



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

Spring 2017

EDSE 544 625: Adapted Instructional Methods and Transition for Secondary Learners

CRN: 21157, 3 – Credits

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| Instructor: Dr. Katherine Bradley-Black | Meeting Dates: 03/14/17 – 05/16/17 |
| Phone: 703-244-7742 (cell) | Meeting Day(s): Tuesday |
| E-Mail: kblack4@gmu.edu | Meeting Time(s): 4:30 pm - 9:00 pm |
| Office Hours: by appointment | Meeting Location: Off-campus |
| Office Location: N/A | Other Phone: N/A |

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

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.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Are you completing a teacher licensure or non-licensure certificate program in addition to a Masters degree? Students can submit a Graduate Secondary Certificate Application (<http://registrar.gmu.edu/wp-content/uploads/GSCA.pdf>) to their advisor when they are ready to add a certificate. Talk to your advisor if you have any questions about the program/s you are completing.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, 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. Demonstrate knowledge of the federal and Virginia laws, Standards of Learning, and agencies that require and provide for transition, vocational, and rehabilitation services for teacher candidates/students with disabilities at the secondary school level (middle & high school);
5. 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;
6. Identify organizations, services, networks, and the variety of state and local agencies that maximize the interagency effort involved in the transition process for teacher candidates/students with disabilities.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional

organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include 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. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. 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 teacher candidates/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 teacher candidates/students with disabilities.

Required Textbooks

Test, D. W. (2012). *Evidence-Based Instructional Strategies for Transition*. Brookes Transition to Adulthood Series. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.

Wehman, P. (2011). *Essentials of Transition Planning*. Brookes Transition to Adulthood Series. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings

Office of Special Education and Rehabilitative Services. (2017). *A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities*.

Visit:

<https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-2017.pdf>

Kohler, P. D., Gothberg, J. E., Fowler, C., and Coyle, J. (2016). *Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs*. Western Michigan University. Available at www.transitionta.org.

IRIS Center Modules (<https://iris.peabody.vanderbilt.edu/>)

- Evidence-Based Practices (Part 1): Identifying and Selecting Practice or Program
- Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity
- Evidence-Based Practices (Part 30): Evaluating Learner Outcomes with Fidelity

- Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings
- Secondary Transition: Interagency Collaboration

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 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 Tk20 (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 Tk20.

For EDSE 544, the required PBA is Transition Plan with Assistive Technology. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

ASSIGNMENT 1: 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, you will:

- 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) which 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 that 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 practices which 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). □ 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).

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. ○ 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.

***NOTE:** All materials for this assignment will be posted on Blackboard for your reference.

College Wide Common Assessment (Tk20 submission required)

See Above

Performance-based Common Assignments (No Tk20 submission required.)

No other performance-based common assignments are due.

ASSIGNMENT 2: Transition Assessment Presentations (15 points)

Each small group will present on one of the following topics about some aspect of the transition assessment. The presentation should provide a detailed overview of the topic as well as examples. Each small group presentation should involve approximately 30 minutes of presentation time.

Topics to choose from include:

- Virginia Alternate Assessment Program (VAAP)
- Virginia Substitute Evaluation Program (VSEP)
- Virginia Grade Level Assessment (VGLA)
- Virginia Modified Achievement Standards Test (VMASST)*
- Armed Services Vocational Aptitude Battery (ASVAB)

**Groups may generate their own, original topics as well; these topics must be pre-approved by the instructor.

Other Assignments

ASSIGNMENT 3: Integrating Employability Skills

Review the “Integrating Employability Skills: A Framework for Educators” PowerPoint located on the College and Career Readiness and Success web site (<http://www.ccrscenter.org/implementation-tools/integrating-employability-skills>). The PowerPoint presentation is designed for a group presentation, so you’ll need to make modifications to the expectations while doing it alone. Make sure you review all the materials specified for each activity in the presentation.

Once you have completed the PowerPoint presentation, post your responses to the prompts below to the class Blackboard Discussion Board.

1. How does what you learned about Employability Skills increase your capacity to address the needs of students with disabilities?
2. To what extent do you experience personnel in your schools working together to highlight or address Employability Skills throughout the curriculum?
3. Having learned the importance of specific Employability Skills, when you think of the students on your caseload, or in your classes, (a) what do you find encouraging and (b) what concerns you?

ASSIGNMENT 4: IRIS Module Journals

Complete the three IRIS Center modules on the topic of Evidence-Based Practices and Transition Services for students with disabilities. (<https://iris.peabody.vanderbilt.edu/>)

- Evidence-Based Practices (Part 1): Identifying and Selecting Practice or Program
- Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity
- Evidence-Based Practices (Part 30): Evaluating Learner Outcomes with Fidelity

Write a paper, no longer than three pages, reflecting on what you learned about Evidence-Based Practices and Transition Services and how what you learned impacts how you think about your teaching practices. Questions to consider may include (not required):

- How does what you learned about Evidence-Based Practices impact your capacity to address transition services for students with disabilities?
 - Are you currently implementing Evidence-Based Practices in your current day to day teaching practices?
 - What changes can you make to your current practices to implement Evidence-Based Practices?
 - What structures are in place in your current school setting to support you implementing Evidence-Based Practices?
 - What structures are in place in your current setting would you consider barriers to implementing Evidence-Based Practices?
- What else do you need to know/learn about Evidence-Based Practices?
- What are your next steps in applying what you have learned in this course to your teaching practices?

The goal is 3 pages, double spaced, APA format. Due to spacing issues, the paper can be between 2.5-3 pages long, but cannot be less than 2.5 pages. References are not required, but maybe included.

Summary of Course Requirements

| | Assignment/Expectation | Total Points | Due Date |
|---------------------|---|--------------|------------|
| 1 | Transition Plan with AT | 40 | 5.2.17 |
| 2 | Transition Assessment Presentations | 20 | 5.16.17 |
| 3 | Integrating Employability Skills Discussion Board Assignment | 20 | 4.18.17 |
| 4 | IRIS module journals | 20 | 4.25.17 |
| 5 | Attendance & Participation | 20 | Throughout |
| Total Points | | 120 | |

Course Policies and Expectations

Attendance/Participation

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. ***More than one absence for any reason will result in the final grade dropping by 5 points.***

Late Work

All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.**

Grading Scale

95-100% = A

90-94% = A-

80-89% = B

70-79% = C

< 70% = F

Note: The George Mason University Honor Code will be strictly enforced. 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 or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

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

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk2ohelp@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

Class Schedule

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

| Meeting & Date | Topic | Readings to be done in advance of <i>this</i> class | Assignments Due |
|----------------|--|---|--------------------|
| 1 3.14 | <ul style="list-style-type: none"> • Syllabus and Course Expectations • Intro to federal requirements re: Transition Services | USDOE Transition Guide (2017) , Section 2 | |
| 2 3.21 | <ul style="list-style-type: none"> • Transition: An Overview and Background • Individual & Community Transition Planning • Transition Focused Education | Wehman chpt 1, 2 Test, chpt 1 | |

| | | | |
|------------|--|--|---|
| 3 3.28 | <ul style="list-style-type: none"> • Transition Assessments for Instruction • Data collection strategies • Developing Transition Curriculum | Test, chpt 2, 4 Wehman, chpt 3, 4 | |
| 4 4.4 | <ul style="list-style-type: none"> • Planning for the future • Taxonomy of Transition Planning • Transition Planning • Exploring the Effective Practices and Predictors Matrix (NTACT) | Wehman, chpt 5 USDOE Transition Guide, Section 4 Taxonomy for Transition Planning (whole document) | |
| 4.11 | No Class |  | |
| 5 4.18 | <ul style="list-style-type: none"> • Writing & Implementing the Transition part of the IEP • Employability Skills • Person-centered Planning • Self-Determination | Wehman, 5&6 Test, 5&6 | Assignment 3: Employability Skills DUE |
| 6 4.25 | No Class Time to complete IRIS Module Assignment | Test, 7 Wehman, 7 | Assignment 4: IRIS Module Journal DUE by 4.30.17 |
| 7 5.2 | <ul style="list-style-type: none"> • Teaching Life Skills • Community-Based Choices | | |
| 8 5.2 | GUEST SPEAKER Time to work on group presentation | | Assignment 1: Transition Plan DUE |
| 9 5.9 | <ul style="list-style-type: none"> • Other Federal Regulatory Requirements: WIOA, VR, CTE, etc. • Competitive Employment (NTACT) | TBD | |
| 10 5.16 | Virtual Class Professor will provide log-in information | | Assessment Presentations (Virtual) |

Assessment Rubric(s)

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

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|--|--|--|--|
| <p>Goals and Instructional Strategies</p> <p>CEC/IGC Standards 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> | <p>understanding of models, theories, and philosophies specific to transition by writing postsecondary goals that are not measurable or age appropriate or responsive to variations in beliefs, traditions, and values across and within cultures.</p> <p>OR</p> <ul style="list-style-type: none"> • Candidate writes goals that fail to reflect the learner’s present levels of performance. • OR • Candidate does not write goals for all areas of consideration (employment, education, independent living). • OR • Candidate does not identify and describe evidence-based practices to assist student in achieving goals. | <p>understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals that are measurable, age appropriate, and responsive to variations in beliefs, traditions, and values across and within cultures.</p> <ul style="list-style-type: none"> • Candidate integrates affective, social, and life skills with academic curricula to write goals for each area (employment, education, independent living) that reflect the learner’s present levels of performance. • Candidate identifies <i>one</i> evidence-based instructional strategy for each goal that reflects the learner’s present levels of performance and show positive growth towards what the student wants to achieve after high school. | <p>models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals that are measurable, age appropriate, and responsive to variations in beliefs, traditions, and values across and within cultures.</p> <ul style="list-style-type: none"> • Candidate integrates affective, social, and life skills with academic curricula to write goals for each area (employment, education, independent living) that reflect the learner’s present levels of performance. • Candidate identifies <i>several</i> evidence-based instructional strategies for each goal that reflect the learner’s present levels of performance and show positive growth towards what the student wants to achieve after high school. • Candidate shows evidence of scholarship by citing additional sources to support recommendations. |
| Transition Objectives | <ul style="list-style-type: none"> • Candidate fails to sequence age and ability appropriate individualized | <ul style="list-style-type: none"> • Candidate sequences age and ability appropriate individualized transition | <ul style="list-style-type: none"> • Candidate sequences age and ability appropriate individualized |

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|--|---|--|--|
| <p>CEC/IGC Standards 3 & 5</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> | <p>transition objectives and/or fails to directly relate objectives to the postsecondary goals.</p> <p>OR</p> <ul style="list-style-type: none"> • Candidate writes objectives that fail to integrate models, theories, philosophies and research methods that form the basis for special education practice. <p>OR</p> <ul style="list-style-type: none"> • Candidate does not write one objective for each area (education/training, employment, independent living). | <p>objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relate directly to postsecondary goals. Affective, social, and life skills should be integrated with academic curricula.</p> <ul style="list-style-type: none"> • Candidate writes one objective for each area (education/training, employment, and independent living, as appropriate) that integrates models, theories, philosophies and research methods that form the basis for special education practice. | <p>transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals. Affective, social, and life skills should be integrated with academic curricula.</p> <ul style="list-style-type: none"> • Candidate writes one objective for each area (education/training, employment, independent living) that integrates models, theories, philosophies and research methods that form the basis for special education practice. • Candidate shows evidence of scholarship by citing additional sources to support objectives or their sequence in relation to the goal. |
| <p>Assistive Technology</p> <p>CEC/IGC Standard 5</p> <p>Candidate selects, adapts, and uses a</p> | <ul style="list-style-type: none"> • Candidate fails to integrate appropriate forms of augmentative, alternative and assistive technologies to support and enhance communication skills of the student with | <ul style="list-style-type: none"> • Based on assessment information, candidate integrates appropriate forms of augmentative, alternative and/or assistive technologies to support and enhance communication skills | <ul style="list-style-type: none"> • Candidate integrates appropriate forms of augmentative, alternative and/or assistive technologies and specific communication strategies and |

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|--|--|--|--|
| <p>repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> | <p>mild to moderate exceptional learning needs.</p> | <p>and/or outcomes of the individual with an exceptionality.</p> | <p>resources to support and enhance communication skills and/or outcomes of the individual with an exceptionality.</p> <ul style="list-style-type: none"> • Candidate provides a rationale for all forms of technology chosen. • Candidate shows evidence of scholarship by citing additional sources to support recommendations. |
| <p>School and Post-Secondary Services</p> <p>CEC/IGC Standards 1 & 4</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Candidate uses multiple methods of assessment and data sources in making</p> | <ul style="list-style-type: none"> • Candidate lists inappropriate programs, services, and supports that do not align with areas of need based on present level of performance. <p>OR</p> <ul style="list-style-type: none"> • Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the learner with an exceptionality. <p>OR</p> <ul style="list-style-type: none"> • Candidate fails to provide a clear plan for explaining the transition plan to the learner or fails to consider the impact of the learner’s academic and social abilities, attitudes, interests, and values. | <ul style="list-style-type: none"> • Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. • Candidate aligns services and supports with areas of need based on present levels of performance and assessment information. • Candidate provides a clear plan for evaluating instruction, monitoring progress, and explaining the transition plan to the | <ul style="list-style-type: none"> • Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. • Candidate aligns services and supports with areas of need based on present levels of performance and evidence-based practices. • Candidate provides a clear plan for enhancing the learning of critical thinking, problem solving and performance skills, |

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|--|--|---|--|
| educational decisions. | | <p>learner with consideration given to the impact of the learner’s academic and social abilities, attitudes, interests, and values.</p> <ul style="list-style-type: none"> • Candidate includes in-school and post-school or community service options. | <p>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.</p> <ul style="list-style-type: none"> • Candidate includes in-school and post-school or community service options. • Candidate shows evidence of scholarship by citing additional sources to support recommendations. |
| <p>Legal Compliance of Transition Plan</p> <p>CEC/IGC Standard 6</p> <p>Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning,</p> | <ul style="list-style-type: none"> • Candidate writes an incomplete transition plan which fails to comply with all relevant laws and policies, including FAPE and LRE (and the history of these points of view) or other human issues that have historically influenced and continue to influence the field of special education. <p>OR</p> <ul style="list-style-type: none"> • Candidate fails to include a list of services, goals and objectives, and post-secondary outcomes. | <ul style="list-style-type: none"> • Candidate writes a comprehensive transition plan which complies with all relevant laws and policies, including FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate includes a list of services, goals and objectives, and post-secondary outcomes. • Candidate writes areas | <ul style="list-style-type: none"> • Candidate writes a comprehensive transition plan which complies with all relevant laws and policies, including FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate includes a list of services, goals and objectives, and post-secondary outcomes. • Candidate writes areas |

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|--------------------------------|--|---|--|
| and to advance the profession. | <p>OR</p> <ul style="list-style-type: none"> • Candidate writes the transition plan using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling). | <p>of need, goals, objectives/benchmarks, placements and services with a connection to the present levels of performance.</p> <ul style="list-style-type: none"> • Candidate demonstrates commitment to developing the highest education and quality-of-life potential for the individual with an exceptionality as well as sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual origination of the individual. • Candidate writes the transition plan using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). | <p>of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.</p> <ul style="list-style-type: none"> • Candidate demonstrates commitment to developing the highest education and quality-of-life potential for the individual with an exceptionality as well as sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual origination of the individual. • Candidate writes the transition plan using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). • Candidate shows evidence of scholarship by citing additional sources to support conclusions. |

Appendix

Transition Plan Assignment Worksheet

| | Employment | Education/Training | Independent Living |
|--|-------------------|---------------------------|---------------------------|
| <p>Transition Goals Must be based on the present level of performance statements and the student's needs, observable and measurable, age and ability appropriate and prioritized and based on the student's interests and preferences.</p> | | | |
| <p>Short-term Objectives Provide a minimum of one short-term objective for each domain.</p> | | | |
| <p>Evidence-Based Practice to Support Goals (include reference)</p> | | | |
| <p>Recommended Experiences, Activities, & Opportunities</p> | | | |

| | Employment | Education/Training | Independent Living |
|---|--------------------|---------------------------|---------------------------|
| (School-based and community) | | | |
| Recommended Services | | | |
| Assistive Tech or AAC Recommendation | | | |
| Action Plan (Which elements/skills will be addressed each year?) | 9 th : | 9 th : | 9 th : |
| | 10 th : | 10 th : | 10 th : |
| | 11 th : | 11 th : | 11 th : |
| | 12 th : | 12 th : | 12 th : |