

EDSE 612 Transition Individual Education Program (TIEP)

by Jane Monahan

Assessment

EDSE 612 Transition Individual Education Program (TIEP)

Assignment: Key Assessment: Transition Individual Education Program (TIEP) for Adam Dorris (A Student with Fetal Alcohol Spectrum Disorder) This TIEP must include Assistive Technology including augmentative communication in the Accommodations section. (First Draft: 50 points Final Draft: 50 points Total: 100 points)

You will develop a Transition IEP for Adam Dorris (A Student with Fetal Alcohol Spectrum Disorder). The Transition Plan must begin with (a) Adam's Present Levels of Academic Achievement and Functional Performance (PLAAFP) statement; (b) Annual Goals (for Reading, Writing, Math and Skills for a Healthy Life); (c) Alaska Content Standards (that are aligned to the Annual Goals); and (d) Educational Objectives (that allow us to measure Adam's progress toward mastering each Annual Goal); (e) Adam's future goals for transition to adulthood; (f) List of courses and activities needed to assist Adam in reaching his post-secondary goals; (g) State the needed Transition services, by listing needs/activities in a section modeled after the services section so that each segment required is visible to staff working on the transition plan; and (h) Accommodations and modification that include assistive technology and augmentative communication.

First draft is worth 50 points. This draft will be reviewed and comments provided to make correction for your final draft. Final draft is worth 50 points and should be saved for your portfolio. (100 total points for the project) *Align* each Annual Goal to an appropriate Alaska Content Standard. Develop **ONE SET** (3) of Educational Objectives for **EACH** Annual Goal. Refer to Bateman & Hurr, Writing Measurable IEP Goals and Objectives for goal and objective development.

Candidates must have Meeting Expectations or Exceeding Expectations on all portions of this Key Assessment in order to pass the class. Key Assessment products and rubrics must be kept for their Special Education Portfolio.

Standards

- CEC-INI-2012.1.1** Beginning special education professionals understand how language, culture, and family background can influence the learning of individuals with exceptionalities.
- CEC-INI-2012.1.2** Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
- CEC-INI-2012.7.1** Beginning special education professionals use the theory and elements of effective collaboration.
- CEC-INI-2012.7.2** Beginning special education professionals serve as a collaborative resource to colleagues.
- CEC-INI-2012.7.3** Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

EDSE 612 Transition Individual Education Program (TIEP) - CEC Standards Rubric

	Exceeding Expectations (4.000 pts)	Meeting Expectations (3.000 pts)	Developing (2.000 pts)	Emerging (1.000 pt)
1.1 Describes how language, culture, and family background influence the learning of individuals with exceptionalities (1.000, 16%) CEC-INI-2012.1.1	Provides a variety individualized TIEP goals, objectives, college and career ready activities as well as the program modifications and accommodations strategies to facilitate understanding of subject matter for individuals with exceptional learning needs.	Provides individualized goals, objectives, college and career ready activities and program modifications and accommodations strategies to facilitate understanding of subject matter for individuals with exceptional learning needs.	Provides some goals, objectives program modifications and accommodations strategies for individuals with exceptional learning needs; but does not include any college and career ready activities.	Writes goals and objectives and/or program modifications and accommodations strategies with support from mentor to help students with exceptional learning needs. Does not include any college and career ready activities.
1.1 Describes how language, culture, and family background influence the learning of individuals with exceptionalities (1.000, 16%) CEC-INI-2012.1.1	Writes and provides a variety of needed program modifications and accommodations strategies, including Augmentative Alternative Communication (ACC) and Assistive Technology (AT), to individualize for the student in multiple settings based on typical and atypical language development, culture and family background	Writes and provides needed program modifications and accommodations strategies, including Augmentative Alternative Communication (ACC) and Assistive Technology (AT), to individualize for the student in settings based on typical and atypical language development, culture and family background to support college and	Needs support to write and provide the appropriate modifications and accommodations including AT for the student based on typical and atypical language development, culture and family background to support college and career ready activities.	Even with support candidate struggles to write and provide the appropriate modifications and accommodations including AT for the student based on typical and atypical language development, culture and family background. Fails to include any college and career ready activities.

	to support college and career ready activities.	career ready activities.		
1.2 Describes development and individual differences to respond to the needs of individuals with exceptionalities (1.000, 16%) CEC-INI-2012.1.2	Develops and writes individual transition plans by basing decisions on age-appropriate transition assessments; students' needs, abilities, interests and preferences and listing student's needed transition services including collaborative partners.	Develops and writes individual transition plans by basing decisions on age-appropriate transition assessments; students' needs, abilities, interests and preferences and listing student's needed transition services.	Needs assistance to write individual transition plans based on age-appropriate transition assessments; students' interests and preferences and lists only a few of the student's needed transition services.	Writes transition plan based only on the students' interests and preferences not age-appropriate assessments and the student's needed transition services are unrealistic.
7.1 Collaborates effectively. (1.000, 16%) CEC-INI-2012.7.1	Routinely and effectively collaborates with all members of the group in culturally responsive ways. Checks for understanding and input from all members of the group. Assures that the college and career ready needs of individuals with exceptional learning needs were thoroughly discussed.	Routinely and effectively collaborates with all members of the group in culturally responsive ways. Checks for understanding and input from quieter members of the group. Assures that the college and career ready activity options were thoroughly discussed.	Meets with collaborative group, but communicates using only one style of communication and is slow to respond to group questions/suggestions. Neglects to mention any college and career activities with the group.	Missed collaborative meetings and had little input in the TIEP or turned in their own TIEP because they wanted to work individually. Noted very few if any college and career activities.
7.2: Beginning special education professionals serve as a collaborative resource to colleagues. (1.000, 16%) CEC-INI-2012.7.2	Acts as a resource to a myriad of people who actively seek their collaboration to effectively write a TIEP. Explains how professionals and community members can help with college and career ready activity options.	Acts as a resource to others about individuals with exceptional learning needs; understands the laws and policies relevant to writing a TIEP; and collaborates on this project. Explains how professionals and community members can help with transition activity options.	Researches information about individuals with exceptional learning needs and college and career ready activity options.	Struggles to find information regarding individuals with exceptional learning needs in order to write a TIEP. Does not consider college and career ready activity options.
7.3 Beginning special education professionals use collaboration to promote the well being of individuals with exceptionalities across a wide range of	Provides TIEP suggestions that consistently promote and advocate for the learning and wellbeing of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences including co-teaching options and work	Provides TIEP suggestions that promotes and advocates the learning and wellbeing of individuals with exceptional learning needs across settings and different learning experiences including work exploration.	Provides TIEP suggestions that promotes and advocates the learning and wellbeing of individuals with exceptional learning needs in the special education and general education classroom.	Rarely provides realistic suggestions to promote or advocate for the learning and wellbeing of individuals with exceptional learning needs.

settings and collaborators. (1.000, 16%) CEC-INI-2012.7.3	exploration.			
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EDSE 612 Transition Individual Education Program (TIEP) - Writing Conventions Rubric

	Exceeding Expectations (4.000 pts)	Meeting Expectations (3.000 pts)	Developing (2.000 pts)	Emerging (1.000 pt)
Written Communication (1.000, 50%)	The writing is clear and concise. All sections of the TIEP are completed. Any special educator would easily understand and be able to implement the TIEP.	The writing is clear and concise. All sections of the TIEP are completed. A new special education teacher would frequently understand and be able to implement the TIEP.	Most of the TIEP is comprehensible, but some objectives require interpretation.	The TIEP is incomprehensible even after repeated readings
Written Mechanics (1.000, 50%)	Writing mechanics, punctuation, and spelling are excellent (very few to no errors) throughout entire IEP	WThe TIEP has a few minor writing, grammatical or spelling errors, but the errors do not significantly interfere with comprehension of the TIEP.	The TIEP has some major writing, grammatical and spelling errors. Some of these errors interfere with comprehension of the TIEP.	The TIEP has many writing, grammatical, and spelling errors. The mechanical errors are to such a degree that they seriously interfere with comprehension and intent of the TIEP.



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