Key Licensure Assessment #6: Individual Learning and Transition Plan
Intervention Specialist: Mild/Moderate – EDUC 534
Overview
Graduate Initial Teacher Preparation Program
Educator Preparation Unit
Muskingum University

1. **Description of the Assessment and Its Use in the Program**

Key Licensure Assessment #6 is designed to assess a candidate’s skill in developing an Individual Learning and Transition Plan. The assessment is carried out as a specific field assignment in EDUC 534: Instructional Services for Children with Mild to Moderate Needs.

The assessment consists of three components: (1) a case study of one student, (2) the development of an individualized educational plan (IEP), and (3) the development of a transition plan. The intent of the assessment is to determine the extent to which candidates have the knowledge and skills needed to link student needs and related services to IEP development and, ultimately, to future independence in adulthood.

The assessment is evaluated by the EDUC 534 course instructor.

To be admitted into clinical practice at Gateway 3, candidates must complete Key Licensure Assessments #6 - #8 (Individual Learning and Transition Plan, Communication and Collaboration Project, and Behavioral Support Plan) with at least 80% of the major elements of the initial level CEC content standards on these assessments rated at *meets major element* and no major element rated *unacceptable*.

2. **Description of How the Assessment Specifically Aligns with the Initial Level Council for Exceptional Children (CEC) Content Standards (2012)**

The following major elements of Initial Level CEC Content Standards 1 and 4 - 7 are evaluated through this key licensure assessment:

| Standard 1 – Major Element 1: Know of similarities and differences in human development, and how exceptional learning conditions can interact with the domains of human development, family beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community, as well as an individual's ability to learn, interact socially, and live as fulfilled contributing members of the community |
| Standard 4 – Major Element 13: Know augmentative and alternative communication systems, and other assistive technologies to support and enhance communication and learning of individuals with exceptional needs |
| Standard 4 – Major Element 14: Select, adapt, and create a repertoire of powerful evidence-based instructional strategies to promote positive learning results in general and special curricula, to appropriately individualize and modify learning for individuals with exceptionalities, and to enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptionalities including acquisition, maintenance, and generalization of knowledge and skills across environments, settings, and the life span |
| Standard 4 – Major Element 16: Develop long-range individualized instructional plans anchored in both general and special education curricula, and systematically translate individualized plans into shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors |
| Standard 4 – Major Element 17: Modify individualized instructional plans based on ongoing analysis of the individual’s learning progress |
Standard 4 – Major Element 18: Develop and implement individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts

Standard 5 – Major Element 22: Conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences, and identify supports and adaptations required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs

Standard 6 - Major Element 24: Know that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptionalities and their families

Standard 7 - Major Element 27: Collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways

3. Assessment Instrument

Individual Learning and Transition Plan Assignment Guidelines

As you complete the following, refer to the scoring guide for Key Licensure Assessment #6 to ensure that you include all expectations for this assessment.

The candidate is to select a single student with whom to conduct a case study. He/she is to describe the nature and needs of the learner with an identified developmental disability that has been determined to be at the mild to moderate level*. In addition, the candidate is to describe which related services have been provided for the student, and then develop an Individual Education Plan (IEP) based on current needs. Finally, the candidate is to write a transition plan that emphasizes the knowledge, skills, and dispositions that will be needed to function independently and successfully as an adult. A key component of this assessment is the candidate’s ability to link information gained from the case study and knowledge of instruction and services provided that were identified in the IEP to the development of the transition plan for school to work and independence in adulthood. No identifying information should be included, so use fictitious last names, dates of birth, etc.

*The course instructor is to be contacted to ensure that the student you select is appropriate for this course assignment.

Components of the Assignment

Component I: The Case Study

Section A: The Child

- Describe demographics: gender, age, grade, etc.
- Include current family information.
- Include relevant family history (include patterns of moving).
- Include description of initial identification process for and results regarding the disability.
- Include current identification with respect to disability.
- Include current academic achievement levels or specific skills (from IEP and/or teacher evidence).
- Include current adaptive behavior strengths and challenges.
- Include current social behavior strengths and challenges.
- Include current functioning within at least one of the developmental theories (e.g., Piaget, Vygotsky, Erikson, Kohlberg).
Section B: The Services

Be sure to review the child’s MFE (ETR) and IEP and then:

- Describe relevant school demographics.
- What access to the general curriculum does the child have?
- How has the curriculum, instruction, and/or assessment been differentiated for this student in the situations where he/she has been in inclusive classrooms?
- What adaptations (accommodations and modifications) are made for the student? What evidence have you seen/do you have?
- What assistive technology has been provided? How? By whom?
- What other services are provided?
- Who provides the services? For how long?
- What do the general education teacher, special education teacher, child, and/or parent believe (from the above) is working – in other words, from what specialized services is the child benefiting? Specify the evidence you have for what you write in this section?
- What do one or more of the above individuals believe to be ineffective (if anything)? What evidence do you have for what you write in this section? What would one or more of the above individuals recommend to add to or change about the services provided?

Format: Section A may be written in bullet format while Section B may be a combination of bulleted information and narrative or all narrative. Regardless of which you select, it is to be “word processed, double-spaced, Arial 12 point with correct spelling and grammar.” At the top of the first page, in bold, put the child’s name (using a pseudonym, of course), date of birth, age, grade, the date of the report itself and your name.

Component II – The IEP

Develop a full IEP which includes academic and behavioral goals and objectives. Your transition page of the IEP and related plan will be Component III of this assignment. Pay particular attention to language, behavioral, and assistive technology needs. You are to use the IEP forms provided by the course instructor. Include the following:

- actual IEP forms with Steps 1 – 6 completed for one or more academic goals and objectives AND for one or more social and/or adaptive behavior goals and objectives
- the Special Factors page, the Statewide and District Testing page, and the Signature page - include other pages relevant to your case study student
- a self-evaluation of your IEP - use the Ohio Department of Education’s (ODE) IEP evaluation tool available on the ODE web site

Component III- The Transition Plan

If you have developed your case study and IEP for a student who is age 14 or older, complete the transition plan for this same student. As above, pay particular attention to relevant language, environmental, and assistive technology needs. If you have completed Components I and II with child who is younger than 14 years of age, speak with the course instructor about options for this component. Include the following:

- a fully articulated transitions page using the IEP forms given to you by the course instructor - you must reference at least one external agency, employment option, or external support system
• a narrative that explains how you would accomplish the steps described on your transitions page, including how you would engage family members, external agencies, and supports in the transition process