George Mason University

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

Spring 2024
EDSE 544 681: Adapted Instructional Methods and Transition for Secondary Learners
CRN: 23852, 3 – Credits

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| **Instructor**: Dr. Shanna E. Takacs | **Meeting Dates:** 3/5/24 – 5/7/24 |
| **Phone:** 703-785-0311 | **Meeting Day(s):** Tuesday |
| **E-Mail:** stakacs@gmu.edu | **Meeting Time(s):** 4:45 pm – 9:15 pm |
| **Office Hours:** by appointment | **Meeting Location:** N/A; Online |
| **Office Location:** virtual | **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**
Check out the scholarship opportunities for graduate students in CEHD at
https://cehd.gmu.edu/students/funding/scholarships.

**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

This course will be delivered online (76% or more) using both synchronous and asynchronous formats 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 Tuesday from 4:45pm to 9:15pm/

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/Ultra/Getting_Started/Browser_Support) ([https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support))
- 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/](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](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - [Apple Quick Time Player](www.apple.com/quicktime/download/):  [www.apple.com/quicktime/download/](www.apple.com/quicktime/download/)

### *Expectations*
- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and access to course materials. In addition, students must log-in for all scheduled online synchronous meetings.
- 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. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. 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 Service.

## 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] 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).

**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
Morningstar & Clavenna-Deane (2018) Your Complete Guide to Transition Planning and Services 1st Edition; ISBN-13: 978-1598573114

## 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 544, 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)
      Assignment 1: Transition Plan with Assistive Technology

**Assignments and/or Other Grading**
      Assignment 1: Transition Plan with Assistive Technology (40 points)
      Assignment 2: Site Visit and Portfolio presentation (35 points)
      Assignment 3: Quiz on Online Modules (15 points)
      Assignment 4: Attendance and Participation (10 points)

**ASSESSMENT 1: Transition Plan with Assistive Technology**- VIA submission required **(40 points)**
The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of a transition plan for secondary students with mild to moderate exceptional learning needs. Candidates will demonstrate understanding of the components of the transition plan. Based upon case information provided, candidates will construct a transition plan that is legally sufficient and educationally appropriate for the described student. Candidates will use curricular resources and evidence-based practices to demonstrate their ability to plan appropriately for the student with mild to moderate exceptional learning needs.

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

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

**PART 1: Present Levels of Performance**
Transition Assessment Information:
- Interests, strengths/capabilities, and career goals (include training, education, employment, and where

appropriate independent living)

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

## PART 2 & 3: Transition Plan & Rationale
Measurable Postsecondary Goals:

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

## Short-Term Transition Objectives:

- Write *one* short-term objective or benchmark for each of the following: employment, education/training, and independent living skills. Integrate evidence-based that have been validated for the specific characteristics of the learner and setting.

- At least TWO of your objectives must contain a form of appropriate augmentative/assistive communication or assistive technology as a component.

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

## School and Post-Secondary Services:

- Identify a minimum of two post-secondary resources that would be helpful for your student (e.g. Woodrow Wilson Training Center, ARC, Community Services Board, etc.).

- Identify a minimum of one in-school employment preparation option (e.g. Academies in Fairfax County Public Schools, Monroe Center in Loudoun County Public Schools, Davis Center, Pulley Center, WAT, OAT, etc.).

**Rationale:**
- In addition to identifying goals, objectives, activities, and services, you are required to write a DETAILED analysis within the Transition Plan document (i.e., the right-hand column labeled "Rationale") which outlines a comprehensive, longitudinal individualized program for your secondary student, including:
  - A justification for the services selected. Relate the level of support to the needs of the student. Why are these services necessary for the student? Ensure that the rationale takes the continuum of placement and services available for students with exceptional learning needs as well as the legal, judicial and educational systems to assist students with exceptional learning needs into consideration. o Do you recommend a job coach? Enclave? Any other special support?
  - A detailed explanation of what skills, experiences, activities, opportunities and connections the student needs in order to reach their post-secondary goals and the "action plan" to reach them.
  - A detailed explanation of resources, techniques, and recommendations for educational, community, vocational, and post-school adult living experiences which should be used to transition the student with exceptional learning needs out of school and into the postsecondary environment. This should include an explanation of the selected forms of appropriate augmentative and assistive communication or assistive technology which would benefit the student and a discussion of how these technology skills can be introduced and taught.
  - Articulate how you would review this document with the learner and how you would help the student understand how things change when they are no longer covered by IDEA.

## ASSESSMENT 2: Site Visit and Portfolio Presentation (35 points)

Visit a transition resource either in the community or within the school system and describe the services available to youth with disabilities. You may choose to work with one classmate on this assignment. You will be required to prepare at least a 10-minute presentation of your portfolio/agency to the class on the assigned evening and make copies of your presentation for your classmates.

Acceptable options for this assignment include, but are not limited to, a school career center, interview with a school or county transition coordinator, One-Stop Center, vocational evaluation site, Virginia Department of Rehabilitation Services office, Community Services Board, Job Placement/Training program, and other suggestions from your professor.

Length: Follow suggested limits from each section.

Purpose: To construct an in-depth description and analysis of a service delivery agency. Apply service delivery concepts learned in class to critique/make judgments about an existing program.

Guide: Organize your portfolio to include the following:

Descriptive Items
1. Site identification which includes site name, address, telephone, contact person.
2. Description of the site, mission, and target service population.
3. Description of services and programs available at the site.
4. Description of resources and linkages with other agencies (informal and formal)
5. Description of linkages with the school system.
6. Description of the service coordinator role.

7. Description of the agency's perception of the student/consumer role in decision making.
8. Description of the agency's perception of the family's role in service provision.
9. Description of the impacts and outcomes defined by the agency
    a. i.e.. how they measure their 'success'
10. Your personal opinions about the site
    a. Include any barriers to accessing services
    b. What is working. What is not working.
11. Your recommendations for improvement

Appendix to description section: Artifacts, additional exhibits, documents or resources (such as photos, videos, program materials, etc. that you choose to include)

## ASSESSMENT 3: Quiz on Online Modules (15 points)

The Center for Change in Transition Services training modules will give you a comprehensive knowledge base to develop IEPs that are in compliance with state and federal regulations and to develop transition plans that will help students achieve their goals. The modules offer practitioners an opportunity to examine current IEPs using the Indicator 13 Checklist created by the National Secondary Transition Technical Assistance Center (NSTTAC), review the seven components required for transition services, view examples of each component and see suggestions for documentation in an IEP.

Directions: Go to http://nextsteps-nh.org/transition-iep-requirements/ and click on each of the seven (7) modules listed below. Each module is listed on the left-hand side of the screen. After reviewing of the modules (reading text and watching videos on each page), please complete the quiz on Blackboard which will assess your understanding of the text and videos posted.

The 7 modules are as follows:
- Age-Appropriate Transition Assessments
- Measurable Postsecondary Goals
- Courses of Study
- Transition Services
- Annual IEP Goals
- Student Invitation
- Invitation of Agency Representative

## Assignment 4: Attendance and Participation (10 points)

Participation includes asking questions and participating in discussions. Students need to complete the required readings and assignments prior to class. Please be mindful that you need to be present to earn classroom participation points. Points for class attendance and participation are positively impacted by:
1. Attending class (on-time) and being 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

**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.

**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: Students are expected to attend all classes during the course, arrive on time, stay for the duration of the class time, and complete all assignments. Attendance, timeliness, and professionally relevant- active participation are expected. 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 be recreated outside of the class session. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. Please notify me in advance by email if you will not be able to attend class.

Late Work: All assignments are due on the dates indicated. Please talk with me if you need an extension. Extensions will not be retroactive so please take to me. In fairness to students who make the effort to submit papers on time, one (1) point per day will be deducted from your assignment grade for late papers unless I have agreed to an extension. Maximum extension is one week. Please retain a copy of your assignments in addition to the one you submit.

Other Requirements: This is a 3-credit graduate level course. Traditionally, 3-credit courses across a 15-week semester require an average of 45 hours of in-class time and approximately 90 hours of independent reading and assignment completion. Be prepared to put in that amount of time into this class and plan your schedule accordingly.

Some assignments require you to synthesize material from the course and outside sources into coherent statements of your ideas. In such cases, your writing should be databased– meaning that you must support statements and ideas with evidence from these sources, citing these sources. The standard format for writing in the field of education is outlined in the *Publication Manual of the American Psychological Association, 7th edition* (www.apastyle.org). Specifically, the final version of your Instructional Program should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations (as needed), and reference pages. The citation for this manual is included in the section entitled "Recommended Texts". For an online resource, see www.apastyle.org.

It is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: http://www.plagiarism.org/

Communication: The most efficient way to contact me is via email through outlook. I will respond within 24 hours during the week. Please do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me, please do not hesitate to contact me.

**Grading Scale**
95-100% = A
90-94% = A-
85-89% = B
80- 84% = 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/). 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 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 graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. 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 | Date | Agenda | Preparation for this class | Assignment due prior to 4:30pm |
|---|---|---|---|---|
| 1 | 3/5 | Course Introduction<br>Review of syllabus<br>Introduction to Transition Services | Chapter 1 (Morningstar & Clavenna-Deane) | |
| 2 | 3/12 | From Entitlement to Eligibility: IDEA, ADA, 504, WIOA and beyond | | |
| 3 | 3/19 | Asynchronous Class<br>Community Resources and Transition Planning Considerations: Postsecondary Education | | Preapproval for site visit |
| 4 | 3/27 | Site Visit project- Spring Break | | |
| 5 | 4/2 | Community Resources; Transition Planning Considerations; Employment; Independent Living | | Blackboard Quiz |
| 6 | 4/9 | Transition Assessment and Course of Study Infusing Life Skills into Standards-Based Curriculum | | |
| 7 | 4/16 | Transition Plan- workday | | |
| 8 | 4/23 | Self-Determination for Students and families Virginia State Assessments | | |
| 9 | 4/30 | Putting it all together: Course of Study to adult life | | Transition Plan; BB and VIA |
| 10 | 5/7 | Putting it all together: Course of Study to adult life; Site Visit Presentations | | Site Visit and Portfolio presentation |

**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/).

**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/).
- 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/).
- 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/).
- 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 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/).
- Learning Services (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.

**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/).**

**Appendix**
**Assessment Rubric(s)**

### Appendix A

Assignment 1: Transition Plan with Assistive Technology (40 points)

Scoring Guidelines

4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations that includes doing additional research, identifying additional resources, and/or demonstrating exceptional understanding and application of the standard.

3-Meets Standard: This is the TARGET score. It reflects that candidates have met the standard at the level expected at this point in their program.

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

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

| Criteria | Does Not Meet Standard 1 | Approaching Standard 2 | Meets Standard 3 | Exceeds Standard 4 |
|---|---|---|---|---|
| **Section 1. Who is the Learner?  Description of the Learner** | | | | |
| The candidate regularly assesses individual and group performance in order to design and adapt instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.<br><br>*InTASC 1*<br>*VDOE 1*<br>Diversity | The candidate does not provide a description of the learner and/or does not include assessment data related to cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress. | The candidate provides description of the learner that includes appropriate assessment data but does not address all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress. | The candidate provides description of the learner that includes appropriate assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress.<br><br>The candidate describes current impact of learner characteristics on learning. | The candidate provides description of the learner that includes appropriate and multiple forms of assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and learning need.<br><br>The candidate describes and provides examples of impact of learner characteristics on learning. |
| The candidate accesses resources, | The candidate does not identify either adaptations or | The candidate identifies either adaptations or | The candidate identifies and describes | The candidate thoroughly |

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| supports, and specialized assistance and services to meet particular learning differences or needs.<br><br>*InTASC 2*<br>*VDOE 1*<br>Technology | accommodations to support learner achievement of learning objectives. | accommodations that do not fully align with identified needs. | appropriate adaptations or accommodations that support learner achievement of learning objectives/goals, including technology. | describes multiple, appropriate adaptations or accommodations that clearly support learner achievement of learning objectives/goals, including technology. |
| **Statement of Educational Need** | | | | |
| The candidate effectively uses multiple and appropriate types of assessment data to identify learner's needs and to develop differentiated learning experiences.<br><br>*InTASC 6*<br>*VDOE 4* | The candidate does not address learner educational needs or inappropriately uses assessment data to create a statement of educational need. | The candidate uses assessment data to create a statement of educational need that is not well aligned with assessment results. | The candidate uses assessment data to create an appropriate statement of educational need that is aligned with assessment results. | The candidate effectively uses assessment data from multiple sources to create a thorough and appropriate statement of educational need that is directly aligned with assessment results. |
| **Section 2. What should they learn?  Identification of Learning Objectives** | | | | |
| The candidate individually and collaboratively selects and creates learning objectives that are appropriate for curriculum goals and content standards and are relevant to learners.<br><br>*InTASC 7*<br>*VDOE 2*<br>Diversity | The candidate identifies learning objectives that are either incomplete because related outcomes are not identified, or the objectives are not directly related to learner educational need. | The candidate identifies learning objectives without relevance to learner educational need. | The candidate identifies learning objectives with related outcomes that are relevant to individual learner needs. | The candidate identifies distinct learning objectives with related outcomes that are relevant to individual learner needs. These learning outcomes allow for different and individualized learning pathways that can be accessed fluidly during instruction. |
| **Identification of Rationale for Learning Objectives** | | | | |
| The candidate identifies objectives for instruction based on formative and summative assessment data, prior learner | The candidate does not identify objectives for the learner that are aligned to specific learning goals/outcomes | The candidate selects objectives for the learner that are poorly aligned to specific learning goals/outcomes and/or the | The candidate selects objectives for the learner that are aligned to specific learning goals/outcomes | The candidate selects objectives for the learner that are aligned to specific goals/outcomes and/or the |

| | and/or the relationship of the learning objectives to learner educational needs is missing or unclear. | relationship of the learning objectives to learner educational needs is missing or unclear. | and/or the relationship of the learning objectives to learner educational needs is clear. | relationship of the learning objectives to learner educational needs is clear. Rationales for the selection of those objectives and how they support the achievement of the learning goals are included. |
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| knowledge, and learner interest.<br><br>*InTASC 7*<br>*VDOE 2*<br> Diversity | | | | |

| **Section 3.  How will you teach and how will they learn? Description of Instructional Strategies and Adaptations** | | | | |
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| The candidate plans how to achieve each learner's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.<br><br>*InTASC 7*<br>*VODE 2*<br>Diversity | The candidate does not identify instructional strategies or identifies instructional strategies that are not related to the learning objectives or learning needs. | The candidate identifies instructional strategies that are inappropriate for meeting the learning objectives or learning needs. | The candidate identifies evidence-based instructional strategies that are aligned to the learning objectives and learning needs. | The candidate identifies evidence-based instructional strategies that are aligned to specific learning objectives and learning needs.<br><br>The candidate provides evidence of the effectiveness of these selected learning strategies through data analysis of the assessment. |
| The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.<br><br>*InTASC 8*<br>*VDOE 3*<br>Diversity | The instructional strategies used by the candidate do not encourage an understanding of content. | The candidate uses a limited instructional strategy to encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways. | The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways. | The candidate provides insight into their own pedagogical and content knowledge to discuss the selection of instructional strategies for the learning experience. These instructional strategies encourage all learners to develop an understanding of the content and also authentic |

| | | | | application of the new knowledge. |
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| The candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving.

*InTASC 5*
*VDOE 2*
Technology

Diversity

College-and-Career-Ready | Candidate does not connect concepts, address different perspectives or use digital resources to engage learners in higher-level learning. | Candidate connect concepts, addresses different perspectives or uses digital resources to engage learners but at a basic level of learning and recall. | Candidate connects concepts, addresses different perspectives and uses digital resources to engage learners in higher-level learning in using at least one of these higher–order skills: critical thinking, creativity, and collaborative problem solving. | Candidate creates multi-disciplinary opportunities and a range of multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving. |
| **Rationale for Instructional Strategies and Adaptations** | | | | |
| The candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

*InTASC 1*
*VDOE 1*
Diversity | The candidate does not provide rationales that are aligned to the specific instructional strategies and/or the relationship of instructional strategies to the learning objectives and learner educational needs is missing or unclear. | The rationales provided do not align to the specific instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet learner educational needs is unclear. | The rationales provided are aligned to instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet learner educational needs is clearly identified. | The rationales provided are aligned to the strategies and, the relationship of the instructional strategies to specific learning objectives that meet learner educational needs is clearly and effectively aligned. Multiple pathways to learner achievement of the learning outcomes are provided. |
| **Section 4. How will I know the learning objectives/goals were achieved?** | | | | |
| **Assessment and Documentation of Learner Progress** | | | | |

| The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.<br><br>*InTASC 6*<br>*VDOE 4* | The candidate does not describe an assessment plan that that evaluates all learning objectives or describes a plan that does not directly measure all of the learning objectives (e.g., is not observable, measurable). | The candidate describes an assessment plan that evaluates all learning objectives but does not include documentation of both formative and summative measures that (and) does not address possible assessment bias. | The candidate describes an assessment plan that evaluates all learning objectives and includes both formative and summative assessments that minimize sources of bias.<br><br>The candidate describes the assessment results that would prompt modification of instructional plans and those specific modifications. | The candidate describes an assessment plan that evaluates all learning objectives, includes formative and summative assessments that minimize sources of bias and includes multiple data sources for each objective.<br><br>The candidate describes multiple assessment results that would prompt modification of instructional plans and those specific modifications. |
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| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
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| Transition Assessment Information CEC/IGC Standards 1 & 4 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. <br><br> 7 points | Candidate writes an incomplete description of the student's interests, OR strengths and capabilities OR career goals in any of the following areas: <br><br> o Education/training <br> o Employment <br> o Independent living (as appropriate). | 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: <br><br> o Education/training <br> o Employment <br> o Independent living (as appropriate) <br><br> with reference to age-appropriate transition assessments. <br> 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. <br> Candidate describes the impact the learner's characteristics may have on auditory and information processing skills (as appropriate). | 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: <br> o Education/training <br> o Employment <br> o Independent living (as appropriate) <br> Including direct evidence and examples from the student's age-appropriate transition assessment data. <br><br> The candidate includes evidence of understanding the educational implications of the characteristics of various exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures. <br><br> Candidate describes the impact the learner's characteristics may have on auditory and information processing skills (as appropriate). |
| Measurable Postsecondary Goals | Candidate fails to demonstrate understanding of models, | Candidate demonstrates understanding of models, theories, philosophies, | Candidate demonstrates understanding of models, theories, |

| and Instructional Strategies CEC/IGC Standards 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. 7 points | 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.<br><br>OR<br><br>Candidate writes goals that fail to reflect the learner's present levels of performance.<br><br>OR<br><br>Candidate does not write goals for all areas of consideration (employment, education, independent living).<br><br>OR<br><br>Candidate does not identify and describe evidence-based practices to assist student in achieving goals. | 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.<br><br>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.<br><br>Candidate identifies *one* 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. | 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.<br><br>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.<br><br>Candidate identifies *several* 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.<br><br>Candidate shows evidence of scholarship by citing additional sources to support recommendations. |
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| Transition Objectives CEC/IGC Standards 3 & 5 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with | Candidate fails to sequence age and ability appropriate individualized transition objectives and/or fails to directly relate objectives to the postsecondary goals.<br><br>OR | 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 | Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career |

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| exceptionalities. Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.<br>7 points | Candidate writes objectives that fail to integrate models, theories, philosophies and research methods that form the basis for special education practice.<br><br>OR<br><br>Candidate does not write one objective for each area (education/training, employment, independent living). | participation across all environments, and relate directly to postsecondary goals. Affective, social, and life skills should be integrated with academic curricula.<br><br>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. | 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.<br><br>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.<br><br>Candidate shows evidence of scholarship by citing additional sources to support objectives or their sequence in relation to the goal. |
| 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.<br>7 points | 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. | 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. | 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.<br><br>Candidate shows evidence of scholarship by citing additional sources to support recommendations. |
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| 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 learning experiences for individuals with exceptionalities. Candidate uses multiple methods of assessment and data sources in making educational decisions.<br><br>7 points | Candidate lists inappropriate programs, services, and supports that do not align with areas of need based on present level of performance.<br><br>OR<br><br>Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the learner with an exceptionality.<br><br>OR<br>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. | 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.<br><br>Candidate aligns services and supports with areas of need based on present levels of performance and assessment information.<br><br>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.<br><br>Candidate includes in-school and post-school or community service options. | 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.<br><br>Candidate aligns services and supports with areas of need based on present levels of performance and evidence-based practices.<br><br>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 support recommendations. |
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| Legal Compliance of Transition Plan CEC/IGC Standard 6 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. 5 points | 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.

OR

Candidate fails to include a list of services, goals and objectives, and post-secondary outcomes.

OR

Candidate writes the transition plan using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling). | 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 | Candidate writes a comprehensive transition plan which complies with all relevant laws and policies, including FAPE and LRE (and the history) 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, |

| | | sexual origination of the individual. | socioeconomic status, and sexual origination of the individual. |
|---|---|---|---|
| | | Candidate writes the transition plan using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). | Candidate writes the transition plan using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). |
| | | | Candidate shows evidence of scholarship by citing additional sources to support conclusions. |