



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

Summer 2019

EDSE 531 646: Transition and Community-Based Instruction

CRN: 42607, 3 – Credits

<b>Instructor:</b> Dr. Linn Jorgenson	<b>Meeting Dates:</b> 5/23/2019 – 7/25/2019
<b>Phone:</b> (703) 419-0694	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> ljorgen2@gmu.edu	<b>Meeting Time(s):</b> 5 pm – 9:30 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Gatehouse Rm. 3050/51
<b>Office Location:</b> Krug Rm. 103	<b>Other Phone:</b> N/A

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

**Prerequisite(s):** None

**Co-requisite(s):** None

### **Course Description**

Addresses issues in transition for youth with severe disabilities. Covers self-determination, development, and implementation of a transition plan, post-secondary opportunities including education and community-based instruction, and vocational environments. Offered by Graduate School of Education. May not be repeated for credit.

### **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**

Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

### **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
7. Guest speakers as schedules permit

### **Learner Outcomes**

Upon completion of this course, teacher candidates/students will be able to

1. Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.
2. Coordinate service delivery with general educators, related service providers, and other providers.
3. Coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.
4. Identify community resources agencies and strategies to interface with community agencies when developing and planning IEPs.
5. Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.
6. Identify related services and accommodations, including technology, pertaining to postsecondary transitions that increase student access to post secondary education and community resources.
7. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development.
8. Implement person-centered planning strategies to promote student involvement in planning.
9. Identify generic skills that lead to success in school, work and community, including time management, preparedness, social interactions, and communication skills.
10. Demonstrate knowledge of social skills development including the unique social skills deficits associated with disability.
11. Assess social skills strengths and needs implement specialized social skills strategies.
12. Demonstrate knowledge of use and implementation of transition assessments (including vocational assessments) to encourage and support students' self-advocacy and self-determination skills.
13. Discuss legal issues surrounding age of majority and guardianship.

### **Professional Standards**

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted 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, 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 3: Curricular content knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

### **Required Textbooks**

Morningstar & Clavenna-Deane, (2018) *Your Complete Guide to Transition Planning and Services*, Brooks Publishing, ISBN: 978-1-59857-311-4

### **Recommended Textbooks**

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

### **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 531, the required PBA is Transition Individualized Education Program. Please check to verify your ability to upload items to Tk20 before the PBA due date.

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

##### **Performance-based Assessment (Tk20 submission required)**

Transition Individualized Education Program

##### **College Wide Common Assessment (TK20 submission required)**

N/A

##### **Performance-based Common Assignments (No Tk20 submission required)**

N/A

### **Other Assignments**

#### **Assessment 1: Transition Individualized Education Plan (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 who access the adapted curriculum. Candidates will demonstrate an understanding of the components of the transition plan. Based upon case information provided, candidates will construct a transition

plan that is legally sufficient and educationally appropriate for the described student. Candidates will use curricular resources and evidence-based practices to demonstrate their ability to plan appropriately for the student. (Rubric provided by Blackboard)

## **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 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 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).
- 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.

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

Visit a transition resource in the community and describe the services available to youth with disabilities. Acceptable options for this assignment include a school career center, interview with a school or county transition coordinator, OneStop Center, vocational evaluation site, Virginia

Department of Rehabilitation Services office, local Community Services Board, Job Placement/Training program, and other suggestions from your professor.

Your write-up should include services, accommodations, population(s) served, description of the agency/office, and your questions for staff. Include copies of materials available at the center, agency, or office. Your “lens” for this visit should be, “What opportunities exist for youths who access the adapted curriculum, and what opportunities exist during and/or after high school?” A full assignment description and grading rubric will be posted on Blackboard and discussed in class. (Rubric provided on Blackboard)

### **Assessment 3: Online Module work and Quiz (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 modules listed below. Each module is listed on the left hand side of the screen. After reviewing all seven modules (reading text and watching videos on each page), you will complete a quiz on Blackboard which will assess your understanding of the text and videos posted.

#### **The seven 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

### **Assessment 4: Transition Assessment Presentations (15 points)**

You will work in groups (2-3 in a group) to research an assessment (informal/formal) that could be given to a student who accesses the adapted curriculum and related to transition. Discussion in class will help identify such assessments. Once an assessment tool is selected, the group will research and present the assessment to class in an interactive and engaging presentation. (Rubric provided on Blackboard)

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

Participation includes the asking of questions and contribution to interactive discussion. Students are to complete the required readings and assignments prior to the relevant class meetings. Be aware that any points available through classroom activities during a time of absence will not be earned and cannot be made up.

Points for class attendance and participation are positively impacted by:

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

\*NOTE: All assignments should reflect college-level spelling, syntax, and grammar, as well as follow APA style guidelines.

Course grades are calculated by summing the points earned on assignments and dividing by the total possible points. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

Transition Plan with Assistive Technology	40 points
Site Visit to Community Agency	15 points
Online Module Work and Quiz	15 points
Transition Assessment Presentation	15 points
Attendance, Participation, and Reading	15 points
Total Points	100

### **Course Policies and Expectations**

#### **Attendance/Participation**

Students are expected to attend and participate in all scheduled classes. As you know the cohorts are constructed in a manner that is dense in material with limited class time meetings. When you miss class, you are unable to make up participation points. If you have an emergency, please email me and inform me prior to class. Additionally, should you have to miss class, please see your colleagues for missing work, assignments, and Blackboard, should you have additional questions after this process, please contact me.

#### **Late Work**

There will be a 10% deduction in grade per day for work submitted late.

### **Grading Scale**

A	100-90%
B+	89.99-88%
B	87.99-80%
C	79.99-70%
F	69.99- and below

## 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/>).

Note:

\*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 <https://catalog.gmu.edu/policies/honor-code-system/>).

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

## Class Schedule

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

Week	Topics	Readings Due	Assignments Due
1	<ul style="list-style-type: none"><li>• Course Overview &amp; Syllabus Review</li><li>• Introduction to Transition</li><li>• Discuss Field Experience expectation</li></ul>	N/A	N/A
2	<ul style="list-style-type: none"><li>• Taxonomy for transition programming</li><li>• Student-Focused Planning</li><li>• IDEA/Transition Team</li></ul>	Ch. 1	

Week	Topics	Readings Due	Assignments Due
3	NO CLASS- Complete online module	Ch.2 Review 7 modules <a href="http://nextsteps-nh.org/transition-iep-requirements">http://nextsteps-nh.org/transition-iep-requirements</a>	No Class- online module
4	<ul style="list-style-type: none"> <li>• Curriculum Development</li> <li>• Vocational /Alternative Assessment</li> <li>• Diploma options</li> <li>• Indicator 13</li> </ul>	Ch. 3	
5	<ul style="list-style-type: none"> <li>• Transition and IEP Development</li> <li>• Conducting/Coordinating IEP meeting</li> <li>• Student Involvement</li> <li>• Data Collection Strategies</li> </ul>	Ch.4	
6	<ul style="list-style-type: none"> <li>• Transition Assessment</li> <li>• Post-Secondary Goals</li> <li>• Indicator 13</li> <li>• Interagency Involvement</li> <li>• Self-Determination</li> </ul>		Assessment Presentations
7	<ul style="list-style-type: none"> <li>• Family Involvement</li> <li>• Developing goals</li> <li>• Task Analysis</li> <li>• Transition Teaching Strategies</li> </ul>	Ch. 6, 7	Assessment Presentations
8	• Guest Speakers: Adult Services	Ch.8,9	Site Visit Paper Due
9	<ul style="list-style-type: none"> <li>• Interagency collaboration</li> <li>• Adult Services</li> <li>• Vocational Rehabilitation</li> <li>• Counselor Involvement</li> </ul>	Ch. 10, 11	
10	<ul style="list-style-type: none"> <li>• Community-Based Choices</li> <li>• Postsecondary Education and Employment Models and options</li> </ul>	Ch. 12	Transition Plan with Presentation Due

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### GMU Policies and Resources for Students

#### Policies

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- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

### **Appendix**

#### **Assessment Rubric(s)**

## Rubric: Transition Plan with Assistive Technology

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p>Transition Assessment Information</p> <p>CEC/IGC Standards 1 &amp; 4</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<p>Candidate writes an incomplete description of the student’s interests, OR strengths and capabilities OR career goals in any of the following areas:</p> <ul style="list-style-type: none"> <li>○ Education/training</li> <li>○ Employment</li> <li>○ Independent living (as appropriate).</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>○ Education/training</li> <li>○ Employment</li> <li>○ Independent living (as appropriate)</li> </ul> <p>with reference to age-appropriate transition assessments.</p> <p>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).</p>	<p>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:</p> <ul style="list-style-type: none"> <li>○ Education/training</li> <li>○ Employment</li> <li>○ Independent living (as appropriate)</li> </ul> <p>Including direct evidence and examples from the student’s age-appropriate transition assessment data.</p> <p>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.</p> <p>Candidate describes the impact the learner’s characteristics may have on auditory and information processing skills (as appropriate).</p>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p>Measurable Postsecondary Goals and Instructional Strategies</p> <p>CEC/IGC Standards 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>Candidate fails to demonstrate understanding of models, theories, and philosophies specific to transition by writing postsecondary goals that are not measurable or age appropriate or responsive to variations in beliefs, traditions, and values across and within cultures.</p> <p>OR</p> <p>Candidate writes goals that fail to reflect the learner’s present levels of performance.</p> <p>OR</p> <p>Candidate does not write goals for all areas of consideration (employment, education, independent living).</p> <p>OR</p> <p>Candidate does not identify and describe evidence-based practices to assist student in achieving goals.</p>	<p>Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals that are measurable, age appropriate, and responsive to variations in beliefs, traditions, and values across and within cultures.</p> <p>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.</p> <p>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>	<p>Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals that are measurable, age appropriate, and responsive to variations in beliefs, traditions, and values across and within cultures.</p> <p>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.</p> <p>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.</p> <p>Candidate shows evidence of scholarship by citing additional sources to support recommendations.</p>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p>Transition Objectives</p> <p>CEC/IGC Standards 3 &amp; 5</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>Candidate fails to sequence age and ability appropriate individualized transition objectives and/or fails to directly relate objectives to the postsecondary goals.</p> <p>OR</p> <p>Candidate writes objectives that fail to integrate models, theories, philosophies and research methods that form the basis for special education practice.</p> <p>OR</p> <p>Candidate does not write one objective for each area (education/training, employment, independent living).</p>	<p>Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relate directly to postsecondary goals. Affective, social, and life skills should be integrated with academic curricula.</p> <p>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>	<p>Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals. Affective, social, and life skills should be integrated with academic curricula.</p> <p>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.</p> <p>Candidate shows evidence of scholarship by citing additional sources to support objectives or their sequence in relation to the goal.</p>

	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>
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<p>School and Post-Secondary Services</p> <p>CEC/IGC Standards 1 &amp; 4</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<p>Candidate lists inappropriate programs, services, and supports that do not align with areas of need based on present level of performance.</p> <p>OR</p> <p>Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the learner with an exceptionality.</p> <p>OR</p> <p>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.</p>	<p>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.</p> <p>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 learner with consideration given to the impact of the learner’s academic and social abilities, attitudes, interests, and values.</p> <p>Candidate includes in-school and post-school or community service options.</p>	<p>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.</p> <p>Candidate aligns services and supports with areas of need based on present levels of performance and evidence-based practices.</p> <p>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.</p> <p>Candidate includes in-school and post-school or community service options.</p>
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	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
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<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, and to advance the profession.</p>	<p>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> <p>OR</p> <p>Candidate fails to include a list of services, goals and objectives, and post-secondary outcomes.</p> <p>OR</p> <p>Candidate writes the transition plan using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling).</p>	<p>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.</p> <p>Candidate includes a list of services, goals and objectives, and post-secondary outcomes.</p> <p>Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a connection to the present levels of performance.</p> <p>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.</p> <p>Candidate writes the transition plan using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).</p>	<p>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.</p> <p>Candidate includes a list of services, goals and objectives, and post-secondary outcomes.</p> <p>Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.</p> <p>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.</p> <p>Candidate writes the transition plan using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).</p>
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