



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

Spring 2024

EDSE 451 001: Transition and Self-Determination

CRN: 16120, 3 – Credits

<b>Instructor:</b> Stacie Harmer	<b>Meeting Dates:</b> 1/16/24 – 5/8/24
<b>Phone:</b> 801-725-0656	<b>Meeting Day(s):</b> Monday/Wednesday
<b>E-Mail:</b> sharmer1@gmu.edu	<b>Meeting Time(s):</b> 3 pm – 4:15 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Fairfax; AQ 346
<b>Office Location:</b> Zoom	<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**

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.

**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.

## **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](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

## **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, students will be able to:

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**

(Council for Exceptional Children [CEC] 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**

Test, D. W. (2012). *Evidence-Based Instructional Strategies for Transition*. Brookes.

And one of the following books:

Wehman, P. (2020). *Essentials of Transition Planning*. Brookes.

Wehman, P. (2011). *Essentials of Transition Planning*. Brookes.

### **Recommended Texts**

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

### **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/SLL (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/SLL.

For EDSE 451, the required PBA is Transition Plan with Assistive Technology. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

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

#### **Performance-based Assessment**

**(VIA submission required)**

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

Please see Blackboard for submission details.

#### **College Wide Common Assessment**

**(VIA submission required)**

N/A.

### **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 teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). In EDSE 544/EDSE 451, the field experience is a site visit to a transition service/agency or organization in the community. The site visit is coordinated with your instructor, and additional details will be provided in class.

### **Other Assignments**

#### ***Assessment 1: Performance Based Assessment***

#### ***Transition Plan with Assistive Technology (40 points)***

The purpose of this assessment is to have students 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. Students will demonstrate an understanding of the components of the transition plan. Based upon case information provided, students will construct a transition plan that is legally sufficient and educationally appropriate for the described student. Students 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 may be done with a partner in class or independently and will be worked on during class. If working in partners, each student must submit into Blackboard and VIA. This assignment will be handed in through Blackboard and VIA. Please note that you will not receive credit for this assignment if only handed in to Blackboard. You will submit in Blackboard and VIA. Rough draft will be submitted on 4/22, final will be handed in on 4/29.

## **Assessment 2: Field Experience Requirement**

### **Site Visit, paper and share with class: To a Community Agency or School Resource that Facilitates Transition Skills (15 pts)**

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 teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). In EDSE 544/EDSE 451, the field experience is a site visit to a transition service/agency or organization in the community.

Your task is to visit one transition service/agency or organization either in the community or school setting and describe the services available to youths with disabilities that relate 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. Visiting a site at your current employment site is not acceptable for this assignment. Your paper and class share is due on **2/26**. It is imperative that you coordinate this visit asap, as individuals are often difficult to reach.

### ***Other Assignments***

#### ***Assessment 3: Iris Online Module 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 in class on 4/1 which will assess your understanding of the content. You may use notes that you took while completing the module (one-page front and back 8.5 x 11).

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

You will work with a partner and complete one peer reviewed journal article related to a transition related topic. The topics can cover any of the following areas of transition: Curriculum, strategies, assessment, best practices, service coordination practices or adult services. The article must be peer reviewed and in a scholarly journal or book. Together you will present a 5-10-minute review of your article by presenting a ppt and an interactive activity. Please feel free to select an area not listed here as those mentioned are only suggestions. Please see rubric for detailed explanation of article presentation. Presentations will be due on 3/27.

#### ***Assessment 5: Attendance, Participation, and Reading Reflections (25 points)***

Participation includes the asking of questions and contribution to interactive discussion. Students are expected to complete the required readings and assignments prior to the relevant class meetings. Students are expected to keep a public Blackboard journal in which they write their thoughts/reflections on the week’s readings in a way that makes sense to the writer. Journals will be graded for being consistently and thoughtfully kept—journal reflection entries should be

made for each class session where readings are assigned but everyone is **allowed to skip up to two reflections without penalty if they wish.**

\*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
7. Completing a reading reflection.

**Assessment 6: Post-Secondary and Annual Objectives Quiz (10 points)**

This quiz will be given to measure one’s ability to develop appropriate post-secondary goals and annual objectives that meet the required components of a properly written transition plan. Goals and objectives must be written measurably and according to IDEA’s required elements. Due in class on 2/7.

**Assessment 7: Midterm Exam (15 pts)**

The midterm exam will consist of multiple choice, true and false, and short answer questions. You will be allowed to use any notes taken in class. You may use one 8.5 X11 front and back paper when taking exam. You may not use your computer during this exam. This exam is on 3/13.

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

**Assignment Summary**

Transition Plan with Assistive Technology	Draft: <b>4/22</b> Final plan due: <b>4/29</b>	40 points
Site Visit Paper	Paper and Class Share: <b>2/26</b>	15 Points
IRIS Online Module (Quiz)	Quiz in class: <b>4/1</b>	15 Points
Article Review Presentations	Presentations due in class: <b>3/27</b>	15 Points
Participation	On-going	25 Points
Post-Secondary and Annual Objectives (Quiz)	Quiz in class: <b>2/7</b>	10 Points
Midterm Exam	In class: <b>3/13</b>	15 Points

Final Exam	In class: 4/29	15 Points
Total		150 Points

### Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

### Course Policies and Expectations

#### Attendance/Participation

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 and reading reflections should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.) Please understand that you will not earn participation points if you have missed class.

#### 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

<b>A</b>	<b>95-100%</b>
<b>A-</b>	<b>90-94%</b>
<b>B+</b>	<b>87-89%</b>
<b>B</b>	<b>83-86%</b>
<b>B-</b>	<b>80-82%</b>
<b>C+</b>	<b>77-79%</b>

<b>C</b>	<b>73-76%</b>
<b>C-</b>	<b>70-72%</b>
<b>D</b>	<b>60-69%</b>
<b>F</b>	<b>&lt;60%</b>

**\*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/>). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in VIA/SLL at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education undergraduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, students, instructors, and/or mentor teachers may complete program disposition assessments as part of other courses. Instructors and mentor teachers may complete observer-rated disposition assessments other times throughout the program, as needed. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator.

### Class Schedule

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

**Class Schedule: When you see Reading Dues, be sure to read what is assigned for that day. When you see assignment due, the assignment is due that day.**

Week	Topics	Readings Due	Assignments Due
1/17	<b>Course Overview &amp; Syllabus Review</b> <b>Cultural Implications Considered</b> <b>Expectations</b>	None	



Week	Topics	Readings Due	Assignments Due
1/22	Introduction to Transition IDEA Requirements Post-Secondary Goals and Annual objectives One-Pager	None	
1/24	Definitions, Indicator 13; Taxonomy of Transition	Test, Ch. 1	Reading Reflection #1
1/29	Self- Determination; Evidenced Based Practices	Wehman, Ch. 1	
1/31	Preparing for Community Involvement	Wehman, Ch. 2	Reading Reflection #2
2/5	Measurable goals; PLEP; Summary of Performance; Stakeholders of Team	Wehman, Ch. 4	
2/7	Student Focused Planning; Self- Advocacy: IEP Prep	Test, Ch. 5 <i>Review I'm Determined Website:</i> <a href="https://imdetemined.org/">https://imdetemined.org/</a>	<b>Post-Secondary and Annual Objectives Quiz</b>  Reading Reflection # 3
2/12	Formal/Informal Assessment	Test, Ch. 2	
2/14	Student Career Goals; Community Based Instruction; Diploma options	Wehman, Ch. 3	Reading Reflection #4

Week	Topics	Readings Due	Assignments Due
2/19	Data Collection Technology	Test, Ch. 4	
2/21	Writing the Plan	Wehman, Ch. 5	Reading Reflection #5
2/26	Goal Setting; Community Agency Support		Site Visit Paper Due- Turn in to Blackboard Present 5 minutes on your site visit
2/28	Employment Skills	Test, Ch. 6	Reading Reflection #6
3/4	NO CLASS- SPRING BREAK	N/A	N/A
3/6	NO CLASS- SPRING BREAK	N/A	N/A
3/11	Mid-Term Review.	Wehman, Ch. 7	N/A
3/13	MIDTERM	N/A	MIDTERM
3/18	Adult Services	Wehman, Ch. 8	N/A

Week	Topics	Readings Due	Assignments Due
3/20	Self-Management	Test, Ch. 8 Review Website: <a href="https://ds.gmu.edu/who-we-are-2/">https://ds.gmu.edu/who-we-are-2/</a>	Reading Reflection # 7
3/25	Life Skills	Test, Ch. 7 Complete IRIS Module	
3/27	Article Presentations	<i>Review Website:</i> <a href="https://thearc.org/about-us/mission-values/">https://thearc.org/about-us/mission-values/</a>	Article Presentations
4/1	Implementation of IEP	Wehman, Ch. 6	In class IRIS Module Quiz
4/4	No Class Please watch Monica and David Documentary: <a href="https://youtu.be/9JUMeLg7Lkw">https://youtu.be/9JUMeLg7Lkw</a>		Write Reflection on documentary. <b><u>DUE by 3:00 pm on 4/8</u></b>
4/8	Part 1: Transition Plan	Bring laptop and download transition template <i>Review Website:</i> <a href="https://www.vadars.org/#gsc.tab=0">https://www.vadars.org/#gsc.tab=0</a>	

Week	Topics	Readings Due	Assignments Due
4/10	<b>Part 2: Transition Plan</b>	<b>Bring laptop and download transition template</b>	N/A
4/15	<b>Part 3: Transition Plan</b>	<b>Bring laptop and download transition template</b>	N/A
4/17	<b>Part 4: Transition Plan</b>	<b>Bring laptop and download transition template</b>	
4/22	<b>Transition Plan Q/A</b> Peer Review		<b>Submit Draft Transition Plan</b>
4/24	<b>Revise Transition Plan</b>	N/A	
4/29	<b>Last Day of Class</b>	N/A	<b>Final Transition Plan Due: Submit in Blackboard and in VIA.</b>
5/6	<b>Final Exam</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: 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 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/>).
- [Learning Services](mailto:learningservices@gmu.edu) ([learningservices@gmu.edu](mailto:learningservices@gmu.edu)) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures 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 [College of Education and Human Development](http://cehd.gmu.edu/) (<http://cehd.gmu.edu/>).**

## Appendix

### Assessment Rubric(s)

#### Assessment Rubric(s)

##### Transition Plan with Assistive Technology

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<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>               with reference to age-appropriate transition assessments.             </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</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>               Including direct evidence and examples from the student’s age-appropriate transition assessment data.             </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>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
		appropriate).	
<p>Measurable Postsecondary Goals and Instructional Strategies</p> <p>CEC/IGC Standards 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</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 measurable or age appropriate or responsive to variations in beliefs, traditions, and values across and within cultures.</li> </ul> <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>	<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, age appropriate, and responsive to variations in beliefs, traditions, and values across and within cultures.</li> <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>	<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, age appropriate, and responsive to variations in beliefs, traditions, and values across and within cultures.</li> <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</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 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</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</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
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.	<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, employment, independent living).</li> </ul>	<p>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"> <li>• 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.</li> </ul>	<p>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"> <li>• 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.</li> <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</li> </ul>



	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
			scholarship by citing additional sources to support recommendations.
<p>School and Post-Secondary Services</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 lists inappropriate programs, services, and supports that do not align with areas of need based on present level of performance.</li> </ul> <p>OR</p> <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> <p>OR</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 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> <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 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> <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</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
			<p>options.</p> <ul style="list-style-type: none"> <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, and to advance the profession.</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 services, goals and objectives, and post-secondary outcomes.</li> </ul> <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>	<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 and objectives, and post-secondary outcomes.</li> <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,</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 and objectives, and post-secondary outcomes.</li> <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,</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
		<p>socioeconomic status, and sexual origination of the individual.</p> <ul style="list-style-type: none"> <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>socioeconomic status, and sexual origination of the individual.</p> <ul style="list-style-type: none"> <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>