

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
SPECIAL EDUCATION**

**EDSE 544, 649 (Prince William #15)**

**Adaptive Instructional Methods and Transition for Secondary Learners**

**Spring 1, 2010**

**Wednesdays 4:15 – 8:45 (1/6 – 3/3)**

Independent Hill

**Professor:** Dr. Jane A. Razeghi

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**COURSE DESCRIPTION:**

Focuses on best practices in curriculum, assessment, and instructional methods for students with disabilities who access the general curriculum and adapted curriculum. Covers functional academics, social/life skills, accommodations, and transition to community, workplace, and post-secondary education.

**NATURE OF COURSE DELIVERY:**

Course delivery will include the use of technology, media, cooperative and collaborative group activities, guest speakers, lecture, and site visits.

**LEARNER OUTCOMES:**

This course is designed to enable students to: a) design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes; b) demonstrate an understanding of research-based strategies for facilitating transition into the community, workplace, and postsecondary environments; c) demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination; and d) 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); e) 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; and f) 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:**

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of mild disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education

professional organization. As such, the learning objectives for this course cover the following competencies for curriculum and methods for teaching individuals with mild disabilities, kindergarten through grade 12:

### **Standard 2. Development and Characteristics of Learners**

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, **as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.**

### **Standard 3. Individual Learning Differences**

Special educators understand the effects that an exceptional condition can have on an individual's learning in school and **throughout life.** Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, **and career options.** The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

### **Standard 5. Learning Environments and Social Interactions**

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously **and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.** Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

### **Standard 7. Instructional Planning**

Individualized decision-making and instruction is at the center of special education practice. Special develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, **special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to post secondary work learning contexts.** Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

### **Standard 8. Assessment**

Assessment is integral to the decision-making and teaching of special educators and special educators use **multiple types of assessment information for a variety of educational decisions.** Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning,

instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, **special educators understand the appropriate use and limitations of various types of assessments. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs.** Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

### **Standard 10. Collaboration**

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special roles as advocate for individuals with ELN. **Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences.** Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. **Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.**

### **REQUIRED TEXTS:**

1. Sitlington, P. L., Neubert, & Clark, G. M. (2010). *Transition Education and Services for Students with Disabilities (5<sup>th</sup> Ed.)*. Boston: Pearson Education, Inc.
2. Steer, D.E., Rose, E., & Cavauiolo, D. (2007). *Growing up: Transition to Adult Life for Students with Disabilities*. Boston: Pearson Education, Inc.

### **COURSE REQUIREMENTS:**

- All assignments are due on the dates indicated. Consult with me *in advance* if there is a problem. In fairness to students who make the effort to submit papers on time, points per day will be deducted from your grade for late papers unless I have agreed to an extension. Please retain a copy of your assignments in addition to the one you submit.
- All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will be required to document your work with the GMU Writing Center during this course to improve your skills.
- Course participants wishing to suggest other learning activities may, with my approval, substitute these for a required activity.
- The major portion of your learning in this course will be the result of your personal involvement in the content provided and in your willingness to incorporate in-class content and the readings into your repertoire of knowledge and skills. My role in your learning is to be a facilitator and to provide a favorable environment in which learning can take place; however, the major responsibility must necessarily remain with you.

### *Grading Scale:*

95-100% = A  
90-94% = A-  
87-89% = B+  
80-86% = B  
70-79% = C  
< 70% = F

## Expectations:

- Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected for a grade of B or better. Attendance 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. Please notify me *in advance* by phone or email if you will not be able to attend class.
- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly in addition to papers and assignments.
- Use APA guidelines for all course assignments. This website links to APA format guidelines. <http://www.apastyle.apa.org>  
We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals” <http://www.apastyle.org/disabilities.html>. We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.
- **Email:** Please note that your GMU email will be used exclusively for this course: Please activate and forward your gmU email to your most-checked account. Go to <http://mail.gmu.edu>. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.
- Be an Informed Student!  
Negotiating all the requirements for your Master’s and/or VA Licensure is extremely complex. It is imperative that you schedule a phone or in-person appointment with the Special Education Advisor, (Jancy Templeton ([jtemple1@gmu.edu](mailto:jtemple1@gmu.edu)), 703/993-2387). This will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.

## Using Blackboard:

GMU’s Blackboard will be used to post important information and presentations for this course and for you to check grades and communicate with your classmates.

You should check Blackboard at least once a week and right before class to make sure you are informed about class/GMU issues.

Your GMU email address will be entered in the Blackboard system.

The following is how you will access the Blackboard-GSE Login Page:

Enter the URL <http://courses.gmu.edu> into your browser location field.

Click on the Login button.

Enter your email Username & Password

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code. Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean's Office.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>.
- Click on responsible Use of Computing Policy at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://ods.gmu.edu/> or call 703-993-2474 to access the ODS.

## PERFORMANCE-BASED ASSESSMENTS AND EVALUATION CRITERIA:

**There are 4 Major Assignments for EDSE 544.**

- I. **MAJOR ASSIGNMENT : Blackboard Discussion Boards or Quizzes (3 @ 5 points apiece = 5 points total)**

Three (3) Blackboard discussion board topics or quizzes will be posted concerning transition issues for students with disabilities. If a Blackboard Discussion, students are responsible for responding to both the topic and their peers' responses. Responses should thoroughly address the prompt and reflect readings (such as the issues chapters at the end of each of the two texts), class discussions, and personal insights.

- II. **MAJOR ASSIGNMENT 2: Site Visit to a Community Resource/Agency or School Service That Facilitates Transition Skills (25 Points Total)**

Visit a transition resource either in the community or within a school system and describe the services available to youth with mild disabilities. A write-up should include services,

accommodations, description of the agency/office, and your questions for staff. The “lens” for this visit should be “what opportunities exist for youth with mild disabilities through this avenue during and/or after high school?” Include copies of materials available at center, agency, or office. Unless students sign up for the tour of professional technical center arranged by the professor, they will need to make an appointment at another type of program. Acceptable options for this assignment include a school career center, One-Stop Center, vocational evaluation site, Virginia Department of Rehabilitation Services office, local Community Services Board, Job Placement/Training program, and other suggestions from your professor. The report MUST include a synthesis section that integrates the information from the site visit referencing professional literature on transition and career education.

### **III. MAJOR ASSIGNMENT 3: Unit Plan for Secondary Learners with Mild Disabilities: Integration of Career/Transition Education into the General Curriculum: (35 points)**

This is the signature assignment, which MUST be submitted electronically for inclusion in Taskstream. Every student registered for any EDSE course including this semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.\*

The career/life skill integration unit should cover approximately five (**5**) **block-scheduled class periods** and use the appropriate *SECONDARY* (*middle or high school*) grade level Standards of Learning (SOLs) to teach in a content area (English, math, science, social studies or other secondary academic area of choice) at an identified secondary level. Make this something that a secondary teacher could actually use.

These lessons are to include a variety of activities, teaching strategies, and assessment tools to match the needs of the learners, the topic being taught, and the resources available. In the plans, the students should be actively engaged in activities at least half of the time. The goal of the lessons should be to *infuse career education or critical life skills* into content area instruction as described in a course of study and the SOL(s) for that grade level and subject. Find and/or create each activity to be completed by the students. If a published activity is selected, its reference is cited.

#### **The following information may assist in developing this project:**

##### Step 1. Standards of Learning.

- Obtain a curriculum (often referred to as a program of study or curriculum frameworks) from general education at the *secondary* level. Locate and clearly identify the related Standards of Learning (SOLs). Curriculum Frameworks for major content areas can be found at:

<http://www.pen.k12.va.us/VDOE/Instruction/sol.html>

SOLs can be found on the Virginia Department of Education website:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml> and

<http://www.pen.k12.va.us/VDOE/Instruction/sol.html>

- Be sure to specify the teaching situation and the students: What kind of class? What kind of students? What kind of instructors? What kind of resources?

### Step 2. Integration of Career Development/Life Skills within an Academic Lesson.

- Using the *secondary* general education curriculum (or program of study) and the Standard(s) of Learning (SOL), develop 5 (or more) well-designed lessons (a mini-unit) which will cover five (or more) block sessions of content and will reflect the integration of career development/life skills activities.
- These lessons must relate to one another at the thematic level. A calendar must be developed to show when and how these lessons will be incorporated into the students' class.

### Step 3. SOL Goals and Objectives.

- Identify the Standards of Learning (SOL) upon which the lessons are based.
- List general education goals for each lesson. These are to be based on the Standards of Learning (SOL) that you identified. Please indicate which one(s) and for which grade level and subject that you select.
- Then, identify what career concepts/life skills will be infused into the lesson, and write specific, measurable objectives for each lesson.

Note: Properly written **instructional objectives** have four components. They:

1. *Identify what students will be able to do once they have acquired the knowledge, skills or values related to the overall goal of the lesson(s).*
2. *Specify an anticipated measurable performance that will demonstrate the student has acquired the knowledge, skills or values related to the overall goal of the lesson. It allows the teacher to be able to see, hear, or examine a student- developed project.*
3. *Describe the setting in which the performance is to be demonstrated and observed, as well as the conditions under which the students will perform.*
4. *Establish a degree or level of expected performance (criterion) to measure the successful completion of the objective. These may be measured by rubrics, the percentage of correct items on a text/quiz, check sheets, etc.*

### Step 4. Lesson Format

- Provide a detailed format for each lesson including Grade Level, Theme, SOL(s) addressed, Objectives, Introduction, Presentation, Guided and Individualized Practice, and Assessment.

### Step 5. Adaptations & Accommodations.

- For the lesson(s), specify (in general) how the content will be adapted or modified, as well as, methods of presentation to meet the needs of students with disabilities, especially those with learning disabilities, mild mental retardation, and /or emotional disabilities.
- What will be done differently for each of these populations?

### Step 6: Assessment Plan for the Lessons.

- Summarize the multiple forms of assessment (formal and informal) that will be embedded in the lesson(s). Construct actual portfolio assessment examples for each lesson and for the unit as a whole.
- Include a discussion of how the results of each assessment will be used in instructional decision-making.

#### **IV. MAJOR ASSIGNMENT 4: Group Presentation on Standards-Based Assessments in Virginia - 25 points**

Each small group will be assigned to present on one of the following Virginia Assessment options/issues for students with disabilities: The presentation should provide a detailed overview of the option/issue as well as examples of assessment artifacts. Each small group presentation should require approximately 30 minutes of presentation time, not to exceed 45 minutes. Those less than 30 minutes will not be eligible for a grade of A. Other assignment topics may be assigned and researched with approval from the instructor.

1. [Virginia Substitute Evaluation Program \(VSEP\)](#)
2. [Virginia Grade Level Alternative \(VGLA\)](#)
3. [Virginia Alternate Assessment Program \(VAAP\)](#)
4. [Standard and Non-Standard Accommodation Issues \(description of, and decision factors\) for the SOL Assessments](#)
5. [Develop a work sample & identify the type of disability\(ies\) for which it could be used. Use text and do a little research on this. In what class setting \(inclusion, basic skills, self-contained, other\) could you use this? Explain the purpose.](#)
6. [Develop a “situational” assessment & identify the type of disability\(ies\) for which is could be used. Use text and do a little research on this. In what class setting \(inclusion, basic skills, self-contained, other\) could you use this? Explain the purpose.](#)
7. [Assessment Process for Department of Vocational Rehabilitation](#)
8. [Assessment Process for Woodrow Wilson Training Center](#)
9. [Other Employment Potential Assessments for Individuals with Disabilities \(Singer, Valpar, etc.\) - preapproved](#)

#### **Process.**

1. Sign up for an assessment topic (no more than 3 per small group).
2. Conduct research on the topic.
3. Together, come to consensus on the most important concepts that everyone should know.
4. Design a unique, possibly visually memorable mode of presentation [role play, video, mnemonics, game (must clear with professor so everyone doesn't do Jeopardy), music, or any combination of these or other]. Be creative.

5. Time your presentation so that one member does **not** exceed their allotted time. Each member of the small group must have an equal amount of time to present. Assign a timekeeper to keep time during the presentations. **Make copies** of your presentation Power Point). See rubric.

#### **V. Class Participation – 10 points**

Attendance at all classes is required, as is active participation in all assignments, group activities, and class discussions. Active participation includes the asking of questions and the presentation of one’s own reflections regarding the readings and lectures, as well as interactive discussion. Listening and respectful considerations of the comments of others is a professional expectation. Students are to complete the required readings and assignments prior to the relevant class meetings. During each class meeting there will be opportunities to earn required points(s) for successful completion of graded in-class activities that cannot be “made-up” and may affect the student’s final grade if missed.

	<b>Course Requirement</b>	<b>Points</b>
I	Blackboard &/or Quizzes	5
II	Site Visit	25
III	Unit Plan & Lesson Plans	35
IV	Assessment Presentation	25
V	Class Participation	10

*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 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.*

**Lesson Plan Checklist & Scoring Rubric**  
(Use this order & headings for each item in the lesson plan.)

Name: \_\_\_\_\_

Item	Peer	Prof
1. <b>Lesson Map</b> is developed according to the text ( <i>Teaching Content to All</i> )		
2. Identification of <b>grade level</b> & identification of secondary <b>curriculum area/subject</b>		
3. <b>SOL(s)</b> to be covered is/are identified and stated		
4. <b>General education objective</b> is written in <u>one sentence</u> that is also measurable (student, conditions, behavior, criterion, & <b>career concept</b> )		
6. <b>Materials</b> are listed		
7. Opening statement or activity that is <b>interesting &amp; attention-getting</b> . What will be the first things you say & do to engage your students in this lesson?		
<p>8. <b>Lesson Body.</b> The lesson body should be presented as <b>steps</b> (1, 2, 3) to be followed in "direct &amp; initial instruction". This is the time that you spend teaching; you intend to evaluate each student to see if they have your stated objective(s) based on the relevant SOL(s). Often this is a sequential task analysis. Use <u>bullets</u>, rather than extensive narrative to present your <u>sequential steps</u>.</p> <ul style="list-style-type: none"> <li>• Are these <b>steps</b> (1, 2, 3) clearly evident and can you tell the difference between "activity (ies)" and the direct instruction? _____</li> <li>• Identifies &amp; references <i>at least two (2)</i> <b>research-based practices or r learning strategies</b> that will be used in teaching this lesson to assist students with disabilities? These should be in clearly identified &amp; referenced in the lesson body in <b>bold</b> _____</li> <li>• <b>Career education</b> and/or <b>life skills</b> are included &amp; identified in "<b>bold</b>" in the lesson body</li> <li>• Is <b>guided</b> (described in text) or <b>extended</b> practice planned for? _____</li> <li>• Is there <b>differentiated instruction</b>? _____</li> <li>• <b>Time estimate</b> for each step/section of the lesson body? _____</li> </ul>		
9. <b>Activity (ies)</b> - these are planned (goal & rationale w/beginning, middle, & closing tasks).		
10. <b>Adaptations &amp; modifications</b> are identified for students with ED, LD & MR in each of the lesson plans These should be identified of each of the populations (in general), as well as anticipated I in the lesson body, specifically		
11. <b>Closing</b> for the lesson (activities have closings, too). What will you actually "say" to close this lesson?		
<p>12. <b>Student assessment &amp; evaluations are identified.</b> This should relate directly to your measurable objective? Does it?</p> <p>How do you know the student "got it"?</p> <p>What <b>instructional decisions</b> will you be able to make based on this information?</p>		
<p>13. <b>Teacher evaluation.</b> How do you know you got the lesson across? That your lesson was interesting?</p>		
<p>14. <b>Follow-up activities</b> that are planned (be specific, not general)</p> <ul style="list-style-type: none"> <li>-to review (when &amp; how)</li> <li>-to extend learning (when &amp; how)</li> <li>-to provide independent practice (when &amp; how)</li> </ul>		

**ASSESSMENT RUBRIC for Unit Signature Assignment: CEC Standard 7 (35 points)**

		<b>No Evidence</b>	<b>Beginning</b> (Limited evidence)	<b>Developing</b> (Clear evidence)	<b>Accomplished</b> (Clear, convincing, substantial evidence)	<b>Points</b>
	Possible points for each criteria:					
	<b>CRITERIA</b>					
1	<u>Descriptions</u> of class and learners are provided 1 point					
2	<u>Grade level and content</u> of lessons is indicated (11 <sup>th</sup> grade English, Algebra I, etc) 2 points					
3	<u>SOLs</u> addressed in unit/lessons are clearly identified & related to the academic content. 2 points					
4	<u>Theme or topic</u> of the lessons is identified (e.g., money management) A <u>calendar</u> is included to show how/when these lessons will be incorporated into the course 3 points					
5	There is a <u>goal</u> for each lesson that addresses <u>both</u> the SOL and the career development/life skill component 2 points					
6	There are objectives for each lesson. Lesson objectives are based on the goals (above) and are <u>measurable</u> (include all 4 components of an instructional objective) 3 points					
7	The five lesson plans are presented using the <u>appropriate format</u> , and are appropriate for secondary learners (5) 7 points					
8	Possible <u>adaptations &amp; modifications</u> are included for each lesson and are clearly identified and described 5 points					
9	<u>Portfolio assessments</u> for each lesson and the unit (actual examples) are included along with a discussion of how the results will be used in making instructional decisions. 5 points					
10	It is clear to the reader that <u>career education/life skills</u> have been infused into SOL-based lesson plans, reflected in implementation of the plans 5 points					

A+ (30 - 35); A (25 - 29); B+ (20 - 24); B (15 - 19); C (14 - 18); below 14 is failing

Total

Points: \_\_\_\_\_

Comments:

**Tour of Professional Technical Center or Other Transition Program/Facility Scoring Rubric – 25 points**

(please copy this and submit with your report)

Visits will be arranged **by your instructor** to one or more of the following centers: Chantilly Professional Technical Center, Arlington Career Development Center, and for SD majors, the Key or Franconia Centers. **Please do not contact these centers to arrange for visits.** Use the rubric to prepare for the visit and questions you may ask while there.

		<b>No Evidence</b>	<b>Beginning</b> (Limited evidence)	<b>Developing</b> (Clear evidence)	<b>Accomplished</b> (Clear, convincing, substantial evidence)	<b>Points</b>
	<b>CRITERIA</b> (possible points for each criteria)					
1	Brief description of the transitional services that are offered by the program/facility - 7 points					
2	Discussion indicates whether or not <u>best practices</u> are being used (as described in texts & lectures) 6 points					
3	What are the strengths & weaknesses of this program/facility? Be specific.  5 points					
4	<b>Personal reactions</b> and “evaluation” of the professional technical education center or other facility visited are clearly reflected 6 points					
5	Included are: <ul style="list-style-type: none"> <li>• tour guide's name &amp; signature</li> <li>• name of facility</li> <li>• length of time of tour</li> </ul> 1 point					

A+ (22-25); A (18-21); B ( 13-17); C (10-12); below 10 = F

Total

Points\_\_\_\_\_

Comments:

Interview Questions & Documentation of Program Visit (if unable to attend “class” visit)

Name of Facility Visited \_\_\_\_\_

Address/Location \_\_\_\_\_

Date & Time of Visit \_\_\_\_\_

Host's Name Person Providing the Information: \_\_\_\_\_

Host's Position at the Facility: \_\_\_\_\_

1. What is the nature of the services that this program offers?
2. Which of these services are discussed in the texts?
3. Do these services reflect the best practices described in class, text, or readings? If so, give an example or two.
4. If best or research based practices are not reflected, can you determine what the rationale is for offering the existing services?
5. What measures of performance are used to determine program effectiveness? In what ways does the program document the “success” of students or adults with disabilities who “complete” or exit the program?
6. \*What were your personal reactions, feelings, or intuition about this program especially in terms of the quality of its services and documented successes of its clients? Would you recommend it?

Host's Signature \_\_\_\_\_

**Rubric for the Group Presentation on Standards-Based Assessments in Virginia  
(25% of final grade) - 25 pts**

Names of Group Members:

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Issue Topic:

Topic of Presentation:	<b>Fully Identified &amp; Clearly Described</b>	<b>Minimally Identified or Described</b>	<b>Unsatisfactory or Inappropriate or Missing</b>	<b>Points 25</b>
Overview provides context and sets stage for presentation. Assume the audience knows very little if anything about this assessment topic. (3)				
Anticipates questions and demonstrate deep understanding of issue with explanations and elaboration based on research. (3)				
Presents (group members) information in <i>engaging</i> and logical sequence which audience can easily follow. <b>PowerPoint</b> is easy to read. Slides are referred to, but <u>not read word for word</u> . A handout is provided (9)				
Provides audience with organizations, websites, resources, etc. to connect them to sources of information on the topic (7)				
Significant evidence of shared responsibility, shared commitment, and shared level of effort is apparent. Every member of group participates in presentation. . (3)				

**Total Points \_\_\_\_\_/25**

**CLASS AGENDA EDSE 544, 649, PW #15 (may change if needed)**

Class Session	Topic/Learning Experiences	Readings (to be completed by the following class session)	Assignments Due This Session
Jan 6	Course Introduction Enduring Understandings Foundations of Transition Planning: A historical perspective The NLTS 1 and 2	<b>Sitlington:</b> 1 Educ & Transition  <u>Steele:</u> 1 Transition to Adult Life	
Jan 13	Characteristics and Needs of Secondary Learners with Disabilities  From Entitlement to Eligibility: IDEA, ADA, 504, WIA and beyond	<u>Steele:</u> 2 – Student Perspectives & Involvement <u>Steele:</u> 3 – /Families’ Perspectives <b>Sitlington:</b> 3 – Students & Families  <b>Sitlington:</b> 2 – Legislation	
Jan 20	Community Resources and Transition Planning Considerations: Employment	<b>Sitlington:</b> 11 – School-Based & Community-Based Resources <u>Steele:</u> 5 Interaction w/Agencies <u>Steele:</u> 7 Postsecondary	
Jan 27	Community Resources and Transition Planning Considerations: Independent Living  Community Resources and Transition Planning Considerations: Postsecondary Education	<b>Sitlington:</b> 8 – Job Placement Training & Supervision <u>Steele:</u> 8 – Moving Out of the Home.... *** <b>Sitlington:</b> 7 – Transition to Employment Steele: 9	1 of 5 lessons for review
Feb 3	Secondary IEP Planning and Delivery Graduation Requirements  Infusion of Life and Career Skills into the curriculum	<b>Sitlington:</b> 9 – Transition to Postsecondary  *** <u>Steele:</u> 6 and 10	
Feb 10	Assessment: Academic and Transition Assessment Group Work	<b>Sitlington:</b> 5 – Transition in Early Childhood Steele: 4 – Assessment for Transition Educ & Services	<b>Unit Plan &amp; Lessons</b>
Feb 17	Student Motivation/Self Regulation Self-Determination for Students and families  Accommodating, Modifying and Adapting Instruction at the Secondary level	<b>Sitlington:</b> 10 – Transition to Living in the Community	
Feb 24	Career Education across the Spectrum  Group Presentations	<b>Sitlington:</b> 12 – Where do we go from here?	
Mar 3	Group Presentations & Course Evaluations		<b>Site Visit &amp; Assessment</b>



**Student Information Sheet EDSE 544, 649, PW #15, Spring 1, 2010**

\_\_\_\_\_, \_\_\_\_\_  
Last Name First Name

GMU Email (please print this it can be easily read): \_\_\_\_\_

This email will inform you of announcements, class cancellations, and other relevant issues. Please check it regularly and have it forwarded to your most used address.

Additional Email address: \_\_\_\_\_

What is a **positive** one-word descriptor of yourself? \_\_\_\_\_

Your favorite thing to do? \_\_\_\_\_

Today's Date: \_\_\_\_\_

1. Home phone: \_\_\_\_\_

2. Place of work (School) Work phone: \_\_\_\_\_

Cell: \_\_\_\_\_

3. Type of teacher:

4. Grade Level:

5. Number of years teaching:

6. Have you developed an instructional unit to be delivered over a period of time (3 – 9 weeks)?

7. If yes, what was the grade level and topic?

8. How are you challenged intellectually in terms of a graduate level course? A question often asked on course evaluations.

9. Why type of university professor do you prefer and what does that person need to do to meet your learning needs? Please be specific.

10. What else would you like me to know about you? ☺