# EDS 629 Rubric: Special Education Transition Project (updated W15)

by Grand Valley Education Administrator

## Special Education Transition Project

<table>
<thead>
<tr>
<th>Standards</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CEC-INI-2012.3</td>
<td>Curricular Content Knowledge: Beginning special education professionals use knowledge of general1 and specialized curricula2 to individualize learning for individuals with exceptionals.</td>
</tr>
<tr>
<td>CEC-INI-2012.5</td>
<td>Instructional Planning and Strategies: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies3 to advance learning of individuals with exceptionals.</td>
</tr>
<tr>
<td>CEC-INI-2012.6</td>
<td>Professional Learning and Ethical Practice: Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</td>
</tr>
<tr>
<td>CEC-INI-2012.7</td>
<td>Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</td>
</tr>
<tr>
<td>INTASC-2013.10</td>
<td>Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
</tr>
<tr>
<td>INTASC-2013.4</td>
<td>Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</td>
</tr>
<tr>
<td>INTASC-2013.7</td>
<td>Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of</td>
</tr>
</tbody>
</table>
INTASC-2013.9 Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Purpose

The purpose of this project is two fold. In part one, Transition Unit and Lesson Plans, you are to consider ways to apply what you have explored about the big ideas related to instruction in the skills and knowledge associated with transitions. In part two, Categorical Transition Research and Presentation, you are to review literature in a specific area of transition and collaborate with a colleague to consolidate information gleaned from the literature into a well-organized presentation. This project will be evaluated by your professor using the Transition Project Rubric.

Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

Part-One Directions:

For this project you will need to select an age level and disability category and create an appropriate transition unit. Then, you will create five lesson plans from the unit that could be delivered in a self-contained classroom and five lesson plans that could be delivered in a general education inclusive classroom. Thus, one set of lesson plans can be very disability specific while the other will need to cover the same material but be much more general. To complete this project, complete the following steps.

Step 1: Provide a Brief Description of the Target Students and Classrooms
Step 2: Create an Age/Disability Appropriate Unit

   Address one or more of the major topics covered in this course:

   - Self-determination skills
   - Social skills
• Postsecondary employment
• Postsecondary education
• Other Quality of Life Indicators (i.e. independent living, community involvement, friendship, health, etc.)
• Create two lesson plans for each topic area
• Five lessons to be delivered in the self-contained special education setting of your choice
• Five lessons to be delivered in an inclusive classroom of your choice
• Identify a relevant guest speaker or site visit
• Build at least lesson plan around the speaker or visit

Part-Two Directions:

You and the members of your group will first decide on a topic related to transition. Then, each member will locate and review two articles from peer-reviewed articles. Members will consolidate all of the reviews into one coherent presentation to be delivered to the class. To complete this project, complete the following steps.

Step 1: Group Members Choose a Transition-Related Topic, Age Level, and Disability Category
Step 2: Search GVSU Databases for Articles in Peer-Reviewed Journals
Step 3: Meet to Consolidate Information
Step 4: Organize the Presentation
Step 5: Present Information to Class

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student’s grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same
as a course grade. Rather, an assessment is a learning tool that demonstrates students’ ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

**Special Education Transition Project- Part One: Transition Unit and Lesson Plans**

<table>
<thead>
<tr>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Unsatisfactory (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3,000 pts)</td>
<td>(2,000 pts)</td>
<td>(1,000 pt)</td>
<td>(0,000 pt)</td>
</tr>
</tbody>
</table>

**Unit Plan CEC**
Primary: 3, Secondary: 5
InTASC 4
(1,000, 33%)
CEC-INI-2012.3
CEC-INI-2012.5
INTASC-2013.4
The Unit Plan includes one or more transition-related topics, visual and text depictions of the organizational structure of the unit, key questions, and a unit schedule. Additionally, the content is appropriate for the specified students.

The Unit Plan includes one or more transition-related topics, but is not appropriate for the specified students and/or lacks one or more of the key Unit Plan elements.

The Unit Plan does not include one or more of the transition-related topics or is not appropriate for the specified students.

**Special Education Lesson Plans**
CEC 5
Secondary: 3
InTASC 7
(1,000, 33%)
CEC-INI-2012.3
CEC-INI-2012.5
INTASC-2013.7
Five Lesson Plans are provided, filled out correctly, are age and disability appropriate, and include at least one field trip or guest speaker.

Five Lesson Plans are provided, filled out correctly. They are age/or disability appropriate, but are missing some of the criteria.

Less than five Lesson Plans are provided and are not filled out correctly but few, if any are age and disability appropriate.

**General Education Lesson Plans**
CEC 5
Secondary: 3
InTASC 7
(1,000, 33%)
CEC-INI-2012.3
CEC-INI-2012.5
INTASC-2013.7
Five Lesson Plans are provided, filled out correctly, are grade and content appropriate, and include at least one field trip or guest speaker.

Five Lesson Plans are provided, filled out correctly. They are grade and content appropriate, but are missing some of the criteria.

Less than five Lesson Plans are provided and are not filled out correctly. They are not grade and content appropriate.

**Special Education Transition Project- Part Two: Categorical Transition Research & Presentation**

<table>
<thead>
<tr>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Unsatisfactory (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3,000 pts)</td>
<td>(2,000 pts)</td>
<td>(1,000 pt)</td>
<td>(0,000 pt)</td>
</tr>
</tbody>
</table>
### Quality of Sources CEC 6 InTASC 9

<table>
<thead>
<tr>
<th>CEC 7 InTASC 10 (1.00, 25%)</th>
<th>CEC-INI-2012.6 INTASC-2013.9</th>
<th>CEC-INI-2012.7 INTASC-2013.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each team member independently located at least 2 reliable information sources from professional journals.</td>
<td>Each team member independently located at least 2 reliable information sources, but they were not all from professional journals.</td>
<td>Each team member did not independently locate at least 2 reliable information sources.</td>
</tr>
</tbody>
</table>

### Presentations CEC 7 InTASC 10

<table>
<thead>
<tr>
<th>CEC 7 InTASC 10 (1.000, 25%)</th>
<th>CEC-INI-2012.7 INTASC-2013.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation was well-organized, fluid, included each member of the team, and highlighted key findings from their research.</td>
<td>Presentation was well-organized and fluid but did not highlight key findings from their research.</td>
</tr>
<tr>
<td>Handout was clear, concise, free of errors, and offered a strong summary of the key points of the presentation. Additionally, the handout included citations for the articles used in the presentation.</td>
<td>Handout was clear and free of errors but did not offer a strong summary of the key points of the presentation.</td>
</tr>
<tr>
<td>Presentation was not well-organized and fluid, did not highlight key findings from their research and did not include each member of the team.</td>
<td>Organization and/or grammatical errors and misspellings are numerous and interfere with understanding the handout.</td>
</tr>
</tbody>
</table>

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