectives, and post-secondary outcomes.</p> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate writes the transition plan using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling).</li> </ul>	<p>and objectives, and post-secondary outcomes.</p> <ul style="list-style-type: none"> <li>• Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a connection to the present levels of performance.</li> <li>• 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.</li> <li>• Candidate writes the transition plan using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).</li> </ul>	<p>and objectives, and post-secondary outcomes.</p> <ul style="list-style-type: none"> <li>• Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.</li> <li>• 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.</li> <li>• Candidate writes the transition plan using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).</li> <li>• Candidate shows evidence of scholarship by citing additional sources to support conclusions.</li> </ul>