



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLLSC 431 001: Specializing in an Area of Teaching and Learning: Supporting Students with Special Needs
 Sequence 4: Significant Disabilities and Life Planning
 Teaching, Learning, and Leading with Schools and Communities
 School of Education, Loyola University Chicago
 Summer, 2018

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Module Information

Dates: May 21 – June 29, 2015

Days: Wednesdays and Thursdays

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 Greenline, Conservatory/Central Park Drive exit)

See Schedule of Class Meetings and Clinical Site Field Experiences



Module Description

By focusing on urban classrooms, this module addresses multiple methods for instruction, behavior supports and progress monitoring for students with moderate to severe cognitive disabilities. This module engages teacher candidates in looking at how to develop lesson plans, aligned to Common Core State Standards. Module 4.2 offers the teacher candidates a clinical opportunity to participate in the development and demonstration of lessons in concert with the best practices for students with low incidence disabilities. Through this module, teacher candidates will: (a) understand the current trends in service delivery for students with low incidence/ significant disabilities (e.g., partial participation, natural

proportions) and the need to expand curriculum, instruction, and assessment strategies to meet individual learning styles and instructional needs and (b) review components of Individualized Education Plans and Individual Transition Plans and (c) explore the etiology of low incidence disabilities, and identify and apply to practice supports for individual health care needs affecting students and families.

Theoretical Principles and Concepts resented in this Module are Self-regulated learning and Metacognition, Self-efficacy and how it effects behavior, Teacher efficacy and learning, Role-modeling.

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 critical issues, laws and policies in educating this population of students?
- What are the essential components of lesson-planning with accommodations and modifications?
- How is academic progress monitored for this student population?
- What are the strategies for teaching students how to acquire and maintain new skills?
- What is the role of the teacher advocate in the broader realm of education?
- What are the components of supporting person-centered and futures plan to support students with significant needs?

As a part of this module, candidates will understand and be able to:

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.

- Compare diverse forms of assessment and evaluation according to how each connects to content and instruction, as well as to the assumptions and implications that underlie each.
- Articulate the implications contemporary school reform policies and programs have for teaching, learning, and leading, in schools.
- Describe the important facts and central concepts, principles, and theories associated with their certified content areas.

- Describe a wide range of research-based and evidence-based instructional strategies and the advantages and disadvantages of each.
- Describe how to conduct and interpret appropriate content specific assessments.
- Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers, and schools.
- 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.(a1A)

As a part of this module, candidates will:

- Serve as advocates for all students, with special attention to those who are marginalized. (h2G, i2I)
- Analyze connections between assessments, educational opportunities, access and standards in order to implement socially just instructional practice. (a2A, g21)
- Incorporate verbal and written discourse that is stereotype-free, person-first, and acknowledges and honors the inherent equality among diverse learners and communities. (i2A)
- Communicate effectively with a wide range of educational professionals, parents and guardians, as well as community members and organizations to benefit student development. (h1H, h1I, i2D) (IB)
- Use analyses of relevant educational practices, policies, and legislation to advocate with and for students and families. (i1F, i2I)
- Discern the most appropriate actions needed to serve the best interests of diverse students and families. (h1H, 12I)
- Differentiate instruction to support the learning needs of all students.
- Evaluate, select, and integrate a variety of research-based strategies such as inquiry, cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. (c2J, e2A, i1A) (IB)
- Make developmentally appropriate choices in selecting teaching strategies.
- Utilize asset mapping to outline the resources of students, families, and communities.(h1A, h2K) (IB)
- Develop systems to communicate with and actively involve parents and families with learning goals and educational experiences of their children.(c1F, h2G, i2D) (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

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 431 Module Assignments

Assignment	Points	% of Grade
Participation and Attendance/Module Participation	40	10%
Weekly Reflections on Rubric of Quality Indicators (10 pts each)	40	30%
Student Project	15	10%
Philosophy of Education Paper	30	25%
Parent Resource Project	25	20%
Partial Summative Assessment: IEP and Development Reflection Paper	25	5%
Course Total	175	100%

Module 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 program *may* require that 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. Weekly Reflections/Response to Rubric of Quality Indicators: 20 points total, 30% of final grade

At the end of each week, beginning with the 2nd week, candidates will reflect upon their learning and experiences at the school site that week related to module objectives and the target Rubric of Quality Indicators. Each should include at least 4 examples or non-examples of the Rubric “target” listed in the course schedule. Candidates will identify each indicator addressed by number, e.g., “Indicator 2.1”, state the degree to which this indicator has been met (Not Present, Emerging, Meets, or Exceeds) and, using at least one example, why you made this determination. These responses should be posted to Sakai by Sunday at 11:45 of each week. A rubric and exemplars will be posted on Sakai. ***Each response should be approximately approx. 2 pages, 12 pt. font, single spaced***.

2. Student Project: 10% of final grade

Candidates can conduct one of two assignments.

Option 1: Candidates may identify a task a student in their site needs to acquire. For this activity, the candidate will develop a task analysis of a skill. The candidate will list out these steps in sequential order that would be taught to the student.

Option 2: The candidate will conduct an ecological assessment of an environment where their student will be going for class work or other field work. The candidate may use a tool provided by the instructor or one of their cooperating teacher’s design to identify the skills the student would need for the environment.

3. Philosophy of Education: 25% of final grade

Each candidate will write a paper (4-5 pages single-spaced, 8-10 pages double-spaced) on their philosophy of education related to teaching students with significant disabilities. Candidates will address both course content (e.g., text, lectures) and clinical site experiences. Rubric to be provided.

4. Parent Resource Project: 20% of final grade

Candidates will select a low-incidence disability/exceptionality and prepare a resource document that could be provided to parents. The document should utilize online and local/community/national resources that may be helpful to them in understanding the disability/exceptionality, accessing support and resources, etc. 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. Exemplars and a rubric will be posted on Sakai.

5. 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.

Rubric for Weekly Reflections (TLSC 431)
Using *Rubric of Quality Indicators*

	Meets	Partially Meets	Does Not Meet
Quality Indicator	Quality indicator identified by number and description 2	Quality indicator identified by <i>either</i> number OR description 1	Quality indicator not identified by number or description 0
# of Indicators	4 Indicators are identified. 2	3 Indicators are identified 1	2 or fewer indicators are identified 0
Level of Implementation	Candidate states level of implementation observed for each indicator (total of 4) 2	Candidate states level of implementation observed for some (2 or 3) of the indicators 1	Candidate does not state level of implementation observed 0
Examples/Non-Examples	Candidate provides at least one (1) example, or non-example supporting the level of implementation stated for each indicator (minimum of 4 examples or non-examples) 2	Candidate provides one (1) example, or non-example, supporting the level of implementation stated for some (2 or 3) of the indicators identified 1	Candidate does not provide examples, or non-examples, supporting the level of implementation. 0
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 Student Project (TLSC 431)
Option 1: Task Analysis

	Meets	Partially Meets	Does Not Meet
Description of Task and Rationale for Teaching	Document includes a brief description of the task to be taught/learned and clear rationale for teaching it, e.g., why it is important for student to learn the task. 4	Document lacks a brief description of the task to be learned OR a clear rationale for teaching it. 3	Document lacks both a description of the task AND the rationale for teaching it. 2
Steps	Steps of the task are clearly described using appropriate language (age and cognitive ability considered). Potential variables are addressed, e.g., different types of faucets or soap dispensers. Sub-steps assumed to have been mastered are stated. 4	Two of the following are present: Steps are clearly described but language is not appropriate to age or ability, OR potential variables are not addressed, OR sub-steps assumed to have been mastered are not state. 3	One of the following is present: Steps are clearly described but language is not appropriate to age or ability, OR potential variables are not addressed, OR sub-steps assumed to have been mastered are not state. 1
Visuals	Most-to-all steps are accompanied by a visual cue of some sort – photo, drawing, etc. 4	Some of the steps are accompanied by an appropriate visual cue. 3	Few of the steps are accompanied by an appropriate visual cue. 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 Student Project (TLSC 431)
Option 2: Ecological Assessment

	Meets	Partially Meets	Does Not Meet
Description of Task and Rationale for Teaching	Document includes a clear, concise description of the environment being assessed and a rationale for the assessment. 4	Document includes a clear, concise description of the environment being assessed OR a rationale for the assessment. 3	Document lacks both a description of the environment AND the rationale for assessing it. 2
Assessment Tool	Candidate has selected an appropriate tool to complete the assessment, e.g., Rubric of Quality Indicators. 4		Candidate has NOT selected appropriate tool to complete the assessment, e.g., Rubric of Quality Indicators. 2
Critical Elements Identified	At least 4 critical or essential skills that students must learn in order to functioning effectively in that environment are identified. Candidate provides a rational for the necessity of that skill. Candidate evaluates the degree to which the identified skill is supported in the environment. 4	Two of the following are present: At least 4 critical or essential skills that students must learn in order to function effectively in that environment are identified. Candidate provides a rational for the necessity of that skill. Candidate evaluates the degree to which the identified skill is supported in the environment. 3	One of the following is present: At least 4 critical or essential skills that students must learn in order to function effectively in that environment are identified. Candidate provides a rational for the necessity of that skill. Candidate evaluates the degree to which the identified skill is supported in the environment. 2
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 Parent Resource Project (TLSC 431)

	Meets	Partially Meets	Does Not Meet
Disability/ Exceptionality	Disability selected is from the list provided or is another disability approved by the course instructor. 3		Disability selected is NOT from the list and is NOT approved by the course instructor. 1
Description of Disability	Project includes a clear and concise description of the disability, AND includes at least the following: frequency of occurrence, gender differences, age of onset, and symptoms or features. 5	Project includes a brief description of the disability, AND includes 3 of the following: frequency of occurrence, gender differences, age of onset, and symptoms or features. 4	Project does NOT include a description of the disability, OR includes 3 of the following: frequency of occurrence, gender differences, age of onset, and symptoms or features. 3
Resources	Document includes local/regional, national, and internet resources. Document includes at least two examples each of each resource. 5	Document includes two of the following: local/regional, national, or internet resources. Document includes at least two examples of each resource. 4	Document includes only 1 of the following: local/regional, national, or internet resources OR document includes only 1 example of each resource. 3
Visuals and overall appearance	Document includes at least 5 appropriate and informative graphics that add to the visual appeal of the document. 5	Document includes 3 or 4 appropriate and informative graphics that add to the visual appeal of the document. 4	Document includes 2 or fewer appropriate and informative graphics that add to the visual appeal of the document. 3
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 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