



EDUXXXX – School of Education
Notes to the Professor from XXXXXXXXXXXXXXX (Syllabus Lead)
XXXXXXXXX@pointloma.edu

Be sure to remove this page upon distribution to students. If you have any questions about these requirements, please ask the program director

This course requires you to assign a:

- _____ Signature Assessment, uploaded to Taskstream by the candidate
- _____ Disposition Assessment, completed by both candidates and professor in Taskstream
- X** _____ 20 hours of fieldwork as a course requirement

*Please see the syllabus for details about each assignment above marked by an “X”.

An Important Feature of this course:

This course may have candidates who are completing the ISEE (degree completion program) as well as candidates in the graduate program.

Candidates will need to be placed in a high school setting for field experience hours.

When covering the syllabus with the class:

1) Be sure to read together the attendance policy in order to avoid misunderstanding later in the quad. We ask that each professor adhere to the attendance policy reflected in the syllabus. See notes in syllabi regarding the attendance policy and include the below information that is applicable to your course in the syllabi:

Note: Face-to-face courses

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Graduate and Professional Studies Catalog for additional detail.

Note: Fully online courses (synchronous or asynchronous)

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

Note: Hybrid courses

At Point Loma Nazarene University, attendance is required at all scheduled classes. Adult Degree Completion courses are taught in the hybrid format, which means some class meetings will be face-to-face and some will be online. Attendance in the face-to-face classes is to be for the entire time of the class. Arriving late or leaving early will be considered a partial absence. A day of attendance in an online class is determined as contributing a



substantive note, assignment, discussion, or submission that adds value to the course as determined by the instructor. Three days of attendance are required each week.

Face-to-face Portion of the Hybrid course

In blended or hybrid courses, if a student misses one face-to-face class then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses two face-to-face classes, the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

Online Portion of the Hybrid Course

If a student misses two online classes (fails to contribute to a discussion board) during the course, then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses three online classes (fails to contribute to a discussion board by the due date) during the course, then the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

1 missed F2F class = warning

2 missed F2F classes = de-enrollment

2 missed online classes = warning

3 missed online classes = de-enrollment

Note: Hybrid/Online Courses 14 to 15 Weeks 1 Unit

Students taking hybrid/blended courses lasting over 14 weeks are expected to attend each week of the course. Attendance is defined as logging into the course each calendar week to check on updates and announcements. In addition, students must participate in the academic graded activities during the calendar week the assignments/activities are due. Students must also attend all scheduled face-to-face meetings. Students who do not attend at least once in any given calendar week will be issued an attendance warning. Students who do not attend at least once in any two consecutive weeks in the online will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

2) Review your class participation policy and late work policy, being clear about any point value loss associated with those situations.

3) Call attention to the PLNU Catalog Policy Links in case candidates want to read policies directly from the PLNU Catalog.

4) Make it clear that EVERY candidate in the School of Education, regardless of which degree program they are in, must have a Taskstream account. Each student will be issued a Taskstream account, any questions about your Taskstream account should be directed to soeassessment@pointloma.edu.

5) If this is an online course, reiterate on the opening page, and with an initial announcement **one week before the course begins**, the attendance policy for online courses.



Reading the Syllabus

Items in **green** can be changed.

Signature assessment is in **yellow**. Remove from syllabus before distributing.



EDT XXXX/EDU 6063

**Self Determination and Partnerships: Keys to Successful Transitions
(3 units)**

This 3-unit quad course meets for 45 clock hours. In addition to the 8 weeks of scheduled classes, additional hours of instructional time will be designated by the instructor to fulfill this requirement. Additionally, two (2) hours of homework is customary for every hour of seat time to fulfill the requirements of this course.

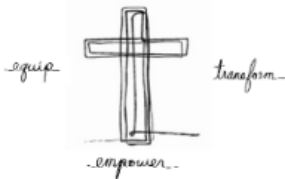
PLNU Mission Statement

To Teach • To Shape • To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

School of Education Mission Statement

Equip • Transform • Empower



PLNU School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

Conceptual Framework

- **Equip** the candidate with a deep and coordinated understanding of the knowledge, skills, and dispositions demonstrated by effective educators.
- **Transform** the candidate's ongoing development and competence to apply the knowledge, skills, and dispositions of effective educators in supportive diverse environments.
- **Empower** the candidate to sustain a high level of mastery and demonstration of continual transformation in their professional practice.

Course Description (from the PLNU Catalog)

Candidates will demonstrate the ability to develop Individualized Transition Plans (ITP) with students, families, appropriate school and community service personnel to promote self-determined behavior and goals for independent living, post-secondary education, and/or careers with appropriate connections between the school curriculum and life beyond high school. Candidates will also demonstrate how to co-plan and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions. In order to support students in assuming increasing responsibility for learning and self-advocacy, candidates will use strengths-based, person-centered/family centered planning processes, as well as functional/ecological assessments to develop effective evidence-based instructional supports.

**Field Narrative:**

Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.



Course Learning Outcomes

At the conclusion of this course, candidates will be able to demonstrate the following:

Course Learning Outcome (CLO)	Standards	Assessment	Conceptual Framework
1.Candidates will analyze transition law and policies (e.g., local, state, national) to identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences related to students with mild to moderate and extensive support needs as they move from transitional kindergarten to post-secondary.	MM1.6/ EX1.11 MM1.5/ EX1.10 EX1.1	Discussion Board: Transition Laws and Policies Assignment: Transition Through the Stages of Life Brochure(s)	<ul style="list-style-type: none"> • The role of Every Student Succeeds Act (ESSA), the Perkins V Act, Individuals with Disabilities Education Act (IDEA) (2004) and the Workforce Innovation and Opportunity Act (WIOA) in ensuring successful transition services for students with disabilities • Current issues in transition planning for students with mild to moderate and extensive support needs as they move from transitional kindergarten to post-secondary
2.Candidates coordinate, collaborate, and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.	MM4.6 / EX4.7	Discussion Board: Inclusive Education is Foundational to Community Inclusion Assignment with Peer Review: Community Resources Field Experience Hours: Secondary Transition: Interagency Collaboration	<ul style="list-style-type: none"> • <u>The importance of inclusive education and community inclusion</u> • <u>Critical components of developing community partnership and the implications for a well-equipped transition team</u> • Identifying community resources for collaboration and guidance in a successful transition plan
3.Candidates will use strategies to support positive psychosocial development and self-determined behavior of students with disabilities and begin to facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.	MM1.6 /EX1.11 MM1.7/ EX1.4	Discussion Board: Key Components of Transition Curriculum Self-Determination UDL Lesson Plan with 15-minute Clip and Peer Review Supporting School & Family Collaboration Activity and Reflection Partner Zoom Discussion and Reflection: Work Based Learning Experiences and Instruction for Successful Future Employment	<ul style="list-style-type: none"> • The importance of integrating self-determination into the transition curriculum • Key components for transition curriculum • Strategies to support collaboration with families • Supporting families of students with extensive support needs to alleviate transition related concerns • Supporting families of students with extensive support needs to alleviate transition related concerns • The importance of Work Based Learning (WBL) for the development of the Individualized Transition Plan



Course Learning Outcome (CLO)	Standards	Assessment	Conceptual Framework
		<p>Workforce Innovation and Opportunity Act (WIOA) Graphic & Reflection</p> <p>Pre-employment Transition Services Plans: Choice Assignment with a Peer</p> <p>Compare and Contrast Colleges and Universities with supportive programs for students with disabilities (Assigned partner assignment)</p> <p>Discussion Board: Rethinking College Video and Choice Assignment</p>	<p>(ITP)</p> <ul style="list-style-type: none"> ● The Role of the Workforce Innovation and Opportunity Act (WIOA) during and after high school graduation ● Lesson plans to support pre-employment skill development ● The importance of Community Based Instruction (CBI) for ITP implementation. ● The Use transition assessment data, student records, and observations to develop a CBI lesson plan. ● Post-secondary college and university programs for students with extensive support needs. ● Benefits of post-secondary college and university programs for students with extensive support needs.
<p>4.Candidates will use person-centered/family centered planning processes, and strengths-based, functional/ecological and observational assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support student present-levels of academic achievement and functional performance for progress toward ITP development.</p>	<p>MM4.7 /EX4.8</p> <p>EX1.5</p> <p>EX5.1</p>	<p>Discussion Board: Transition Assessment</p> <p>Discussion Board: Person Centered Planning (PCP) Methods</p> <p>Field Experience Hours: Person-Centered Planning for Students with Extensive Support Needs</p>	<ul style="list-style-type: none"> ● Key collaborators for the ITP process ● The student as an active participant in the ITP ● Families as active participants in the ITP ● The role of agencies in the ITP ● The value of gathering quantitative and qualitative data from transition assessments ● Person Centered Planning (PCP) Methods <ul style="list-style-type: none"> ● The role of PCP in equipping the transition team ● The benefits of the PCP process for teams working with learners who face complex challenges ● Conducting a PCP meeting ● Collaborating with key transition team members to facilitate a PCP meeting ● Evaluating the usefulness of tools and strategies for increasing student involvement in the PCP process



Course Learning Outcome (CLO)	Standards	Assessment	Conceptual Framework
<p>5. Candidates will demonstrate the ability to develop ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.</p>	<p>MM1.5 EX1.10</p>	<p>Discussion Board: Writing quality secondary transition IEPs that include the required elements of Indicator 13</p> <p>Transition Assessment Process: Digging Deeper with Peer Review</p> <p>Individualized Transition Plan (ITP) Analysis</p> <p>Transition Planning and ITP Implementation Checklist</p> <p>Community Based Instruction Lesson Plan with Peer Review</p> <p>Field Experience Hours: Draft ITP goals with Host Teacher and Peer Review</p> <p>Field Experience Hours: Host Teacher Interview</p>	<ul style="list-style-type: none"> ● Key components of an Individualized Transition Plan (ITP) ● ITP as required by Indicator 13 ● ITP implementation ● Determine the effectiveness of transition planning in schools today. ● How to write post-secondary transition goals ● Develop post-secondary goals and annual transition goals based on transition assessment data and other ITP processes. ● How to align annual transition goals to post-secondary transition goals ● How to align transition goals to activities for inclusive post-secondary programs. ● Identify activities for each annual transition goal that will lead to targeted skill development ● Analyze ITPs to evaluate compliance in state and federal mandates, legal requirements for transition assessment, ITP development and monitoring, transition services, and transition instruction of students with disabilities



Course Texts

Required Resources:

- No Textbooks required for this course.
- Articles and web resources will be provided as assigned through Canvas or in-class lectures and Canvas or in-class assignments and activities.

Course Expectations and PLNU Catalog Policies

Dispositions of Noble Character

Dispositions are not formally assessed in this course. This course does not require the candidate and the course professor to complete a formative assessment of the Dispositions of Noble Character.

Method of Evaluation

Assignments in this class are assigned a point value. Point values are shown on the assignment chart. At the end of the semester, a letter grade for the course will be based on the following scale:

A	A-	B+	B	B-	C+	C	C-	D	F
93-100%	90-92%	87-89%	83-86%	80-82%	76-79%	73-75%	70-72%	60-69%	Below 59%

State Authorization (For fully online courses only)

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

Incomplete and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. Late assignments are only accepted three days past the due date and will incur a 30% grade reduction regardless of whether the assignment is turned in one, two, or three days late.

Incomplete Grades

All work is due by the last day of the quad. Grades will be calculated accordingly. A grade of incomplete is given for work which has been partially completed in a satisfactory manner, but which, for valid reasons such as illness or death in the family, is not finished. (Instructor must be notified and an action plan for completion is developed.) The grade of incomplete must be made up by the end of the next regular semester. Until the work is completed, a grade of Incomplete is considered an F in determining the student's grade point average and eligibility for financial assistance.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy



Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See the [Academic Honesty Policy](#) in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

Course Modality Definitions

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
- 2. Online:** Coursework is completed 100% online and asynchronously.
- 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
- 4. Hybrid:** Courses that meet face-to-face with required online components.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Graduate and Professional Studies Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Use of Technology (*Note: Add this section if teaching an Online or Hybrid course*)

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.



Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU Spiritual Care

Bakersfield Campus:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Bakersfield campus we have an onsite chaplain, Rev. Brent Kall, who is available during class break times across the week. If you have questions, desire to meet or share a prayer request with Rev. Brent Kall, you can contact him directly at bkall@pointloma.edu. Also, there is a weekly Email Newsletter called "The Encourager" that provides a brief devotional and all his contact information.

Balboa Campus:

PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus we have an onsite chaplain, Rev. Kevin Portillo who is available during class break times across the week. If you have questions, desire to meet with Rev. Portillo or prayer requests you can contact him directly at KevinPortillo@pointloma.edu.

Liberty Station Campus:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Liberty Station campus we have an onsite chaplain, Rev. Dave Hazel, who is available during class break times across the week. If you have questions, desire to meet or share a prayer request with Rev. Hazel you can contact him directly at dhazel@pointloma.edu or feel free to call or text (913-231-3975).

Mission Valley:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain, Rev. Gordon Wong, who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with Rev. Wong you can contact him directly at mcvhaplain@pointloma.edu or gordonwong@pointloma.edu. Rev. Wong's cell number is 808-429-1129 if you need a more immediate response.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

Course Assignment Descriptions

This course has several readings that you must complete during each module. You are required to read all assigned pages from chapter excerpts, articles as well as all web links and lectures each week.



Weekly Discussion Boards:

(At the Instructor's discretion, discussion board assignments marked with an asterisk* can instead be used as in-class activities for in-person or online synchronous (ONS) sections of this course.)

1.) Discussion Board: Transition Laws and Policies *

Candidates will Compare and contrast Every Student Succeeds Act (ESSA), the Perkins V Act, Individuals with Disabilities Education Act (IDEA) (2004) and the Workforce Innovation and Opportunity Act (WIOA) to ascertain how these federal laws aim to ensure successful transition services for students with disabilities (MM1.6/EX1.11, MM1.5/EX1.10, EX1.1).

2.) Discussion Board: Inclusive Education is Foundational to Community Inclusion*

Candidates will reflect on the importance of inclusive education and community inclusion (MM4.7, EX4.8, EX1.5, & EX5.1).

Candidates will analyze the critical components of developing community partnerships and the implications for a well-equipped transition team (MM4.7, EX4.8, EX1.5, & EX5.1).

3.) Discussion Board: Key Components of Transition Curriculum*

Candidates will analyze the key components necessary for transition curriculum to ensure the success of students with disabilities (MM4.7/EX4.8, EX1.5, & EX5.1).

Candidates will reflect on the importance of integrating self-determination into the transition curriculum (MM4.7/EX4.8, EX1.5, & EX5.1).

4.) Discussion Board: Transition Assessment

The goal of this assignment is to give candidates an opportunity to explore a variety of transition assessments that may be utilized with current or future students with disabilities. Candidates may choose from the assessments provided or evaluate their own transition assessment. Candidates will measure the value of quantitative and qualitative data gathered from administering transition assessments and conducting a person-centered planning meeting. Candidates will evaluate the usefulness of tools and strategies for increasing student involvement in the Person-Centered Planning process (MM4.6/EX4.7, MM4.7/EX4.8, EX1.5, & EX5.1).

5.) Discussion Board: Person Centered Planning (PCP) Methods*

Candidates will illustrate and evaluate the components of various person-centered planning methods (MM4.7/ EX4.8, EX1.5, & EX5.1).

Candidates will discuss the role of person-centered planning in equipping the transition team (MM4.6/EX4.7, MM4.7/EX4.8, EX1.5, & EX5.1).

6.) Discussion Board: Writing quality secondary transition IEPs that include the required elements of Indicator 13*

Candidates will continue to develop a clear understanding of the requirements and expectations for developing high quality individualized Transition Plans (ITPs) (MM1.5 & EX1.10).

7.) Discussion Board: Rethinking College Video and Choice Assignment *Candidates may present their public service announcement in class or candidates may present their reflection in class if they chose to facilitate a discussion.

Candidates will determine the benefits of students with intellectual disabilities attending college/university. Candidates will have the option of developing a public service announcement to inform educators, students and/or families about this topic (MM1.6/EX1.11, MM1.7/EX1.4) or the option to facilitate a discussion on the topic of students with intellectual disabilities attending college and reflect on the impact of such a discussion (MM4.6/EX4.7).



Homework Assignments:

(At the Instructor's discretion, homework assignments marked with an asterisk* can instead be completed as in-class activities for in-person or online synchronous (ONS) sections of this course.)

8.) Transition Through the Stages of Life Brochure(s) Assignment

Candidates will identify current issues in transition planning for students with mild to moderate and extensive support needs as they move from transitional kindergarten to post-secondary (MM1.6/EX1.11, MM1.5/EX1.10, EX1.1).

9.) Community Resources Assignment with Peer Review

Candidates will develop a list of community resources available in their city (or nearby cities) that would be useful for collaboration and guidance in a successful transition plan (EX 1.11/MM1.6).

10.) Supporting School & Family Collaboration Activity and Reflection

Candidates will brainstorm strategies to support collaboration with families and discuss how educators can support families of students with extensive support needs to alleviate transition related concerns (MM4.6/EX4.7).

11.) Transition Assessment Process: Digging Deeper with Peer Review

Candidates will administer a transition assessment and use that data to dig deeper about the student's post high school aspirations. Part of the process of helping a student and the transition team develop a clear plan of action is engaging in rich conversations guided by data. Candidates will also have an opportunity to lead a Person-Centered Planning meeting using one of the approaches of their choice to find out even more about their focus student (MM4.7, EX4.8, EX1.5, & EX5.1).

12.) Individualized Transition Plan (ITP) Analysis*

Candidates will analyze Individualized Transition Plan (ITP) documents to evaluate compliance in state and federal mandates, legal requirements for transition assessment, Individualized Transition Program (ITP) development and monitoring, transition services, and transition instruction of students with disabilities (MM1.5 & EX1.10; MM1.6/EX1.11, MM1.5/EX1.10, EX1.1).

13.) Community Based Instruction Lesson Plan with Peer Review*

Based on the Individualized Transition Plan (ITP) candidates analyzed for this course and other information that has been gathered on a focus student OR based on the transition assessment and PCP meeting which was facilitated in this course, candidates will identify a skill that the focus student needs to work on in order to develop a community-based instruction (CBI) lesson plan to support the student in becoming better equipped for life after high school (MM4.7/ EX4.8, EX1.5, & EX5.1).

14.) Partner Zoom Discussion and Reflection: Work Based Learning Experiences and Instruction for Successful Future Employment*

Candidates will select one case study of interest and use it to reflect on how to create a meaningful path from school to adulthood for students with disabilities. Candidates will identify the non-negotiables for preparing students for successful post-school employment based on their selected case study for students with a particular identified disability. The reflection will be focused on how the selected case study makes clear the role of the special educator in the transition process from school to adulthood. Important learning from the Work Based Learning (WBL) content discussed in this course will guide the partner zoom discussion and candidate reflections (MM4.6/EX4.7; MM1.6/EX1.11, MM1.7/EX1.4).

15.) Workforce Innovation and Opportunity Act (WIOA) Graphic & Reflection*

Candidates will learn about the important relationship between WIOA and Pre-Employment Transition Services and the need to incorporate Pre-ETS for the post-secondary success of students with disabilities. Candidates will create a flow chart, concept map, or other type of graphic that clearly



synthesizes this information. Candidates will reflect on how this legislation provides improved employment opportunities for students with disabilities (MM1.6/EX1.11, MM1.5/EX1.10, EX1.1).

- 16.) **Pre-employment Transition Services Plans: Choice Assignment with a Peer**
The purpose of this choice assignment is to give candidates an opportunity to explore how to teach students with disabilities the important skills as mandated by WIOA which are clearly outlined in the requirements of Pre-Employment Transition Services. Candidates are provided with two resources that contain lesson plans developed to guide educators in implementing the secondary transition requirements. Candidates will have the option of co-teaching and implementing a selected lesson plan in their current classroom or field experience placement. The other option will be to critique two lesson plans with a peer and write a collaborative reflection (MM1.6/EX1.11, MM1.5/EX1.10, EX1.1; MM1.7/EX1.4; MM4.7/EX4.8, EX1.5, & EX5.1).
- 17.) **Compare and Contrast Colleges and Universities with supportive programs for students with disabilities (assigned partner assignment) ***
Candidates will compare and contrast the post-secondary programs of college and universities that are intended to support students with intellectual disabilities. Candidates will identify requirements, services and supports offered by these programs. Candidates will be randomly assigned to a partner to complete this assignment (MM4.6/EX4.7; MM1.5 & EX1.10).

Field Experience Assignments:

- 18.) **Field Experience Assignment: Self-Determination UDL Lesson Plan with 15-minute Clip and Peer Review**
Candidates will develop a lesson plan focused on one of the following self-determination skill(s): choice making, decision making, problem solving, goal setting and attainment, self-advocacy and leadership, or self-management and regulation, self-awareness and self-knowledge. Before planning your lesson, you must first identify what are the self-determination skills that your students may need support in developing. First candidates will review a series of self-determination assessments used to identify the necessary skills to target in their lesson plan. Candidates will assess a focus student in their fieldwork placement and will use the assessment results in planning their lesson plan. Candidates will submit a 15-minute clip showing themselves delivering the lesson to a focus student and will reflect on their lesson development and lesson delivery. Finally, candidates will review a peer's lesson plan and video clip to provide feedback (MM4.7/EX4.8, EX1.5, & EX5.1).
- 19.) **Field Experience Assignment: Transition Planning and ITP Implementation Checklist**
Candidates will complete a transition check on a focus student of choice to determine what elements of the checklist have been completed and what elements still need to be completed for the student's Individualized Transition Plan (ITP) (MM1.5 & EX1.10; MM1.6/EX1.11, MM1.5/EX1.10, EX1.1).
- 20.) **Field Experience Assignment: Host Teacher Interview**
Now that candidates have learned about the important elements of transition planning and have had opportunities to observe some of the transition practices at their field experience placements, Candidates will develop a set of interview questions for their host teacher. Interview questions should be developed to address issues they are still wondering about or concerns they might have regarding the transition process (MM4.6/EX4.7).
- 21.) **Field Experience Hours: Secondary Transition: Interagency Collaboration**
Candidates will document three hours toward their field experience by completing the Secondary Transition: Interagency Collaboration module which defines and discusses the purpose of interagency collaboration and addresses the importance of partnering with agencies to improve outcomes for students with disabilities who are transitioning from high school (EX 1.11/MM1.6).



22.) Field Experience Hours: Person-Centered Planning for Students with Extensive Support Needs

Candidates will examine the benefits of the person-centered planning (PCP) process for teams working with learners who face complex challenges. Candidates will document four hours toward their field experience on their Field Experience Evaluation Form by completing the following module titled: Using and Sustaining a Person Centered Planning Process for Education and Life Planning (MM4.6/EX4.7, MM4.7/EX4.8, EX1.5, & EX5.1).

23.) Field Experience Hours: Draft ITP goals with Host Teacher and Peer Review

Candidates will document three hours toward their field experience on their Field Experience Evaluation Form. After reviewing all the data gathered from the transition assessment administered and analyzing the information obtained from the PCP meeting which was facilitated previously in this course, candidates will **develop** overarching postsecondary goals with corresponding annual ITP goals for each of the three post-secondary domains (e.g., employment, postsecondary education and/or training, independent living skills), include appropriate baseline data for each annual ITP goal, and identify list of activities to support practice of the target skills. Candidates will seek feedback from their host teacher and peers to improve their ITP goal development (MM1.5 & EX1.10).



Course Calendar

The following suggested timeline shows the main themes, readings, topics, activities, and assignments that may be planned for each class session. The schedule is subject to modifications at the discretion of the professor to meet the needs of the class.

Session/ Date:	Theme & Topics:	Assignment/ Reading:	What is due:
Session 1 <div style="background-color: #90EE90; padding: 2px; display: inline-block;">Date</div>	<p><u>Module One:</u> Introduction to the Laws and Policies of Transition Planning</p> <ul style="list-style-type: none"> ● Course Introductions ● Overview of Course Syllabus ● The role of Every Student Succeeds Act (ESSA), the Perkins V Act, Individuals with Disabilities Education Act (IDEA) (2004) and the Workforce Innovation and Opportunity Act (WIOA) in ensuring successful transition services for students with disabilities. ● Current issues in transition planning for students with mild to moderate and extensive support needs as they move from transitional kindergarten to post-secondary 	<p>WK 1 Lecture: What is Transition Planning & Why is it important?</p> <p>Readings and videos as assigned within each discussion board, assignment, activity, and reflection for week three.</p>	<p>WK 1 Discussion Board: Welcome and Introduction</p> <p>WK 1 Discussion Board: Transition Laws and Policies</p> <p>WK 1 Assignment: Transition Through the Stages of Life Brochure(s)</p>
Session 2 <div style="background-color: #90EE90; padding: 2px; display: inline-block;">Date</div>	<p><u>Module Two:</u> Partnerships</p> <ul style="list-style-type: none"> ● The importance of inclusive education and community inclusion ● Critical components of developing community partnership and the implications for a well-equipped transition team ● Identifying community resources for collaboration and guidance in a successful transition plan 	<p>Readings as assigned within each discussion board and assignment for week two.</p>	<p>WK 2 Discussion Board: Inclusive Education is Foundational to Community Inclusion</p> <p>WK 2 Assignment with Peer Review: Community Resources</p> <p>WK 2 Field Experience Hours: Secondary Transition: Interagency Collaboration</p>
Session 3 <div style="background-color: #90EE90; padding: 2px; display: inline-block;">Date</div>	<p><u>Module Three:</u> Transition Curriculum</p> <ul style="list-style-type: none"> ● The importance of integrating self-determination into the transition curriculum ● Key components for transition curriculum ● Strategies to support collaboration with families ● Supporting families of students with extensive support needs to alleviate transition related concerns 	<p>Readings and videos as assigned within each discussion board, assignment, activity, and reflection for week three.</p>	<p>WK 3 Discussion Board: Key Components of Transition Curriculum</p> <p>WK 3 Self-Determination UDL Lesson Plan with 15-minute Clip and Peer Review</p> <p>WK 3 Supporting School & Family Collaboration Activity and Reflection</p>



Session/ Date:	Theme & Topics:	Assignment/ Reading:	What is due:
Session 4 Date	<p><u>Module Four</u>: Individualized Transition Program (ITP): Planning & Development</p> <ul style="list-style-type: none"> • Key collaborators • The student as an active participant in the ITP • Families as active participants in the ITP • The role of agencies in the ITP • The value of gathering quantitative and qualitative data from transition assessments • Person Centered Planning (PCP) Methods <ul style="list-style-type: none"> • The role of PCP in equipping the transition team • The benefits of the PCP process for teams working with learners who face complex challenges • Conducting a PCP meeting • Collaborating with key transition team members to facilitate a PCP meeting • Evaluating the usefulness of tools and strategies for increasing student involvement in the PCP process 	<p>WK 4 Lecture Part I: What to Consider When Planning and Developing the ITP: Key Collaborators</p> <p>WK 4 Lecture Part II: What to Consider When Planning and Developing the ITP: Transition Assessment & Person-Centered Planning</p> <p>Readings and videos as assigned within each discussion board, assignment, activity, and reflection for week three.</p>	<p>WK 4 Discussion Board: Transition Assessment</p> <p>WK 4 Discussion Board: Person Centered Planning (PCP) Methods</p> <p>WK 4 Field Experience Hours: Person-Centered Planning for Students with Extensive Support Needs</p>
Session 5 Date	<p><u>Module Five</u>: Writing the Transition Individualized Education Plan (ITP)</p> <ul style="list-style-type: none"> • Key components of an Individualized • ITP as required by Indicator 13 • How to write post-secondary transition goals • How to align annual transition goals to post-secondary transition goals • How to align transition goals and activities for inclusive post-secondary programs. • Analyze ITPs to evaluate compliance in state and federal mandates, legal requirements for transition assessment, ITP development and monitoring, transition services, and transition instruction of students with disabilities 	<p>WK 5 Lecture Part I: Components of the Individualized Transition Plan (ITP)</p> <p>WK 5 Lecture Part II: Writing Post-Secondary Transition Goals and Aligning Annual Transition Goals</p> <p>Readings and videos as assigned within each discussion board, assignment, activity, and reflection for week three.</p>	<p>WK 5 Discussion Board: Writing quality secondary transition IEPs that include the required elements of Indicator 13</p> <p>WK 5 Transition Assessment Process: Digging Deeper with Peer Review</p> <p>WK 5 Individualized Transition Plan (ITP) Analysis</p>
Session 6 Date	<p><u>Module Six</u>: Implementing the Individualized Transition Plan (ITP)</p> <ul style="list-style-type: none"> • Who will lead ITP implementation? • Implementing the ITP <ul style="list-style-type: none"> • ITP Checklist • Determine effectiveness of transition planning in schools today • The importance of community-based instruction (CBI) for ITP implementation 	<p>WK 6 Lecture: Implementing the Individualized Transition Plan</p> <p>WK 6 Lecture: Community Based Instruction</p> <p>Readings and videos as</p>	<p>WK 6 Transition Planning and ITP Implementation Checklist</p> <p>WK 6 Community Based Instruction Lesson Plan with Peer Review</p> <p>WK 6 Field Experience</p>



Session/ Date:	Theme & Topics:	Assignment/ Reading:	What is due:
	<ul style="list-style-type: none"> • Use transition assessment data, student records, and observations to develop a CBI lesson plan. • Develop post-secondary goals and annual transition goals based on transition assessment data and other ITP processes. • Identify activities for each annual transition goal that will lead to targeted skill development 	assigned within each discussion board, assignment, activity, and reflection for week three.	Hours: Draft ITP goals with Host Teacher and Peer Review
Session 7 Date	<u>Module Seven:</u> Employment for Students with Disabilities <ul style="list-style-type: none"> • The importance of Work Based Learning (WBL) for the development of an Individualized Transition Plan (ITP) • The role of the Workforce Innovation and Opportunity Act (WIOA) during and after high school graduation. • Lesson plans to support pre-employment skill development 	WK 7 Lecture Part I: Implementing the ITP: Employment WK 7 Lecture Part II: Segregated Employment vs. Competitive Employment Readings and videos as assigned within each discussion board, assignment, activity, and reflection for week three.	WK 7 Partner Zoom Discussion and Reflection: Work Based Learning Experiences and Instruction for Successful Future Employment WK 7 Workforce Innovation and Opportunity Act (WIOA) Graphic & Reflection WK 7 Pre-employment Transition Services Plans: Choice Assignment with a Peer
Session 8 Date	<u>Module Eight:</u> Post-Secondary Education <ul style="list-style-type: none"> • Post-secondary college and university programs for student with extensive support needs. • Benefits of Post-secondary education programs for students with extensive support needs. 	WK 8 Lecture: Students with Disabilities Pursuing Higher Education: Yes, it's possible! Readings and videos as assigned within each discussion board, assignment, activity, and reflection for week three.	WK 8 Compare and Contrast Colleges and Universities with supportive programs for students with disabilities (Assigned partner assignment) WK 8 Discussion Board: Rethinking College Video and Choice Assignment WK 8 Field Experience Hours: Host Teacher Interview

The hours candidates spend in their fieldwork assignments are as many as is necessary to meet the outcomes. A course grade can be held until those hours, and course outcomes, are met.

****Professors may attach any additional information about your particular course to the back of these pages.**



Point Loma Nazarene University
Dispositions and Indicators of Noble Character

Candidate: _____ **Date:** _____ **Course:** _____

Check one: Self-assessment Professor/University Supervisor Mentor/Cooperating Teacher

- Use the participation rubric to indicate the performance level earned for each indicator.
- Note behavioral evidence to substantiate rating regardless of score level.

Indicator	Perf. Level (1-4)	Behavioral Evidence to Look For:
<p>1. Honor The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace and service, demonstrating coherence in attitudes and actions.</p>		<ul style="list-style-type: none"> -Treats all students and adults equally with civility and grace -Retains a non-judgmental demeanor -Displays professionalism in dress, posture and attitude -Committed to social justice, equity and cultural competency -Consistent in word and actions -Practices forgiveness and love for one another. -Follows through with commitments
<p>2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility assures that all students have the opportunity to achieve to their potential.</p>		<ul style="list-style-type: none"> -Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role. -Openly considers the contributions of diverse learners. -Proactive rather than reactive with classmates, teachers, parents, staff and students. -Employs healthy conflict resolution skills in one-on-one and group situations. -Assists in resolving conflict and promotes acceptance of one another. -Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms.
<p>3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.</p>		<ul style="list-style-type: none"> -Articulates and models his/her calling to the profession -Understands personal strengths and demonstrates consistent performance in given activities -Takes responsibility for his/her own learning -Develops and monitors a plan that balances personal and professional growth -Looks at an incident/activity to analyze what worked and targets areas for improvement -Asks questions, seeks support and guidance -Uses journals or reflections to record thinking and improve practice
<p>4. Professional and Positive Perseverance The candidate displays passion for teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.</p>		<ul style="list-style-type: none"> -Enthusiastic, energetic, prepared, constantly reflecting and improving. -Seeks feedback from other professionals with a positive spirit. -Willingly participates in the school community activities outside of the classroom. -Remains involved in the planning and innovation necessary of professionals. -Holds high expectations for all, and scaffolds learning when assignments are challenging. -Remain aware of all the profession requires and makes changes to own practice.

RUBRICS FOR PERFORMANCE LEVEL

- 4 – Exceptional** - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed.
- 3.5 – Advanced** - Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.
- 3 – Appropriate** - Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.
- 2.5 – Improvement Needed** – Lack of this indicator has been evident to peers or teacher. Demonstrates the ability to accept feedback, reflect and improve.
- 2 – Area of Concern** – Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher.



1 – Inappropriate - Demonstrates indicator infrequently if at all. No indication of desire to improve.

Rubric for Signature Assessment

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
Demonstrate and give examples of how to deliver a developmentally appropriate comprehensive program of direct systematic instruction in phonemic awareness, phonics, decoding skills, word analysis, fluency, vocabulary development, and reading comprehension.	Describes two components of reading literacy instruction in reference to the reading process of a struggling student in a general context. Briefly discusses the instructional context and provides one example of the comprehensive components of systematic instruction.	Describes three components of reading literacy instruction in reference to the reading process of a struggling student at a stated grade level. Briefly discusses the instructional context and provides few examples of the comprehensive components of systematic instruction.	Describes four components of reading literacy instruction in reference to the reading process of a struggling student at a stated grade level. Details the instructional context and provides some examples of the comprehensive components of systematic instruction.	Describes five components of reading literacy instruction in reference to the reading process of a struggling student at a stated grade level. Details the instructional context and provides explicit examples of the comprehensive components of systematic instruction.	
Give examples of how to deliver a comprehensive program of systematic instruction with a focus on literary response and analysis with extensive practice in text-dependent writing.	Includes no specific examples of grade level text-dependent writing assignments. Loosely describes one cognitive process or literacy strategy which will need to be taught in order to help students develop proficiency in text-dependent writing.	Includes one specific example of grade level text-dependent writing assignments. Describes in detail one cognitive process and literacy strategy which will need to be explicitly taught in order to help students develop proficiency in text-dependent writing.	Includes two specific examples of grade level text-dependent writing assignments. Describes in detail two types of cognitive processes and literacy strategies which will need to be explicitly taught in order to help students develop proficiency in text-dependent writing.	Includes three or more specific examples of grade level text-dependent writing assignments. Describes in detail three or more types of cognitive processes and literacy strategies which will need to be explicitly taught in order to help students develop proficiency in text-dependent writing.	



EDT/EDU Course Number	Common Core Standards Addressed	Lesson Plan Components	TPA Component	Dispositions Addressed	Fieldwork	Signature Assessment?
3002/6000	Introduced	Objectives	Lesson Planning	Assessed	No	Yes
3006/6001 4096/6053	With Regard to English Learners	Language Objective English Learner Potential Barriers for Learning	Focus Student: English Learner	Addressed	20 Hours w/ ELs (Interns: 10 hours video)	Yes
4004/6002	With Regard to Students with Special Needs	Students with Special Need Differentiation	Focus Student: Special Needs	Addressed	20 Hours w/ SWDs (Interns: 10 hours video)	No
4017/6017A	N/A	Barriers for Learning: Socio-Emotional Learning (SEL) Needs	Focus Student: SEL	N/A	No	No
4017/6017B	As Needed for Planning	UDL/All Components	Focus Student: SEL, EL, SWD Technology	N/A	No	No
4017/6017C	As Needed for Planning	UDL/All Components	Focus Student: SEL, EL, SWD	N/A	No	No
4017/6017D	N/A	N/A	Focus Student: SEL, EL, SWD	N/A	No	No
4009/6003	With Regard to Assessment	Assessment	Assessment	Assessed	No	No
4010/6010 4020/6020	With Regard to Literacy	Literacy	Language Arts UDL (MS/SPED)	Addressed	20 Hours of Early Reading	Yes



EDT/EDU Course Number	Common Core Standards Addressed	Lesson Plan Components	TPA Component	Dispositions Addressed	Fieldwork	Signature Assessment?
3024/6012 4021/6021 4054/6054	3024/6012 —With Regard to Math 4021/6021, 4054/6054 —With Regard to Literacy and Content Areas With Regard to Literacy and Content Areas With Regard to Literacy and Content Areas With Regard to Literacy and Content Areas	Methods/Instruc- tional Design	Math UDL (MS/SPED) Instructional Design and Delivery	Addressed	/Literacy instruction in a K-3 grade classroom (Interns: 10 hours video) 20 Hours of Content (3024/601 2: Math) Instruction (Interns: 20 hours in own classroom if applicable)	No
4092/6050 4093/6051 4094/6052	Regard to Literacy and Content Areas With Regard to Literacy and Content Areas With Regard to Literacy and Content Areas	Methods/Instruc- tional Design	Instructional Design and Delivery	Addressed	No	No EDU 6050 - YEs
4022/6011 4032-4039/ 6022-6029	Regard to Literacy and Content Areas	Methods/Instruc- tional Design/Unit Plan (4022/6011)	Instructional Design and Delivery	Addressed	No	No
4053/6055	N/A				No	No



EDT/EDU Course Number	Common Core Standards Addressed	Lesson Plan Components	TPA Component	Dispositions Addressed	Fieldwork	Signature Assessment?
40CP1/60CP1	All	Implemented	Cycle 1 -Due Wk 7, Sunday Night 11:59 PM	Assessed	8 Weeks, Full Day	No
40CP2/60CP2	All	Implemented	Cycle 2 - Due Wk 7, Sunday Night 11:59 PM	Assessed	8 Weeks, Full Day	No