EDSP 555-01 Communication/ Collaboration Partnerships in Transition Education and Services

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Communication/Collaboration Partnerships in Transition Education and Services

EDSP 555-01 (3 credits)

Spring 2015

Location: Butler Technology and Career Development School

Instructor: Mollie E. Mcintosh, M Ed., Transition to Work Specialist
mcintosh3@xavier.edu
mcintoshm@butlertech.org (for more immediate attention)
Cell: 937.238.2392
Office: 513.298.8771
Xavier University-Special Education Office Phone: 513.745.3655

Day and Time: Saturdays, 12:00 – 3:00

Dates: January 24, March 7, and April 25

COURSE DESCRIPTION:

This course focuses on the interpersonal knowledge and skills necessary of a transition to work specialist or special education/related service professional involved in supporting the transition to adulthood process for students with disabilities. Candidates will develop an awareness and understanding of the methods and techniques needed for servicing students and/or clients to include: communicating and collaborating with individuals, families, teachers, post-secondary education personnel, community members, and service agencies involved in the transition planning process. Course participants will identify specific disability related characteristics and the challenges they pose for individuals as they plan for a variety of post-school outcomes.

In addition to general course activities, the candidate will schedule and complete 20 field experience hours: 10 hours in transitional educational setting and 10 hours in transitional service setting.

REQUIRED TEXT:

CHAPTERS: Read Chapters, 16-20. Previous chapters may be reviewed.

*IMPORTANT NOTE**
Please be sure that you carefully and thoroughly read all the assigned chapters in your textbooks. The material in you textbook may be covered in the PRAXIS tests you will take to qualify for you teaching license. If you do not fully understand certain materials addressed in your textbooks and those details specifically covered during class time, it is your responsibility to ask the instructor to clarify that information or suggest possible resources.
COMMUNICATION

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time at work or through the Special Education Department. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected. Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the instructor personally to discuss the specific needs. Please also contact the Learning Assistance Center at 513-745-3280 on the Fifth Floor of Conaton Learning Commons to coordinate reasonable accommodations.

*All students are expected to check Xavier University email on a regular basis. University personnel, including instructors, will use your Xavier University email account as a primary means for communication.*

ACADEMIC SUPPORT

Learning Assistance Center

The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. [http://www.xavier.edu/lac/](http://www.xavier.edu/lac/)

Writing Center

The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. [http://www.xavier.edu/writingcenter/](http://www.xavier.edu/writingcenter/)

Mathematics Tutoring Lab

The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. [http://www.xavier.edu/mathematics/Math-Lab.cfm](http://www.xavier.edu/mathematics/Math-Lab.cfm)

Students with Disabilities

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Learning Assistance Center at 513-745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations.
Academic Honesty Policy

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one’s own.

Copyright Policy

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the library copyright Web page and download the following for reference purposes:
Xavier University, online course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.
Special Education Professional Ethical Principles

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
D. Practicing collegially with others who are providing services to individuals with exceptionalities.
E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
F. Using evidence, instructional data, research, and professional knowledge to inform practice.
G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
K. Engaging in the improvement of the profession through active participation in professional organizations.
L. Participating in the growth and dissemination of professional knowledge and skills.

*Adopted by the CEC Board of Directors, January 2010*
<table>
<thead>
<tr>
<th>COURSE OUTCOMES</th>
<th>COURSE ASSESSMENT ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate variety of content specific instructional strategies and concepts to prepare students for post school outcomes, including: shared responsibility with parents, collaboration with other teachers, and agency personnel. Analyze data to monitor student progress in order to plan, differentiate or modify instruction needed to reach post school goals. <em>(CEC 4, 7, 8, 9, 10)</em> <em>(OSTP 2.1; 2.2; 3.3; 6.1; 6.2; 6.3; 6.4)</em></td>
<td>Textbook and supplemental reading responses  Discussion board responses  Field experience reports  Transition Resource Portfolio Sections 1 &amp; 4  Transition Information Documents for specific disabilities  College Options Interview  Self-Determination Lesson Plan  Class participation</td>
</tr>
<tr>
<td>2. Evaluate and modify transition goals based on the interests and preferences of the student through the use of a variety of diagnostic, formative and summative assessments while engaging in professional development activities needed to develop compliant and quality transition-related goals and activities within the IEP. <em>(CEC 1, 3, 4, 8, 9)</em> <em>(OSTP 1.2; 3.1; 3.3; 7.2)</em></td>
<td>Textbook and supplemental reading responses  Discussion board responses  Presentation of Transition Meeting Critique  Development of Transition Resource Portfolio Sections 2 &amp; 4  Development high quality transition plans  Field Experience reports  Class participation</td>
</tr>
<tr>
<td>3. Utilize methods and strategies for increasing families' knowledge and skills about transition related issues; apply procedures for referring students to community service agencies, research methods to increase interagency collaboration. <em>(CEC 1, 5, 6, 9, 10)</em> <em>(OSTP 6.1; 6.2; 6.3; 6.4)</em></td>
<td>Textbook &amp; supplemental reading responses  Discussion board responses  Field Experience reports  Development of Transition Resource Notebook Sections 3 &amp; 4  Transition Information Document development  Class participation</td>
</tr>
<tr>
<td>DATE</td>
<td>CALENDAR TOPICS</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1/24* | Introduction of Course/ Syllabus/Canvas  
Overview of Transition Planning and components  
State of Ohio Transition Quality Indicators  
Discuss field hours | Class Expectations, Syllabus  
Transition Quality Indicator and Indicator 13 Checklist                                                  |
| 1/31  | Discussion Board Assignment                                                      | Initial post by: 02/01  
Reponses by: 02/4                                                |
| 2/7    | Disability Transition #1 Document Due                                           | Upload document to Canvas                                |
| 2/14   | Discussion Board Assignment                                                      | Initial post by: 02/8  
Responses by: 02/11                                             |
| 2/21   | Transition Meeting Project Due                                                  | Upload findings of Transition Meeting Project to Canvas |
| 2/28   | Disability Transition #2 Document Due                                           | Upload to Canvas                                             |
| 3/7*   | Class Meets                                                                    | Present findings of Transition Meeting Project              |
| 3/14   | Disability Transition #3 Document Due                                           | Upload document to Canvas                                                   |
| 3/21   | Discussion Board Assignment                                                      | Initial post by: 03/22  
Responses by: 03/25                                             |
| 3/28   | College Discussion Board Post                                                   | Initial post by: 03/29  
Responses by: 04/01                                                |
| 4/4    | Disability Transition #4 Document Due                                           | Upload document to Canvas                                             |
| 4/11   | Disability Transition #5 Document Due                                           | Upload document to Canvas                                             |
| 4/18   | Discussion Board Post                                                           | Initial post by: 04/19  
Responses by: 04/22                                                |
| 4/25*  | Final Class Meets                                                              | Share your Transition Documents with Classmates               |
| 5/2    | All Assignments, Field Experience reports, Discussions and Electronic Portfolio must be turned in by this time in order to receive credit | Remember to keep copies of all Field Experience reports as these will need to be turned in to XU with final TTW Practicum Project. |
COURSE ASSIGNMENTS:

I. Field Experience (50 Points)

Each student must complete a 20 hour field experience as part of specific course assignments and course content. 10 hours must be spent in an educational setting and 10 hours in another transitional service setting. All field experiences must be approved by the course instructor and recorded on the official XU field experience form that can be found under Course Documents in Blackboard. In addition to the completion of the field experience form, please type a short synopsis of your experiences to place in your binder. The purpose of the field experience is to gain knowledge and skill acquisition leading to competencies needed to earn a TTW endorsement as outlined by the state of Ohio.

Field Experience Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Professional Quality</th>
<th>Unprofessional Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION OF ENVIRONMENT x 1</td>
<td>Clear, concise and detailed description of environment</td>
<td>Information presented but lacking detail and clarity</td>
</tr>
<tr>
<td>INFORMATION ABOUT AGENCY OR EDUCATIONAL SETTING x 1</td>
<td>Clear, concise and detailed information about agency or educational setting</td>
<td>Incomplete, minimal details and information</td>
</tr>
<tr>
<td>INFORMATION SHOWING RELATIONSHIP TO TRANSITION x 1</td>
<td>Clear and thoughtful information given regarding relationship to transitional needs/services.</td>
<td>Incomplete or unclear information regarding relationship to transitional needs/services.</td>
</tr>
<tr>
<td>FIELD HOUR DOCUMENTATION x 1</td>
<td>All required field hours are clearly documented and signed off by site representative.</td>
<td>Less than required number of field hours documented and/or lacking site representative signature.</td>
</tr>
</tbody>
</table>
II. Assignments and tests (Required Disposition)

All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Cheating or copying of another's work will not be tolerated in any way and will result in an automatic grade of F for the assignment/course. Please refer to the Academic Honesty Policy for further clarification. (http://www.xavier.edu/library/help/academic_honesty.cfm). Assignments are due on posted calendar dates or dates adjusted during class times. Assignments are “on time” if they are turned in during class time or posted on line during the assigned time. Course assignments and requirements may be changed to meet the needs of the students and/or the instructor.

III. Class participation and Attendance expectations (100 Points)

Students are expected to attend all class sessions, participate in discussions and to submit all assignments on time. Class participation in the form of assignment completion and discussion board forums will constitute a significant portion of your grade for this class. (see guidelines and rubric).

CLASS ATTENDANCE and PARTICIPATION POLICY GUIDELINES

Students are expected to attend all class sessions, participate in discussions and to submit all assignments on time.

Participation in the on-line discussion forums is critical to maximizing your learning experiences in this class. This course requires you to be a part of an online community of learners who collectively interact through discussion to enhance and support the professional performance of each other. Therefore, part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forums.

- When asked to respond to the discussion board you must post by the date and time indicated on the assignment. Keep in mind that the goal is to have a dynamic discussion around the major content of the session. If you are asked to provide comments concerning the responses of your fellow students, you need to do so within 2 days of their initial posting.

- Your posts and responses should be thorough and thoughtful. Just posting an “I agree” or “good idea” will not be considered adequate. Support your statement with examples, experiences, or references. However, you are encouraged to be brief --- keep each post and response to one or two paragraphs unless otherwise indicated by me. Keep in mind that your fellow learners will be reading and responding to you too.

- Make certain that in all your posts and responses, you address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but it does mean to stay on the topic.

- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.

- When relevant, add to the discussion by including prior knowledge, work experiences, references, Web sites, class work, textbook, resources, etc., giving credit when appropriate.

- Your contributions to the discussions should be complete and free of grammatical or structural errors. Meaningful discussion can only take place if you have read the required materials.
### Attendance and Discussion Forum Participation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet expectations</th>
<th>Below expectations</th>
<th>Meets expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 points</td>
<td>7 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Class Attendance &amp; Discussion</td>
<td>Does not attend class.</td>
<td>Attends partial class; or attends all of class but does not participate</td>
<td>Attends class and fully participates in discussions and activities.</td>
</tr>
<tr>
<td>Quantity and Timeliness</td>
<td>There are no postings or postings are late.</td>
<td>Submits only one thoughtful posting. Posting is on time.</td>
<td>Submits one or more thoughtful posts by specified time and one or more responses to other learners at various times during designated timeline.</td>
</tr>
<tr>
<td>Demonstrates knowledge and understanding of content and applicability to professional practice</td>
<td>Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.</td>
<td>Post(s) and responses show limited evidence of knowledge and understanding of course content and applicability to professional practice. Postings are off topic, incomplete, or not of graduate level.</td>
<td>Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice and include other resources that extend the learning of the community.</td>
</tr>
<tr>
<td>Generates learning within the community</td>
<td>Posts do not elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper.</td>
<td>Posts elicit limited responses and reflections from other learners. Posted responses build little upon the ideas of the other learners to enhance learning.</td>
<td>Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to enhance learning and discussions.</td>
</tr>
</tbody>
</table>
IV. Transition Meeting Project (78 Points)

Attend a transition focused meeting (not your own student) for a student within three years of exiting the secondary school environment. Use the following questions to describe and analyze the meeting based upon the “Best Steps for Implementing Person-Centered Individualized Transition Planning” starting on page 78 of your text. Make sure you point out areas in need of improvement complete with suggestions for these improvements.

1. Give a brief description of the student, excluding real name, and the educational environment where he/she is receiving special education services.
2. Who was in attendance at the meeting?
3. What were the roles of persons in attendance at the meeting? Were the roles clearly defined?
4. Was the purpose of the meeting clearly outlined to those in attendance? Describe.
5. Was the student an active participant in the meeting? Why/why not?
6. Were the student’s interests and preferences clearly indicated? (Either through discussions prior to the meeting or during?) How do you know?
7. Was discussion based upon the student/families “vision” or post-secondary goals in relation to the following areas?
   --Employment
   --Further Education Options
   --Independent Living/Residential Goals
   --Transportation needs
   --Financial and income needs
   --Friendship and socialization needs
   --Health and medical needs

8. Did the transition plan include a clear statement of transition service needs and a clear outline/discussion of the needed course of study? What did it state? Note any needed improvements.
9. Were transition assessment tools referenced? Describe assessments used and their contribution to the transition planning process.
10. What were the identified transition goals for the student? Does each goal include specified activities and projected dates for achievement, delineation of responsible agencies, and specific persons responsible for seeing that goal is achieved? Are the goals measurable and focused on post-school outcomes?
11. Do IEP goals and objectives show direct relationship to helping student reach desired outcomes?
12. Based upon your knowledge of effective transition planning, what suggestions and/or activities would you recommend for helping this student reach his/her future goals? What, if any barriers, do you think might interfere with this student’s future vision?
## Transition Meeting Scoring Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Professional Quality (3 points)</th>
<th>Needs Improvement (2 points)</th>
<th>Unprofessional Quality (0-1 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Transition Meeting X20</strong></td>
<td>Meeting is clearly described and all questions addressed for assignment (1-11). Description is organized and includes pertinent details of the meeting.</td>
<td>Meeting description is in place but lacks some details and pertinent information regarding questions for the assignment. Could be better organized.</td>
<td>Incomplete description, few details, and missing responses to 3 or more questions; Lacks clear organization of information.</td>
</tr>
<tr>
<td><strong>Recommendations x5</strong></td>
<td>Recommendations to assist student with meeting post school goals are based on compliant and best practice transition practices and show clear understanding of what is needed to help student succeed. Observed barriers are noted.</td>
<td>Recommendations to assist student with meeting post school goals are noted but lack evidence related to effective, compliant and best practice transition practices. Barriers or possibility of barriers are lacking.</td>
<td>Recommendations are extremely lacking or incorrect based on effective, compliant and best practice transition practices. Barriers are not addressed in any way.</td>
</tr>
<tr>
<td><strong>Style x1</strong></td>
<td>Uses precise language, correct spelling, grammar and punctuation. Follows MLA style guidelines</td>
<td>Language is somewhat lacking in precision, spelling, grammar and punctuation.</td>
<td>Language is very lacking, poor spelling, grammar and punctuation is noted.</td>
</tr>
</tbody>
</table>
V. **Self-Determination Application Lesson Plan (36 points)**

According to the Pacer Center, “Self-determination is believing you can control your own destiny. Self-determination is a combination of attitudes and abilities that lead people to set goals for themselves, and to take the initiative to reach these goals. It is about being in charge, but is not necessarily the same thing as self-sufficiency or independence. It means making your own choices, learning to effectively solve problems, and taking control and responsibility for one's life. Practicing self-determination also means one experiences the consequences of making choices.”

We all agree developing self-determination skills are imperative to quality transition and success in the workplace. Referencing the following lesson plan components in the rubric below, create a lesson plan designed surrounding self-determination. Remember to cite any resources you utilize.

<table>
<thead>
<tr>
<th>Performance Expectation</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Standards</td>
<td>No reference made to the state or district developed standards.</td>
<td>Related content standard(s) are minimally identified</td>
<td>Related content standard(s) are mostly detailed</td>
<td>Related content standard(s) are fully detailed and show clear relationship</td>
</tr>
<tr>
<td>Objectives/Learning Targets/Grade Level/Learner Characteristics</td>
<td>Lesson objective(s) lack clarity &amp;/or measurability; connection to standard not apparent</td>
<td>Lesson objective(s) somewhat clear &amp; measurable; partial connection to the standard</td>
<td>Lesson objective(s) are clear, measurable, and specific to the standard</td>
<td>Lesson objectives are clear &amp; measurable; learning progression is evident</td>
</tr>
<tr>
<td>Materials &amp; Use of Technology</td>
<td>List of materials and use of technology given limited attention in the lesson plan</td>
<td>List of materials and/or use of technology is incomplete or inaccurate. Teacher created handouts and/or other reproduced handouts are not attached to the lesson plan</td>
<td>List of materials and technology is provided and accurate for both teacher and students. All handouts, both teacher created and those reproduced from other resources, are attached to the lesson plan</td>
<td>Detailed list of materials/technology is provided for both teacher and students. All handouts, both teacher created and those from other resources, are referenced in the procedures and attached to the lesson plan</td>
</tr>
<tr>
<td>Introduction</td>
<td>Little or no attempt to gather students’ attention and/or set a purpose for the lesson</td>
<td>Inadequate attempt to gather students’ attention and/or set a purpose for the lesson</td>
<td>Introduces the lesson by sharing purpose, relevance, and eliciting schema in student friendly language; partially states what the teacher will say</td>
<td>Introduces the lesson by sharing purpose, relevance, and eliciting schema in student friendly language; fully states what the teacher will say</td>
</tr>
<tr>
<td><strong>Procedures</strong></td>
<td>Lesson plan has no match between procedures and objective(s); no modeling; no evidence for guided or independent practice; plan missing necessary details for teacher’s actions</td>
<td>Lesson plan has limited match between procedures and objective(s); limited teacher modeling or examples provided; few opportunities for guided &amp; independent practice; plan missing necessary details for teacher’s actions</td>
<td>Lesson plan has clear match between procedures and objective(s); adequate teacher modeling or examples provided; some opportunities for guided &amp; independent practice; sufficiently details teacher’s actions step-by-step in first person (I)</td>
<td>Lesson plan has explicit match between procedures and objective(s); multiple teacher modeling or examples provided; with opportunities for guided &amp; independent practice; thoroughly details the teacher’s step-by-step actions in first person (I)</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Assessment (Formative &amp; Summative)</strong></td>
<td>No assessment provided for the lesson, or assessment does not measure objective(s)</td>
<td>Assessment provided for the lesson but inaccurately measures the objective(s)</td>
<td>Formative and/or summative assessment has clear relationship to the lesson objective(s)</td>
<td>Formative and summative assessments are defined, showing clear relationship to all objectives address in the lesson</td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td>Lesson ends without review; limited to clean-up and/or transition to next activity</td>
<td>Lesson ends with limited review; focus on clean-up rather than student learning</td>
<td>Teacher reviews lesson by summarizing and/or reviewing what was taught; some student engagement</td>
<td>Students review the lesson by summarizing and/or sharing what they learned; teacher revisits the purpose for the lesson</td>
</tr>
<tr>
<td><strong>Differentiation</strong></td>
<td>Superficial or little attempt to differentiate</td>
<td>Differentiation is not linked to learner characteristics</td>
<td>Differentiation is linked to individual learner characteristics with adequate detail</td>
<td>Anticipates and plans ahead for any necessary class-wide differentiation</td>
</tr>
<tr>
<td><strong>Professional Writing</strong></td>
<td>Poor quality of professional writing is evidenced by 8 or more errors in clarity of writing, spelling, usage &amp;/or grammar</td>
<td>Fair quality of professional writing is evidenced by 5-7 errors in clarity of writing, spelling, usage &amp;/or grammar</td>
<td>Professional writing is evidenced by 1-4 errors in clarity of writing, spelling, usage &amp;/or grammar</td>
<td>Professional attention to formal writing is evidenced by clarity in writing as well as absence of spelling, usage, and grammatical errors</td>
</tr>
</tbody>
</table>
VI. Transition Planning for Student’s with Specific Disabilities Document (30 points each)

Chapter 16  Intellectual Disabilities  
Chapter 17  Learning Disabilities  
Chapter 18  Emotional and Behavior Disorders  
Chapter 19  Autism Spectrum Disorder  
Chapter 20  Traumatic Brain Injury  
Chapter 20  ADHD  

Utilize each of the chapters above, along with 2 additional cited resources to develop a visually appealing informational document that you and others (teachers, parents, students, counselors, employers, etc.—choose your audience) can use to increase understanding of the specific disability and the transition considerations and services needed to promote positive post school outcomes for students with this disability.

Key Consideration should be given to information that we as transition specialists, special educators, parents and students need to know about:

- Characteristics of the disability
- Evaluation of existing Post-School Transition Outcomes for disability category (What does the research say? What are the post school options for these individuals?)
- School based curriculum considerations (course of study)
- Community based curriculum considerations – What does this consist?
- Interagency Collaboration needs (What agencies can help? What do these agencies offer?)
- Self Determination (Importance of, what advice can we give for developing this?)
- Assistive Technology Needs (Can help them reach or achieve post school goals)
- Additional Information (Such as organizations, websites, etc)

Transition Planning Document Scoring Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Professional Quality (5-4)</th>
<th>Needs Improvement (3-2)</th>
<th>Unprofessional Quality (1-0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics of the Disability</td>
<td>Contains organized, clear, concise description of disability characteristics. Information is appropriate for intended audience.</td>
<td>Descriptions of characteristics are evident but lack details needed for understanding by intended audience.</td>
<td>Unorganized and unclear description. Lacks details or vocabulary is used that is difficult to understand.</td>
</tr>
<tr>
<td>Evaluation of Post School Outcomes</td>
<td>Multiple (3-4) post-school outcomes are clearly presented and based on cited research for that population.</td>
<td>Multiple post school outcomes (1-2) are clearly presented and cited.</td>
<td>0-1 post school outcomes listed, lacks clarity and research citations.</td>
</tr>
<tr>
<td>Curriculum Considerations</td>
<td>School and community based curriculum is clearly described as it relates to course of study considerations for specific post-school outcomes.</td>
<td>School and community based curriculum is noted but lacks clarity in relation to course of study needs for specific post-school outcomes.</td>
<td>School and community based curriculum/course of study needs are not clear or not evidenced.</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Interagency Collaboration Needs</td>
<td>Document contains clear evidence of interagency collaboration resources to include specific information regarding agency services, why they are needed and how they can be accessed.</td>
<td>Document contains evidence of interagency collaboration resources but lacks specific information needed to give audience clear understanding of the importance of making connections and accessing services.</td>
<td>Document lacks evidence of interagency collaboration or information is unclear, incorrect or completely missing from the document.</td>
</tr>
<tr>
<td>Self Determination and Assistive Technology</td>
<td>Document contains clear and concise information related to the importance of self-determination and assistive technology for the transition to adulthood process as appropriate for intended audience. Resources for promoting self-determination and understanding assistive technology needs are clear and concise.</td>
<td>Document contains information related to self-determination and assistive technology but lacks terminology to promote importance of these concepts as they relate to transition. Resources are lacking or not clearly evidenced.</td>
<td>Document lacks information related to self-determination and assistive technology needs or the information given is missing entirely.</td>
</tr>
<tr>
<td>Visual Appeal</td>
<td>Document is visually appealing, easy to read and of professional quality.</td>
<td>Document is visually appealing but information is difficult to follow.</td>
<td>Document lacks visual appeal and information is difficult to decipher.</td>
</tr>
</tbody>
</table>
VII. Development of Transition Resource Portfolio (50 Points) Due by 12/1

During the course of the class, you are required to develop a Transition Resource Portfolio reflecting your course work and additional resources for current or future consideration. The binder should be in a neat and professional format with a table of contents and clear delineation between the following sections:

Make something you can utilize now and/or in the future!

I. General Transition Information:
   i. Instructor presentations and materials
   ii. Discussion Board assignments and responses

II. Transition Planning and Collaboration
   i. Information regarding collaboration (such as handouts, articles, etc.)
   ii. Transition Meeting Project
   iii. Copies of Effecting Transition Plans

III. Transition Planning for Specific Disabilities
   i. Assignment/Intellectual Disabilities and related resources
   ii. Assignment/Sensory Impairments and related resources
   iii. Assignment/Learning Disabilities and related resources
   iv. Assignment/Emotional & Behavioral Disorders and related resources
   v. Assignment/Orthopedic & Other Health Impairments and related resources
   vi. Assignment/Traumatic Brain Injury and related resources

IV. Field Experiences
   i. Documentation and written synopsis of visits

<table>
<thead>
<tr>
<th>Transition Resource Binder Rubric</th>
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<tr>
<td><strong>Criteria</strong></td>
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<td>Binder Presentation x5</td>
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Binder Sections (4 sections assessed individually at 5 points per section)

Five sections are clearly labeled and include all assignments. All assignments are hole punched and neatly placed in the binder for easy readability and access.

Sections are not clearly labeled. Sections are missing items and documents are wrinkled, coming loose, or difficult to read.

Check Reena’s Grading
### EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
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<tr>
<td>Class participation/Discussion Board</td>
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<tr>
<td>Self-Determination Lesson Plan</td>
<td><strong>78</strong> Points</td>
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<td>Transition Document for ID/CD</td>
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<td>Transition Document for SLD</td>
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<td>Transition Document for SED</td>
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<td>Transition Document for TBI</td>
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<td>Transition Document for ASD</td>
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<td>Transition Document for ADHD</td>
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<tr>
<td>Field Hours and Experience Synopsis</td>
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<tr>
<td>Transition Resource Portfolio</td>
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<td><strong>TOTAL</strong></td>
<td><strong>458 POINTS</strong></td>
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#### GRADUATE GRADING SCALE

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<th>Scores</th>
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