

University of Wisconsin-Eau Claire
College of Education & Human Sciences – Department of Special Education

SPED 416/616 – Career Education and Transition

Fall 2009

Tuesday, 6:00 – 8:30 p.m., HSS 204

DATES: Sept. 15, Sept. 29, Oct. 27, and Dec. 1

Instructor: Dr. Angela L. Dalhoe
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Office Hours: As posted



Required Text

Flexer, R. W., Baer, R. M., Luft, P., & Simmons, T. J. (2008). *Transition Planning for Secondary Students with Disabilities*. Pearson – Merrill Prentice Hall Publishing.

Definition of Collaborative Leadership:

Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.

Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.

Collaboration is not the outcome or goal. Collaborations are processes that, when successful, align people's actions to accomplish a goal or solve a problem.

Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

Wisconsin Teacher Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in **the knowledge, skills and dispositions**.

1. Teachers know the subjects they are teaching.
2. Teachers know how children grow.
3. Teachers understand that children learn differently.
4. Teachers know how to teach.
5. Teachers know how to manage a classroom.
6. Teachers communicate well.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.
9. Teachers are able to evaluate themselves.
10. Teachers are connected with other teachers and the community.

UW-Eau Claire Liberal Education Learning Goals and Learning Outcomes

Respect for Diversity Among People

- UW-Eau Claire students will develop skills and knowledge for living in a culturally pluralistic and globally interdependent world (Artifacts: discussion board postings and class discussions).

Knowledge of Human Culture and the Natural World

- UW-Eau Claire students will demonstrate a depth of knowledge about human culture and/or about the natural world. This outcome includes majors in the professional colleges (Artifacts: field placement reflections and class discussions).
- UW Eau Claire students will demonstrate a breadth of knowledge about human culture and about the natural world. This outcome will be grounded in general education studies in sciences, mathematics, social sciences, humanities, languages, and the arts (Artifacts: field placement reflections and class discussions).

Creative and Critical Thinking

- UW-Eau Claire students will develop critical thinking skills that can be applied to a range of academic and social contexts. Critical thinking includes general and discipline specific skills and procedures for inquiry, analysis, and synthesis. Critical thinking also includes information literacy and quantitative literacy (Artifacts: field placement reflections, article summaries, and class discussions).
- UW-Eau Claire students will develop creative thinking skills that include creative expression and/or creative approaches to problem posing and problem solving (Artifacts: transition plans).

Effective Communication

- UW-Eau Claire students will write, read, speak, and listen effectively including application to civic and discipline specific contexts. Communicating effectively includes effective team work (Artifacts: transition plans).

Individual and Social Responsibility

- UW-Eau Claire students will develop skills and values for ethical reasoning and life-long learning (Artifacts: exams).
- UW-Eau Claire students will connect their knowledge and skills to social and civic contexts (Artifacts: discussion board postings and exams)

Course Description:

This course will introduce the student to the basic concepts of career and vocational education. Students will be introduced to: (a) basic information about current legislation, different service models, family issues, and the differing needs in elementary and secondary schools, (b) curricular issues, (c) both formal and informal assessments, (d) post school expectation such as independent living and leisure activities, and (e) interagency collaboration. In addition students will participate in a 13 week (5-6 hours per week) field experience in a high school setting.

Course Objectives	WTS	Artifacts
1. Describe and identify the career/vocational education needs of individuals with disabilities.	1	Reflections on field experiences
2. Cite relevant state and federal legislation relating to career, vocational, and transition programs for people with disabilities including Wisconsin's Statewide Transition Initiatives and the School-to-Work Initiatives and how they impact local educational agencies.	1	Exam and Study Questions
3. Identify the problems and roadblocks confronting individuals with disabilities, parents, employers, and special education teachers.	10 CL	Reflections on field experiences
4. Describe the basic elements of career and transition programs for children and youth within disabilities.	1	Study Questions
5. Become familiar with and use formal and informal measures that identify career/vocational/transition interests, aptitudes, abilities, and limitations of individuals with disabilities.	8 CL	Administration of Transition Assessment
6. Participate in and reflect on field experiences that focus on post-secondary environments and observe students within a general education environment.	1, 9, 10 CL	Reflections on field experiences Teacher observation
7. Observe a transition IEP for middle/secondary student and write appropriate goals	8 CL	IEP reflection Goal writing
8. Develop and demonstrate an understanding of community-based services and how they are accessed for students with disabilities	7	Reflections on field experiences
9. Relate career/vocational/independent living skills objectives, strategies, and goals to the development of the IEP (including the transition planning).	7	IEP Goals Transition Plan

Attendance and Participation

In accordance with University expectations, enrollment in a class implies attendance at each class session. Daily attendance will be recorded by the use of an Attendance Sheet.

Attendance, as well as participation, is expected for all classes. Because we are only meeting 4 times throughout the semester, it is very important that you attend each session. If you choose to be absent, you are responsible for obtaining any notes and/or supplemental information from the missed class period (from your peers). Any assignments due on the date of an absence must be turned in early. Absence from a class does not change the due date for an assignment – points will be deducted (10% of total each day) for late assignments. In addition, 10 points will be deducted (from total points) for each missed class.

Please note: **physical attendance does not guarantee points** – you must be prepared each week and actively engaged in lectures, presentations, and discussions to receive full credit. Participation in class does not include, reading a magazine, listening to music, surfing the Internet, or using any non-academic electronic devices during class. Points will be deducted if these behaviors are observed at any point during class time.

Grading Policy

The following criteria will be used to determine the grade earned by each **graduate** student:

94% and above of the total points	= A	64 - 73% of the total points	= D
84 - 93% of the total points	= B	Less than 64% of the total points	= F
74 - 83% of the total points	= C		

The following criteria will be used to determine the grade earned by each **undergraduate** student:

94% and above of the total points	= A	75 - 79% of the total points	= C
92 - 93% of the total points	= A-	73 - 74% of the total points	= C-
89 - 91% of the total points	= B+	70 - 72% of the total points	= D+
85 - 88% of the total points	= B	66 - 69% of the total points	= D
83 - 84% of the total points	= B-	64 - 65% of the total points	= D-
80 - 82% of the total points	= C+	Less than 64% of the total points	= F

Academic Misconduct

Academic misconduct (e.g., cheating, plagiarism) is a serious matter and will be treated according to University policy.

Students with Disabilities

The University of Wisconsin- Eau Claire abides by the Americans with Disabilities Act (ADA). Students needing special accommodations should contact the instructor as well as had made contact with the office of Services for Students with Disabilities (836-4542).

Calendar: NOTE: This calendar is subject to change at the discretion of the instructor.

Date	Topic	Reading/Assignment
9/8 (1)	<ul style="list-style-type: none"> ➤ Introduction to Course (w/ SPED 434) <ul style="list-style-type: none"> ○ Review Syllabus ○ Discuss Placements 	
9/15 (2)	<ul style="list-style-type: none"> ➤ Transition Legislation and Planning 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Chapter 1 ○ Chapter 13 DUE: Study Questions
9/22 (3)		
9/29 (4)	<ul style="list-style-type: none"> ➤ Assessment and Self Determination 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Chapter 5 ○ Chapter 14 DUE: Study Questions
10/6 (5)		
10/13 (6)		
10/20 (7)		
10/27 (8)	<ul style="list-style-type: none"> ➤ Curriculum and Instruction <ul style="list-style-type: none"> ○ SPEAKER: Jen Robertson – Altoona HS 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Chapter 6 ○ Chapter 7 DUE: Study Questions
11/3 (9)		
11/10 (10)		DUE: Transition Outline/Report -- (Submit hard copy to Dr. B.)
11/17 (11)		
11/24 (12)		
12/1 (13)	<ul style="list-style-type: none"> ➤ Collaborative Services and Transition to Post Secondary Education <ul style="list-style-type: none"> ○ SPEAKER: DVR 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Chapter 9 ○ Chapter 11 DUE: Study Questions <p>DUE: Final Transition Plan</p>
12/8 (14)		DUE: IEP Reflection (D2L drop box)
12/15 (1)	Final Exam – Tuesday, Dec. 15: 7:00 – 8:50 Final will be taken with SPED 434	DUE: Teacher Evaluation and hour log (by the end of the week)

Course Requirements

1. Each student is responsible for reading the assigned readings in advance of class meetings.
2. **Individual Assignments /Requirements**
 - a. **Reading Study Questions:** There are 8 chapters that will be read for class discussions. Select 3 “Study Questions” from the end of the chapter. Write your answers and be prepared to share with small groups and in large class discussions. Submit a typed hard copy after discussion.
 - b. **Transition Assessment:** Administer a transition related assessment and write a outline/report based upon findings (e.g., COPS Interest Inventory, interview questions). A list will be distributed in an upcoming class. Assessment outline/report is worth 35 points.
 - i. From the report, design a transition plan based, in part, on your completed assessment. The format for the outline and plan will be further explained in class (25 points).
 - c. **Field Placement:** You will be required to complete a 13 week placement (5-6 hours per week) at a high school in one of the following areas: LD, EBD, or CD. You will be required to complete the following activities at your placement:
 - i. Transition assessment outline/report (see above)
 - ii. Transition plan (see above)
 - iii. Attend and reflect on an IEP meeting (1-2 page write up – 15 pts)
 - iv. Provide 4 weekly reflections on experience (10 pts each)
 - v. Teacher evaluation and hour log (57 pts)
 - d. **Final Exam:** One exam will be administered at the end of the semester. This test will cover readings, class lectures, and discussion material.
3. **Graduate Students only:** Develop a presentation for the class (approx 20 min.) that delves into a transition topic with more depth using research in the field (40 points total).
 - a. Presentation – engaging, relevant, and informative (15 points)
 - b. Informational handout for the class (5 points)
 - c. A 3-4 page paper (given to the instructor) that describes your topic and is supported/cited with current research (20 pts)

Assignment	Points Possible	Points Earned
Chapter Summary Questions (8 @ 5pts)	40	
Field Placement Activities: <ul style="list-style-type: none"> ▪ Transition Assessment Outline/Report with reflection (35) ▪ Final Transition Plan (25) ▪ IEP Meeting Reflection (15) ▪ Classroom Reflections (4@10pts) ▪ Teacher Evaluation – with hourly log (57) 	172	
Final Exam	50	
TOTAL	262	

****Remember to submit (D2L drop box) 4 reflections based on you field placement. Label each reflection with your name, placement, reflection #, and date. You are responsible to keep track of submissions. Do not submit more than one per week. No reflections will be accepted after Dec. 11th****

**Assessment Outline - Report
(Typed 2 to 3 page report)**

1. **Student's name**
2. **Detailed description of student taking the test. Supply information that could be beneficial for transition planning:** (disability, grade level, living arrangements, job experiences, behaviors, strengths, weakness, etc.)
3. **Name of Test Administered**
4. **Rationale for selecting this test**
5. **Outcome of test: Describe the following with supporting narrative**
 - a. Areas of interest/preference
 - b. Areas of least interest/preference
 - c. Identification of strengths and weaknesses
 - d. Additional observations/information gained from assessment outcomes
 - e. Personal opinions regarding accuracy and appropriateness of outcomes based on your knowledge of the student
6. **Based on Student preference and the outcomes of the assessment, please identify:**
 - a. Immediate transition planning: (This year or next year)
 - i. jobs
 - ii. classes
 - iii. activities
 - iv. volunteer work
 - v. agency involvement
 - b. Futures Planning: (In the next 3 to 5 years)
 - i. jobs
 - ii. classes
 - iii. activities
 - iv. volunteer work
 - v. agency involvement

NOTE: This assignment requires a reflection – submitted in addition to the 2-3 page outline/report (Use form on pg. 10 of the syllabus).

Transition Plan

- **INCLUDE THE FOLLOWING IN YOUR TRANSITION PLAN:**

1. Student's name, age, grade, and disability area.
2. Present Level of Performance
 - a. Academic
 - b. Employment
 - c. Training – Occupational skills
 - d. Independent living
3. General Desired Post-School goals (This is more of a narrative of the students goals – address all areas).
 - a. Academic
 - b. Employment
 - c. Independent living
 - d. Community involvement
4. **Measurable** Transition Goals (You must submit 4 goals – no more than 2 from one area).
 - a. Academic/instruction
 - b. Employment
 - c. Independent daily living – personal hygiene
 - d. Community involvement
 - e. Social/emotional
5. Courses/Activities that support the development of the measurable postsecondary goals:
 - a. Year 1
 - b. Year 2
 - c. Year 3
6. Identify agencies that can assist in meeting transition goals.

*****Assignment Reflection Details/Format*****

Include the following components:

- Describe the assignment
- Tell when you completed it
- Tell what class you completed it for
- Specify the standard that it meets using both the number and a description
- Tell what you learned
- Describe what was the hardest for you
- Describe anything you would do differently
- Tell how you will implement this in the future

Template:

I completed this [describe the assignment] on [date] for [class]. This artifact demonstrates my growth in Standard(s) [number], [describe standard(s) in words]. By doing this assignment, I learned [tell what you learned]. The hardest part was [describe what was difficult]. When I have the opportunity to do this [assignment] again, I will [describe what you would do differently or better]. In the future, I plan to [explain how you might use the knowledge gained in your own classroom].