Module Information
Dates: 02/24/2014 - 03/14/2014
Days: Mondays, Wednesdays, & Fridays
Times: 8:15 - 11:15 AM
Location: Cuneo Hall - Room 107
Clinical Sites: See Sakai

Module Description The purpose of this module is to provide a background for transition education services - from birth to adulthood - for individuals with disabilities. Candidates will look at legal mandates for transition planning and service provision, as well as how the People First movement has led to changes in our thinking and talking about people with disabilities. They will look at the specific challenges faced by adolescents with disabilities as transition to adulthood and person-centered planning, an approach that focuses on students assuming emergent adult roles in the community. Additionally, candidates will examine instructional strategies for teaching functional, occupational, and career identification skills in secondary school and community settings. The importance of working collaboratively with family and community members will be emphasized. Current perspectives on self-determination and quality of life issues as they relate to individuals transitioning to adulthood will be introduced.

Module Goals
Essential Questions:
• How do special educators evaluate and support components of a transition plan using person centered planning and other effective assessments?
• How do special educators directly support the implementation of transition components of an IEP?

As a part of this module, candidates will understand that effective educators:
• EU7K1: Generalize the value of student, family and community funds of knowledge (FoK) to student learning. (a1A) (IB)
• EU7K8: Explain how the social, cultural and historical context affects the expectations of students, utilizing ideas and principles related to social, cultural, linguistic, and economic capital. (c1C)
• EU7K9: Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers, and schools. (a1A, c1C) (IB)
• EU9K2: Identify significant outcomes (e.g., graduation rates, post-secondary attainment) for students in healthy learning environments. (d1H)
• EU9K5: Identify methods for teaching self-determination related social and emotional standards based skills (i.e., goal setting, self-evaluation, self-monitoring, transition planning, developing short and long term goals) across the curriculum and at different developmental stages. (c1B, d1D, e1F)

As a part of this module, candidates will:
• EU7S1: Create and conduct FoK assessments (e.g., interviews, surveys, home visits) to understand the cultural, linguistic and familial practices and discern the unique backgrounds of students. (c2C) (IB)
• EU7S8: Develop systems to communicate with and actively involve parents and families with the learning goals and educational experiences of their children. (c1F, h2G, i2D) (IB)
• EU7S9: Evaluate and support the social, emotional, cultural, linguistic and academic needs and backgrounds of children and families as they transition into American society. (h2G, i1F, i2I)
• EU7S10: Evaluate and support the unique social, emotional, behavioral, and academic needs of students in unique living situations such as homelessness, foster care, grandparents, etc. (i1F, i2I)
• EU7S11: Utilize asset mapping to outline the resources of students, families, and communities. (h1A, h2K) (IB)
• EU9S2: Design instruction that teaches self-determination strategies that are related to social and emotional standards (i.e., goal setting, self-evaluation, self-monitoring, transition planning, developing short and long term goals). (c2B, d2C, c1B)
• EU9S7: Use data to Evaluate and monitor student needs as they related to social, emotional, behavioral, cultural, linguistic and academic learning in the classroom. (d2D, d2I, e2B) (IB)
• EU9S8: Evaluate their instruction and their collaboration with others to determine if they are providing instruction that increases student success, self-esteem, and inclusion by addressing barriers to student learning. (a1C; d2F (i.e., students with special needs, ELL, gifted) (e2E, e2F, h1I, h2F, h2J, i2C, i2F) (IB)

**IDEA Objectives:**
• Gaining factual knowledge (terminology, classifications, methods, trends)
• Learning to Apply Course Material (to improve thinking, problem solving, and decisions)
Candidates will be assessed on the following Disposition outcomes:

- Demonstrate professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (i2F) (IB)
- Reflect on how one’s actions affects others and as a result demonstrate respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students’ right to privacy. (i2A, i2B) (IB)
- Ground advocacy efforts in ethical convictions that promote social justice and affect policy design and implementation. (i2I) (IB)
- Collect and analyze community, school, family, and student data to guide educational decision-making. (a2E) (IB)
- Demonstrate resiliency when confronted with challenges and recognize when the support of colleagues and others is needed.
- Value diversity and advocate for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J) (IB)

Grading Policy & Scale:
The final grade is based upon the completion of course requirements, shown below, and following this scale:

93% - 100% A  
90% - 92% A-  
87% - 89% B+  
83% - 86% B  
80% - 82% B-  
77% - 79% C+  
73% - 76% C  
70% - 72% C-  
67% - 69% D+  
63% - 66% D  
60% - 62% D-  
Below 60% F

Attendance:
- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
Assignments are due on the dates listed on module syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.

Module Assignments

- **Module Participation: 10% of final grade**
  - Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles, as well as completing a reader response.

Professional Attitude and Demeanor Part I
- 2-Always prompt and regularly attend classes.
- 1-Rarely late to class and regularly attend classes (No more than 1 absence).
- 0-Often late to class and/or poor attendance of classes (More than 2 absences).

Professional Attitude and Demeanor Part II
- 2-Always prepared for class with assignments and required class materials.
- 1-Rarely unprepared for class with assignments and required class materials.
- 0- Often unprepared for class with assignments and required class materials.

Level of Engagement in Class
- 2-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- 1- Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- 0- Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.

Integration of Readings into Classroom Participation
- 2-Often cite from readings; use readings to support points.
- 1-Occasionally cite from readings; sometimes use readings to support points.
- 0- Rarely cite from readings; rarely use readings to support points.

Listening Skills
- 2-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
- 1- Listen when others talk, both in groups and in class.
- 0- Rarely listen when others talk, both in groups and in class.

- **Reflections: 30% of final grade, each reflections is 15%**
  - At the end of each week, candidates will reflect upon their learning and experiences at the school site that week related to module objectives and essential questions. Each class has a different goal of reflection. These should be addressed in the students’ reflections. These reflections will be submitted as a blog on Sakai by Sunday at midnight of each week.
Students will need to comment on two of their fellow students reflections by Monday of that week 5 PM.

Person-Centered IEP Project

○ IEP Transition plan review: 30% of final grade
  ○ The purpose of this assignment is to support the development of a student transition plan. The candidate will review an individual transition plan (using a format provided in class) for a student with a disability.

○ Student voice project: 30% of final grade
  ○ The purpose of this assignment is to support candidates in the development of person-centered IEPs. Candidates will work follow up with the student for whom they reviewed the IEP. They will then work with the student’s teacher to determine what additional information from the student and/or their family would support their involvement in the IEP process as much as possible. This could include preference assessments, career inventories, life skills assessments, transition plans, parent interviews, teacher developed checklists, or person-centered planning.
  ○ The candidate will work with the student’s teacher to determine the most appropriate form of assessment that meets the needs of the student. Examples also will be provided in class. The candidate will submit a copy of the assessment along with a short reflection regarding how this support increased the level of self-determination for the student. Your primary task is to select the assessment process that best applies to your student and make recommendations for its use. Should the student and/or teacher not be willing to complete the assessment, the candidate must state this information and explain: (1) why they chose this particular assessment for the student, (3) how they might modify the assessment for the student based on their needs, and (3) how they believe the student’s level of self-determination would have been improved as a result of the application of this tool. With the permission of the student, teacher, and family, you are welcome to complete the actual assessment with the student. The reflection then is based on why you selected the tool, how you modified the application, and the connection with improving student self-determination.

Module Readings

Resources
ISBE Website regarding Transition
http://www.isbe.state.il.us/spec-ed/html/total.htm

National Center on Secondary Education and Transition
http://www.ncset.org/
APEX III: Futures planning within a school-wide framework
http://iod.unh.edu/Projects/apex/project_description.aspx

Look Back, Plan Forward: Online a person centered plan tool in a “cloud” format
http://www.lookbackplanforward.com/

Direct Behavior Ratings: Behavior progress monitoring and self-management tools
http://www.directbehaviorratings.com/cms/

Zarrow Center: Tools for self-determination and transition http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html

Who Cares About Kelsey: Film following the life of a student through futures planning
http://www.whocaresaboutkelsey.com/


CASEL: Online search tool to search current status of SEL standards by state http://casel.org/policy-advocacy.sel-in-your-state

Transition Coalition at the University of Kansas: Online training and self-assessment tools to develop self-determination teaching skills (http://transitioncoalition.org/transition/)
Conceptual Framework Standards
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the overarching principles of Professionalism in Service of Social Justice, this module focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

Technology
To complete the policy and practice analysis for this course, candidates will regularly engage with technology. Teacher candidates will (1) seek out information on the internet and in databases about various policies, programs, and contexts, (2) use software to organize and analyze data for the case study, and (3) observe various uses of technology in classroom rounds.

Diversity
By focusing on the policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to: the diversity in students’ backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

University Policies and Information

Academic Honesty: Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility: Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester
or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

**Harassment** (Bias Reporting): It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/
## Tentative Module Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>2/24/2014</td>
<td>Overview of background on transition</td>
<td>Chapter 1-2</td>
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<tr>
<td>2/26/2014</td>
<td>In school - reflect connections with transition supports</td>
<td>Chapter 3</td>
<td>Take letter for parents to your sites</td>
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<td></td>
<td>Dr. Bohanon will be on ground at <strong>TBD.</strong></td>
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<tr>
<td>2/28/2014</td>
<td>In school - reflect on ways you have seen the school address legal</td>
<td>Chapter 4</td>
<td>Week 1 Reflection due by at 3/2 11:59 midnight (blog). Comments due by 3/3 at midnight.</td>
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<td>considerations for students with IEPs related to transition</td>
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<td>Dr. Bohanon will be on ground at <strong>TBD.</strong></td>
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<td>3/3/2014</td>
<td>Spring Break – Class does not meet</td>
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<td>3/5/2014</td>
<td>Spring Break - Candidates not on site</td>
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<td>3/7/2014</td>
<td>Spring Break - Candidates not on site</td>
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<tr>
<td>3/10/2014</td>
<td>Best practices in transition planning including assessment and plan development</td>
<td>Chapters 7</td>
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<td>Date</td>
<td>Activity Description</td>
<td>Reading Material</td>
<td>Due Dates</td>
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<tr>
<td>3/12/2014</td>
<td>In school-reflect on use of assessments for transition planning</td>
<td>Chapter 10 (pp. 327-337)</td>
<td>Week 3 Reflection due by at 3/16 midnight (blog). Comments due by 3/17 at midnight.</td>
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<td></td>
<td>Dr. Bohanon will be on ground at <strong>TBD</strong>.</td>
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<td>IEP Review and analysis due</td>
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<tr>
<td>3/14/2014</td>
<td>In school-reflect on use of assessments on planning for transition</td>
<td>Chapter 11 (pp. 373-380) &amp; 12 (pp. 395-320)</td>
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