



TLSC430: Typical and A-Typical Development
 Sequence 4: Significant Disabilities and Life Planning
 Teaching, Learning, and Leading with Schools and Communities
 School of Education, Loyola University Chicago
 Summer, 2018

Instructor Information

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Office Hours: By appointment

Module Information

Dates: May 21 – June 29, 2015

Days: Mondays and Tuesdays

Times: 9:00 - 11:30 AM

Classroom: Lakeshore Campus, Mundelein Center, Room 617

Clinical Site: Al Raby High School, 3545 W. Fulton Blvd., Chicago, IL 60624. (Al Raby is easily accessible via the CTA Green Line, Conservatory/Central Park Drive exit)

See Schedule of Class Meetings and Clinical Site Field Experiences



Module Description

By focusing on the typical and a-typical development of children, this module addresses multiple perspectives on diversity, including the diversity in students' backgrounds (i.e., culture, language, and ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs). This module engages teacher candidates in looking how developmental milestones can be used and applied in daily practice with diverse students in urban schools. Ideas such as advocacy and how to support and enhance the whole child will be addressed within a field setting. Through this

module, teacher candidates: (a) learn the different developmental stages and how they manifest in a school setting, (b) see how the educational community contributes to student learning, and (c) become familiar with the Individualized Education Plan (IEP) process.

We will meet on campus (LSC) for the first two days of class, May 21 and May 22. We will have our first day on site at Al Raby High School on Wednesday, May 23. Most weeks we will meet on campus on Monday and be on site Tuesday through Thursday, although this may be subject to change in order to accommodate the CPS calendar. The last day of classes for CPS, prior to Summer School, is Thursday, July 21. We will meet on campus for the last week of June, June 25 through June 28.

Module Readings

- Westling, David L. & Fox, L. (2008). Teaching Students with Severe Disabilities (5^h Edition), New York: Prentice Hall.
- LiveText ([LiveText](#).)
- Websites:
 - Beach Center on Families and Disabilities: <http://www.beachcenter.org>
 - Institute for Community Inclusion: <http://www.communityinclusion.org/>
 - Genetic Education Materials for School Success: <http://www.gemssforschools.org/>
- Resources on Sakai:
 - “Rubric of Quality Indicators for Specially Designed Instruction” (CPS document)

Module Goals

Essential Questions:

- What are the key developmental milestones in the physical, cognitive, and social-emotional domains for typical development, and what are indications of a-typical development at each stage?
- What are the basic components of the IEP and the IEP process?
- How do teachers of students with severe disabilities develop and assess benchmarks for students?
- How does knowledge of typical and a-typical development support the design of Individualized Education Plans?
- What does it mean to be an advocate for a person who has developed a-typically at some stage of life?

As part of this module, candidates will understand that effective educators:

- Explain the roles of an advocate, the process of advocacy, and how it can be used to challenge or promote policies and practices affecting students.
- Analyze the social construction of statuses such as race, class, disability, and gender and how these social constructs have been traditionally used to stereotype families and communities.
- Describe the necessary professional knowledge to support and enhance the whole child, including meeting student needs across physical, social, psychological, linguistic, and intellectual contexts.
- Explain how relevant core concepts and constructs from theories and research relate to specific TLLSC EUs and EU indicators.

- Explain how relevant working principles from theories and research relate to specific TLLSC EUs and EU indicators.

As part of this module, candidates will:

- Serve as advocates for students, with special attention to those who are marginalized (h2G, i2I)
- Notice and critique implicit messages about families, communities and individuals (i1F, i2I)
- Analyze connections between assessments, educational opportunities, access and standards in order to implement socially just instructional practice (a2A, g2I)
- Incorporate verbal and written discourse that is stereotype-free, person first, and acknowledges and honors the inherent equality among diverse learners and communities (i2A)
- Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies (a2C, b1E) (IB)
- Explain how and why core concepts, constructs and working principles from theories and research were used in their decisions and actions related to specific TLLSC EUs and EU indicators (b2A, d2D, i2C) (IB)

Dispositions

Candidates will be assessed on the following Disposition outcomes:

- D3: Value diversity and advocate for all students, particularly those from populations that are historically disenfranchised, underserves 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)
- D4: Demonstrate professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (i2D, i2F) (IB)
- D6: Collect and analyze community, school, family, and student data to guide educational decision making. (a2E) (IB)
- D7: Value the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F)
- D9: Recognize his/her own point of view and biases about diverse learners and how this perspective can impact teaching and learning. (a1F)
- D12: Develop an awareness that student behavior is shaped by complex environmental factors. (d1D)
- D15: Demonstrate resiliency when confronted with challenges and recognize when the support of colleagues and others is needed.

Conceptual framework

Our mission is social justice, but our responsibility is social action through education.

Our framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek

to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups.

The SOE uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment. Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

The SOE embeds social justice principles throughout course work, research, and service oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups. Our mission is social justice, but our responsibility is to social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none. (Reprinted from www.luc.edu/education/mission/)

SOE Conceptual Framework Standards (CFS)

Our conceptual framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

1. CFS1: Candidates critically evaluate current bodies of knowledge in their field.
2. CFS2: Candidates apply culturally responsive practices that engage diverse communities.
3. CFS3: Candidates demonstrate knowledge of ethics and social justice.
4. CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

This course addresses these standards by establishing the following expectations:

1. Professionals are responsive to the long-term social and ethical implications of their decisions and actions.

2. Professional educators develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice.
3. Professional educators in service of social justice will...
 - a. Know the subjects they teach and how to convey content of those subjects to learners;
 - b. Engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation;
 - c. Evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences;
 - d. Evaluate the effects of their decisions on others learners, families, and other professionals in the learning community;
 - e. Provide learning opportunities to support all learners' intellectual, social, and personal development;
 - f. Possess the knowledge and skills to teach all learners well and with rigor;
 - g. Create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation;
 - h. Maintain high standards of professional and ethical conduct.

IDEA Objectives for the Objectives Selection Form

To facilitate the process for online course evaluations, please include on your syllabus 3 – 5 objectives that you identify as an essential or important objective for the course. Multiple sections of the same course should have the same essential and/or important objectives (check with your Program Chair to see if your course is in this category). Be sure to rate these objectives as essential or important on your Objectives Selection Form (OSF) for the IDEA online course assessment, and to rate the remaining objectives as minor. The 13 possible objectives you will select from are listed below. The essential objectives for evaluation of this course are boldfaced):

- 1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)**
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- 3. Learning to apply course material (to improve thinking, problem solving, and decisions)**
- 4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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).

Loyola University Chicago School of Education Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.

TLSC 430 Module Policies

Grading Policy and Scale

The final grade is based upon the completion of course requirements 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		

Technology Expectations

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.

Students should check Sakai and Loyola email for course communication. Although I will do my best to answer email in a timely manner, please allow 24-48 hours for a response. If you need an immediate response or have an emergency, please feel free to call or text my cell phone.

Student Dispositions

Student dispositions will be assessed according to the School of Education's dispositional rubrics. Student behaviors, discussion comments, coursework, and communication will be utilized to determine dispositional ratings related to: professionalism, fairness, and the belief that all students can grow.

Late Work

I will reserve the right to deduct 5% of the earned grade on assignments submitted late (meaning after the module meeting or specified due date) unless special arrangements have been made in advance or unless documentation of emergency verifies that the assignment absolutely could not be turned in on time.

Writing Expectations

Submitted written assignments should be typed, single-spaced, use Times New Roman 12 pt. font and have 1-inch margins. Be sure to check for typos – misspellings, poor grammar, etc.

Attendance

Your participation grade for this course includes your course attendance, but there are a few additional reminders:

- Please arrive promptly and maintain excellent attendance records. You are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals.

- Inform your classroom teacher and instructor about any absences prior to the module session. (Ask your classroom teacher how she/he prefers to be informed). You can email, call, or text your instructor. If there is an emergency, please contact the instructor 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 unless permission to submit them late is given. If you are absent when an assignment is due, it is your responsibility to still submit them in time. Additionally, since our class sessions will be highly collaborative, you will be required to make up any missed work due to an absence.

TLSC 430 Module Assignments

Assignment	Total Points	% of Total
Participation and Attendance/Module Participation	40	10%
Contributions to Typical Development Map	20	35%
Atypical Development Project	25	35%
Cultural Issues and Disabilities	25	15%
Partial Summative Assessment: IEP and Development Reflection Paper	25	5%
Course Total	135	100%

Participation and Attendance: (10% of final grade)

You are expected to be on time for all field experiences and class sessions and to stay for the entire class session. Given the “compressed” format for this course, missing class time or being late will be detrimental to your learning and the learning of your peers. Up to one missed class will be excused with appropriate notification of the instructor. The department *may* require that additional missed classroom or site time be made up. More than one missed class can negatively impact your attendance grade as well as your grade for contributions to class collaborative projects.

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.

1. Typical Development Map: 35% of final grade

The goal of this assignment is to collaboratively create a dynamic document that illustrates typical developmental progress in the areas of cognitive, physical, and social/emotional development during middle childhood (6-11 yrs.) and adolescence/early adulthood). Pairs of students will select an age range of development and report essential/critical developmental events relative to cognitive, physical, and social/emotional development for their selected age range. Students will complete their assigned area of the class Developmental Map (on Google Doc) that outlines the developmental milestones for *typically* developing children within those age ranges. A rubric will be provided outlining how the map will be evaluated.

2. Course Project: Atypical Development (35% of final grade)

Each student will select one disability about which they will become the developmental “expert” in this class. Students will be responsible for researching how three areas of development (physical, cognitive, and social/emotional) may be impacted during each of the age ranges of our study. Disabilities for this project include: Autism Spectrum Disorders, Down Syndrome, Cerebral Palsy, Fetal Alcohol Spectrum Disorders, Fragile X, Prader-Willi, Angelman Syndrome, and Williams Syndrome. Projects will be shared during the last week of classes. A rubric will be provided that outlines how these contributions will be evaluated.

3. Course Project: Cultural Issues and Disabilities (15% of final grade)

Teachers of students with disabilities need to be aware of cultural factors that may impact how parents view, and respond to, disabilities that their children may have. Toward that end, each student in this course will chose an ethnicity (Hispanic, African-American, American Indian, etc.) and identify any cultural issues or perspectives that would be important for teachers of students with disabilities to understand. We will use class time the last week of classes to share with the group. Final documents will be posted in a shared folder on Sakai. A rubric will be provided that outlines how this presentation will be evaluated.

4. Partial Summative Assessment: IEP and Development Reflection Paper (5% of final grade)

For the summative assessment in this sequence (conducted in the next summer session), you will be completing an assessment related to the transition needs in a student’s IEP. For this class, you will complete a partial summative assessment that demonstrates your understanding of how knowledge of student development should impact the writing of the following IEP pages: Present Levels of Academic Achievement and Functional Performance, IEP Goals, and Transition Planning.

For each of these three areas of the IEP, please describe how educators can use the knowledge of a student’s development to inform the completion of this paperwork. In essence, this reflection should answer these questions: 1) How does knowledge of a student’s development impact the writing of the PLAAFP statement? 2) How does the knowledge of a student’s development impact the writing of IEP goals? 3) How does the knowledge of a student’s development impact the writing of a student’s transition plan? (Specifically assessments, post-secondary outcomes, and course of study?) A rubric will be provided that outlines how this presentation will be evaluated.

APPENDIX
Course Rubrics

Rubric for Typical Development Map (TLSC 430)

	Meets	Partially Meets	Does Not Meet
Age Range	Age range is identified. 2		Age range is not identified 0
Physical Developmental Events	Team identifies and briefly describes a minimum of four (4) essential or critical <u>physical</u> developmental events for their age range. 5	Team identifies and briefly describes 2 or 3 essential or critical <u>physical</u> developmental events for their age range. 3	Team identifies and briefly describes 1 essential or critical <u>physical</u> developmental event for their age range. 1
Cognitive Developmental Events	Team identifies and briefly describes a minimum of four (4) essential or critical <u>cognitive</u> developmental events for their age range. 5	Team identifies and briefly describes 2 or 3 essential or critical <u>cognitive</u> developmental events for their age range. 3	Team identifies and briefly describes 1 essential or critical <u>cognitive</u> developmental event for their age range. 1
Social-Emotional Developmental Events	Team identifies and briefly describes a minimum of four (4) essential or critical <u>social-emotional</u> developmental events for their age range. 5	Team identifies and briefly describes 2 or 3 essential or critical <u>social-emotional</u> developmental events for their age range. 3	Team identifies and briefly describes 1 essential or critical <u>social-emotional</u> developmental event for their age range. 1
Writing Conventions	Document has 1 or less errors of grammar, punctuation, syntax, capitalization, etc. 3	Document has 2 or 3 errors of grammar, punctuation, syntax, capitalization, etc. 2	Document has more than 3 errors of grammar, punctuation, syntax, capitalization, etc. 1

Rubric for Atypical Development Project (TLSC 430)

	Meets	Partially Meets	Does Not Meet
Disability/ Exceptionality	The disability selected is from the list provided or is another disability approved by the course instructor. 5		The disability selected is NOT approved by the course instructor. 2
Etiology, etc.	Candidate addresses all of the following: frequency of occurrence; gender differences; and etiology (cause). 5	Candidate addresses two (2) of the following: frequency of occurrence; gender differences; and etiology (cause). 3	Candidate addresses one (1) of the following: frequency of occurrence; gender differences; and etiology (cause). 2
Physical Development	Candidate identifies at least four (4) features of physical development that are impacted by the disability (e.g., facial features, size, weight, etc.). 5	Candidate identifies at least three (3) features of physical development that are impacted by the disability (e.g., facial features, size, weight, etc.). 4	Candidate identifies at least two (2) or fewer features of physical development that are impacted by the disability (e.g., facial features, size, weight, etc.). 3
Cognitive Development	Candidate provides a description of the extent the cognitive development is impacted by the disability. 4		Candidate does not describe the extent to which cognitive development is impacted by the disability. 1
Social-Emotional Development	Candidate provides a description of the extent the social-emotional development is impacted by the disability. 4		Candidate does not describe the extent to which cognitive development is impacted by the disability. 1
Writing Conventions	Document has 1 or less errors of grammar, punctuation, syntax, capitalization, etc. 2	Document has 2 or 3 errors of grammar, punctuation, syntax, capitalization, etc. 1	Document has more than 3 errors of grammar, punctuation, syntax, capitalization, etc. 0

Rubric for Cultural Issues and Disabilities (TLSC 430)

	Meets	Partially Meets	Does Not Meet
Disability Selected	The disability selected is clearly described. The culture is identified 2		The disability is not clearly described OR the culture is not identified. 1
Cultural Factors	Document includes comprehensive description of how the disability is viewed within the selected culture, e.g., curse, blessing, etc. 5	Document includes a brief description of how the disability is viewed within the selected culture, e.g., curse, blessing, etc. 3	Document does not include a description of how the disability is viewed within the selected culture, e.g., curse, blessing, etc. 0
Family Factors	Document includes a comprehensive description of how the disability is typically viewed within the family, e.g., curse, blessing, etc. (If resources are limited, leading to brief description, this should be stated) 5	Document includes brief description (without statement of limited resources) of how the disability is typically viewed within the family in that culture, e.g., curse, blessing, etc. 3	Document does not include a description of how the disability is typically viewed within the family in that culture, e.g., curse, blessing, etc. 0
Impact on the Individual	Document includes a brief discussion on how cultural and family perspectives are likely to impact the individual with the disability AND the family of that individual. 5	Document includes a brief discussion on how cultural and family perspectives are likely to impact the individual with the disability OR the family of that individual. 3	Document does not include a discussion on how cultural and family perspectives are likely to impact the individual with the disability or the family of that individual. 0
References	Three (3) or more references are provided. 5	Two references are provided. 3	One reference is provided 1
Writing Conventions	Document has 1 or less errors of grammar, punctuation, syntax, capitalization, etc. 3	Document has 2 or 3 errors of grammar, punctuation, syntax, capitalization, etc. 2	Document has more than 3 errors of grammar, punctuation, syntax, capitalization, etc. 1

Rubric for Partial Summative Assessment
IEP and Development Reflection Paper (TLSC 430)

	Meets	Partially Meets	Does Not Meet
Framing the Topic	The document includes an introductory section that clearly frames the issues, introduces the concept of student voice, and identifies the essential questions. 4	The document includes two of the following: an introductory section that vaguely frames the issue; a statement of the essential questions; and/or introduces the concept of student voice. 3	The document includes one of the following: an introductory section that vaguely frames the issue; a statement of the essential questions; and/or introduces the concept of student voice. 2
Introducing the Student	Document includes a section anonymously introducing the student: age, gender and nature of disability. 3		Document does not include a section anonymously introducing the student: age, gender and nature of disability. 0
Writing the PLAAFP Statement	Document clearly addresses how knowledge of the student's development impacts the writing of the PLAAFP statement. 5	Document vaguely addresses how knowledge of the student's development impacts the writing of the PLAAFP statement. 4	Document does not address how knowledge of the student's development impacts the writing of the PLAAFP statement. 3
Family Factors	Document clearly addresses how knowledge of the student's development impacts the writing of IEP goals and objectives. 5	Document vaguely addresses how knowledge of the student's development impacts the writing of IEP goals and objectives. 4	Document does not address how knowledge of the student's development impacts the writing of IEP goals and objectives. 3
Impact on the Individual	Document clearly addresses how knowledge of the student's development impacts the writing of the student's transition plan. Addresses all of the following: assessments, post-secondary outcomes, and courses of study. 5	Document vaguely addresses how knowledge of the student's development impacts the writing of the student's transition plan. Addresses two (2) of the following: assessments, post-secondary outcomes, and courses of study. 4	Document vaguely addresses how knowledge of the student's development impacts the writing of the student's transition plan. Addresses one (1) of the following: assessments, post-secondary outcomes, and courses of study. 3
Writing Conventions	Document has 1 or less errors of grammar, punctuation, syntax, capitalization, etc. 3	Document has 4 or fewer errors of grammar, punctuation, syntax, capitalization, etc. 2	Document has 5 or more errors of grammar, punctuation, syntax, capitalization, etc. 1