

**COURSE REQUIREMENTS**  
**EOCS 5550/7550 - Summer 2008**  
**STUDENTS WITH SPECIAL NEEDS IN OCCUPATIONAL STUDIES**

- Instructor:** Dr. John Scott Phone: 706-549-1753  
[Jlscott@uga.edu](mailto:Jlscott@uga.edu) (Please use WEB CT E-mail Function)
- Office Hours:** By appointment since I have no office in the Department
- Text:** Wircenski-Sarkees, M. & Scott, J. L. (2003). *Special Populations in Career and Technical Education*. Homewood, IL: American Technical Publishers.
- Course Number and Title** EOCS 5550/7550 Students with Special Needs in Programs of Occupational Studies
- Course Location:** Rivers Crossing Building, Room 63, on the lowest floor level.
- Course Schedule** First class meeting on January 7th beginning at 4:30 and ending at 7:15 P.M. Classes will meet each week until April 28th with the exception of January 21st which is the King Holiday. The final exam period is April 30<sup>th</sup> to May 6<sup>th</sup>.
- Course Overview:** This course provides prospective and in-service educators information regarding special needs learners in secondary Career and Technical Education (CTE) settings. Topics covered include special population students in schools and the workforce, legal provisions, vocational assessment, placement considerations, transitional Individual Education Programs, curricular modifications, instructional delivery, evaluation strategies and intervention strategies which may maximize the benefits of secondary programs for students who may be at risk for failure in school.
- General Objectives** Upon completion of the course the participant will be able to:
- Observe special needs students and their teachers in a classroom/laboratory setting
  - List the nature and needs of special needs learners
  - Identify and assess the aptitude, abilities, and limitations of special needs learners
  - Outline the problems and concerns confronting the CTE teacher, special needs learner, regular class student, parents and employers
  - Interpret relevant state and federal legislation relating to special needs learners in CTE programs
  - Prepare an outline of the basic elements of CTE programs for special needs learners
  - Explain the identification and placement procedures involved in placing special need learners in CTE programs

- Utilize the resources available in implementing the best education plan (IEP) possible for special needs learners
- Utilize the support personnel available and have a solid understanding of the supplementary resources that can be obtained through collaboration and cooperative planning
- Identify instructional strategies, methods, and techniques that be used successfully with learners for special populations
- Identify instructional materials that may be useful in implementing CTE programs for learners from special populations
- Develop a realistic and appropriate evaluation system that utilizes a variety of assessment tools that can more accurately assess the attitudes, knowledge and skills of learners from special populations
- Identify a variety of agencies and organizations available in a community or state that can aid in the career preparation of special needs learners.

## Activities/Projects

Methods of teaching and evaluation for this course include:

- Media supported lectures
- Textbook and other resource readings
- Internet research
- Individual assignments
- Group assignments/Presentations
- Learning logs/reflections
- Internet/e-mail instruction
- Final exam paper
- .

**Course Foundation** This course is scheduled when secondary schools are in session which provides you with the opportunity to work with a local secondary school to observe special population students in their special education classes or in Career and Technical Education classes. *Each person will observe a specific student no less than 4 hours on two separate occasions during the semester. You will collect information on and prepare a paper on teaching techniques for that student.* Observations will be made primarily in a special education classroom or CTE classroom. Work sites, assemblies, etc. are also good observation sources.

During your observation or volunteer periods, keep anecdotal records. Include information such as the type of class, student-teacher ratio, physical classroom layout, particular teaching techniques used, behavior management strategies, or other issues that are of interest to you. *You must make connections between class information and your observations* and provide specific explanations and interpretations of your observations. Also, note any questions or comments you have that we could discuss during class. Your observations should be written up in a journal or “log”

format including the date and time of each observation. You will develop a final summary describing the student you observe from these written observations. (See the *Observation Write-ups* Assignment sheet). Additional instruction will be given for visitations during the semester.

If you teach, you may choose a student in your classroom that has a disability or is academically disadvantaged. If you work with youth but do not teach, we will set up observations in your work environment, or in a community-based, youth apprenticeship or work-based learning program.

In addition to the required special needs student observation and report, this course will use special assignments that will allow class participants to apply what they have learned in their readings and research in preparation to work more successfully with learners from special populations. There are a number of different assignment formats that include developing a speech, developing handouts and Power Point presentations, developing instructional and assessment plans, and interviewing different professionals and employers. Some assignments have options that allow class participants flexibility in choosing the assignment that is better suited to their needs.

These assignments should be submitted through the weekly assignment function of WebCT along with a completed rubric for each assignment.

#### Course Requirements:

- Class participants are to send in electronically bi-weekly reflections through WEBCT e-mail describing their progress on assignments and their feeling about their learning experience. A suggested reflection sheet is included in the syllabus.
- Class participants are to complete all 9 of the special assignments, self-evaluate them using the assignment rubrics, and send them electronically thru the weekly assignment function to the instructor according to the schedule that follows
- Class members are responsible to work in a two member team to prepare for and present information on a category of special needs learners. Each group member must complete an individual accountability of their own contributions and the contributions of other group members so that all members contribute to the final Power Point Presentation. The presentation must be submitted to the instructor electronically or on a flash drive or CD.
- A group learning log must be completed for each group meeting using the group learning log format of the syllabus. Copies of the learning logs must be included as part of the team presentation and they can be submitted electronically or in hard copy.

## Assignment Schedule/Grading System

Assignment	Due Date	Points
Reflections	Monday of the following weeks: (January 21, February 4 <sup>th</sup> & 16 <sup>th</sup> , March 3 <sup>th</sup> , 17 <sup>th</sup> , & 31 <sup>st</sup> , April 14 <sup>th</sup> & 28 <sup>th</sup> .)	5pts
Student Observation Reports	March 31st	30
Two Team Member Presentations (To be scheduled in Class)		25
Assignment #1 Speech to GACTE	January 21st	10
Assignment #2 Learning Disabilities	February 4th	15
Assignment #3 Additional Populations	February 18th	10
Assignment # 4 Vocational Assessment	March 3rd	10
Assignment #5 Individual Education Plans	March 17th	10
Assignment #6 Curriculum and Instructional Modification.	March 31	10
Assignment #7 Evaluation Plan	April 7th	10
Assignment #8 CTSOs	April 14th	10
Assignment #9 Coordination Support and Transition Services	April 21st	10
Final Exam Paper	April 28 <sup>th</sup>	20
Total Points		170

**Accommodations:** Any student who needs an accommodation or other assistance in this course should make an appointment with the instructor within the first week of class.

**Honor Code and Academic Honesty Policy:** UGA student honor code: “I will be academically honest in all of my academic work and will not tolerate dishonesty of others”. A *Culture of Honesty*, the University’s policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi)

**\*ATTENDANCE** Students are responsible for assigned readings and handouts even if they are not discussed in class. Attendance is *vital* to successful completion of the course due to group work, discussion, and assessment activities related to observations. Excessive absences may result in failure of the course. Students are allowed one excused absence and every attempt should be made to contact the professor in advance of class about the absence. A second absence will result in a 4 percentage point penalty off the final course point score unless special arrangements are made with the professor because of justifiable reasons for the absence. A third absence will result in a penalty of 8 percentage points deducted from the final course grading score. If a student is unable to complete the course and must request an “I” or incomplete, the highest grade awarded will be a “B”.

All students are to contribute to the final project and every group member is required to complete the peer assessment rubric where ratings are to be made for each group member which ensures accountability. **While the group project final results in one group**

**grade, group members who do not contribute fully as indicated by peer assessment rubrics and instructor observations of group work will have points deducted from their group final score.**

## **Two-Team Member Presentations**

The class will be divided into teams of two members and will draw at random presentation topics that will be a disability of an additional population category such as limited English Proficiency. The team will be given time to work on the Power Point Presentation in class but will also need to work on the task on their own time.

The Power Point presentations will be expected to last no more than ten (10) minutes each. One team member is to introduce the team members, introduce the topic and to describe the impacts that this disability of additional population category may have on CTE teachers.

The second team member will present information on how the classroom or laboratory environment can be modified as well as how the curriculum, instructional and evaluation methods and techniques can be modified to assist the learner in correcting behavior and making progress toward accomplishing course objectives.

A rubric has been developed to help guide your work in preparing for and delivering the topic. A colorful, creative Power Point slide show should be developed to support the presentation. The presentation should begin with an introduction of presenters, followed by a creative introduction of the topic and skillful presentation of the body of information. There should be a summary of major points presented followed with a challenge to the class. References and resources to learn more about this topic should be shown in the last slide. The presentation group should ask if there are any questions or comments and conduct the discussion.

## Two-Team Member Presentation Rubric

NAME \_\_\_\_\_ Assignment# \_\_\_\_\_

Title \_\_\_\_\_

**Directions:** Use the following rubric as a general guide to assess the quality of the Two-Team member presentation assignment of this course. The points earned on the rubric will be converted into percentages and multiplied times the weight factor of the team presentation assignment to calculate points earned. You should self-assess your own work.

Assessment Factors	Very good	Good	Fair	Poor	Comments
1. Evidence of reading and research on the learning disability or category of additional populations	6-5	4-3	2	1	
2. Developed a Power Point slide presentation to support the presentation	6-5	4-3	2	1	
4. Introduced team members and the topic in a creative and interesting manner	6-5	4-3	2	1	
5. Presented information about the disability or additional populations category	8-7	6-5	4-3	2-1	
6. Presented information about how the disability or additional population category can be challenging to a CTE teacher	8-7	6-5	4-3	2-1	
7. Presented information about how curriculum and instructional practice can be modified to help a special needs student learn more effectively	8-7	6-5	4-3	2-1	
7. Described support personnel that can render assistance to the learner from a special population	6-5	4-3	2	1	
8. Closed the presentation with a summary of important content factors and challenged the audience to learn more about this disability of special populations category	6-5	4-3	2	1	
9. Provided references and resources for additional information.	6-5	4-3	2	1	
<b>Total Points Possible 60</b>					

Comments:

## EOCS5550/7550 Scoring Rubrics

### Assignment #1 Speech on Special Population Scoring

**Directions:** Use the following rubric as a general guide to assess the quality of assignment #1 of this course. The points earned on the rubric will be converted into percentages and multiplied times the weight factor of each assignment to calculate points earned for each assignment. You should self-assess your own work. Please highlight your score in yellow

NAME \_\_\_\_\_ Assignment# \_\_\_\_\_

Title \_\_\_\_\_

Assessment Factors	Very good	Good	Fair	Poor	Comments
1. Evidence of reading and research of the topic and preparation for the speech with Power point presentation and handout	6-5	4-3	2	1	
2. Overview of legislation that guides practice in educating special needs learners	6-5	4-3	2	1	
3. Provided an overview of a CTE program and support programs for learners from special populations	6-5	4-3	2	1	
4. Defined learners with special needs, learners from special populations, and “at-risk” learners	6-5	4-3	2	1	
5. Identified influences that affect learners from special populations in educational settings	6-5	4-3	2	1	
6. Defined dropouts and identified school, community, learner, and family related factors that affect potential dropouts	6-5	4-3	2	1	
7. Identified the social and economic costs of dropouts and workforce considerations	6-5	4-3	2	1	
8. Identified key characteristics of successful learning environments for at-risk learners	6-5	4-3	2	1	
9. Described the competencies that CTE teachers need in working with special needs students	6-5	4-3	2	1	
10. Described the role that CTE programs play in preparing learners with special needs for the workforce	6-5	4-3	2	1	
11. Information provided was presented in an effective and scholarly manner	6-5	4-3	2	1	
12. Assignment was completed in a scholarly manner and submitted on time	6-5	4-3	2	1	
Totals 72 Possible Pts.    Earned Points=					

Comments:

## Assignment #2 Learner Disabilities Scoring Rubric

NAME \_\_\_\_\_ Assignment# \_\_\_\_\_

Title \_\_\_\_\_

**Directions:** Use the following rubric as a general guide to assess the quality of the second assignment of this course. The points earned on the rubric will be converted into percentages and multiplied times the weight factor of each assignment to calculate points earned for each assignment. You should self-assess your own work. Please highlight your score in yellow.

Assessment Factors	Very good	Good	Fair	Poor	Comments
1. Evidence of reading and research of the topic and selection of a disability category	6-5	4-3	2	1	
2. Provided relevant and appropriate information in the format of a case study of a learner with a disability with descriptions of the characteristics of learners with this disability	6-5	4-3	2	1	
3. Case study included description of the course, the classroom or laboratory environment, instructional delivery system, and the types of learning activities	6-5	4-3	2	1	
4. Detailed Information of the learner with a disability included strengths, weaknesses, social skills, academic performance, test scores, home life, etc	6-5	4-3	2	1	
5. Presented a real-life scenario or situation that is causing concern or problems for you and how you are struggling to help this student with his/her learning issues	6-5	4-3	2	1	
6. Included information about the learner and suggestions for working with him/her gained from an IEP or personal observation or suggestions from other professionals	6-5	4-3	2	1	
7. Included curriculum modifications or changes in instructional practice that could improve learning for the student	6-5	4-3	2	1	
8. Included information about who you would contact to assist you with the learner and the services that you hope to obtain from school or community professionals	6-5	4-3	2	1	
9. Case study was written in a scholarly manner and submitted on time	6-5	4-3	2	1	
<b>Total Points Possible 54</b>					

Comments:

### Assignment #3 Additional Populations Scoring Rubric

NAME \_\_\_\_\_ Assignment# \_\_\_\_\_

Title \_\_\_\_\_

**Directions:** Use the following rubric as a general guide to assess the quality of the third assignment of this course. The points earned on the rubric will be converted into percentages and multiplied times the weight factor of each assignment to calculate points earned for each assignment. You should self-assess your own work. Please highlight your score in yellow.

Assessment Factors	Very good	Good	Fair	Poor	Comments
1. Evidence of reading and research on additional special populations	6-5	4-3	2	1	
2. Provided relevant and appropriate information including characteristics of economically and educationally disadvantaged learners and in Hosea's case Limited English proficiency	6-5	4-3	2	1	
3. Described a plan to gather additional information about Jane or Hosea regarding educational and family background	6-5	4-3	2	1	
4. Described the problems that either Jane or Hosea is having in your class including learning and social problems	6-5	4-3	2	1	
5. Described the course that either Jane or Hosea is in including the purpose of the class, classroom/lab environment, learning activities and instructional strategies and techniques.	6-5	4-3	2	1	
6. Described some support personnel that you could contact and get assistance in rendering services to Jane or Hosea	6-5	4-3	2	1	
7. Described curriculum and instructional modifications that you could implement to help Jane or Hosea learn and develop a positive self-esteem	6-5	4-3	2	1	
8. Described services that others can provide to Jane or Hosea and their families such as assessment services, tutoring and mentoring, providing economic assistance, etc.	6-5	4-3	2	1	
9. Assignment was completed in a scholarly manner and submitted on time	6-5	4-3	2	1	
<b>Total Points Possible 54</b>					

Comments:

### Assignment #4 Vocational Assessment Scoring Rubric

NAME \_\_\_\_\_ Assignment# \_\_\_\_\_

Title \_\_\_\_\_

**Directions:** Use the following rubric as a general guide to assess the quality of the fourth assignment of this course. The points earned on the rubric will be converted into percentages and multiplied times the weight factor of each assignment to calculate points earned for each assignment. You should self-assess your own work. Please highlight your score in yellow.

Assessment Factors	Very good	Good	Fair	Poor	Comments
1. Evidence of reading and research on the vocational assessment process	6-5	4-3	2	1	
2. Provided relevant and appropriate information including a checklist of the types of information to be obtained thru vocational assessment	6-5	4-3	2	1	
3. Developed specific questions that could be asked to a vocational assessment specialist about the referral process and how parent permission is obtained. Also who is involved in the process	6-5	4-3	2	1	
4. Developed questions that could be asked to a vocational assessment specialist about what kinds of assessment tools are available to assess learners' aptitudes, interest, and skills	6-5	4-3	2	1	
5. Developed questions that could be asked to a vocational assessment specialist about who is involved in informal assessments and what strategies are used to gain informal assessment information.	6-5	4-3	2	1	
6. Developed questions that could be asked to a vocational assessment specialist about curriculum-based and community-based assessment	6-5	4-3	2	1	
7. Developed questions about the role and responsibilities of the CTE teacher in the vocational assessment process	6-5	4-3	2	1	
8. Developed a learner analysis profile for Samantha using the format provided in assignment #4	6-5	4-3	2	1	
9. Assignment was completed in a scholarly manner and submitted on time	6-5	4-3	2	1	
<b>Total Points Possible 54</b>					

Comments:

### Assignment #5 IEP's Scoring Rubric

NAME \_\_\_\_\_ Assignment# \_\_\_\_\_

Title \_\_\_\_\_

**Directions:** Use the following rubric as a general guide to assess the quality of the fifth assignment of this course. The points earned on the rubric will be converted into percentages and multiplied times the weight factor of each assignment to calculate points earned for each assignment. You should self-assess your own work. Please highlight your score in yellow.

Assessment Factors	Very good	Good	Fair	Poor	Comments
1. Evidence of reading and research on the IEP Planning Process including obtaining the IEP Format used by the GA Department of Education and your school system if appropriate	6-5	4-3	2	1	
2. Described who was interviewed and developed interview questions if optional A was selected or developed a case study of a learner with a disability if option B was selected	6-5	4-3	2	1	
3. Developed a checklist of the components of an IEP	6-5	4-3	2	1	
4. Developed a list of the basic steps in planning an IEP using IDEA 1997/2004 guidelines	6-5	4-3	2	1	
5. Described the roles and responsibilities that CTE teachers have in the IEP planning process	6-5	4-3	2	1	
6. Conducted the interview and wrote a report of the finding if option A was selected; completed a mock IEP for the case study learner if option B was selected	10-8	7-5	4-2	1	
7 Assignment was completed in a scholarly manner and submitted on time	6-5	4-3	2	1	
<b>Total Points Possible 46</b>					

Comments:

## Assignment #6 Curriculum and Instructional Modifications Scoring Rubric

NAME \_\_\_\_\_ Assignment# \_\_\_\_\_

Title \_\_\_\_\_

**Directions:** Use the following rubric as a general guide to assess the quality of the 6th assignment of this course. The points earned on the rubric will be converted into percentages and multiplied times the weight factor of each assignment to calculate points earned for each assignment. You should self-assess your own work. Please highlight your score in yellow.

Assessment Factors	Very good	Good	Fair	Poor	Comments
1. Evidence of reading and research on curriculum modification and modification of instructional methods and techniques	6-5	4-3	2	1	
2. Developed a list of motivational principles and actions that you plan to use from the extensive listing on pages 394-395	6-5	4-3	2	1	
3. Described two instructional tasks that seem to be difficult for a learner from a special populations and what seems to be causing learning or behavior problems	6-5	4-3	2	1	
4. Described how the tasks could be modified and what instructional methods and techniques could be used to facilitate learning for this special needs individual	6-5	4-3	2	1	
5. Described some strategies that could be used to more effectively communicate with this learner with a behavior problem	6-5	4-3	2	1	
6. Described the four characteristics of differentiated classrooms, described a number of instructional strategies that teachers use in differentiated classrooms, and described the six major teaching strategies used in differentiated classrooms	6-5	4-3	2	1	
7. Described one instructional task that is especially troublesome for a learner from a special population enrolled in your program	6-5	4-3	2	1	
8. Described how you would use the scaffolding techniques to help the learner accomplish this task	6-5	4-3	2	1	
9. Assignment was completed in a scholarly manner and submitted on time	6-5	4-3	2	1	
<b>Total Points Possible 54</b>					

Comments:

### Assignment #7 Evaluation Strategies Scoring Rubric

NAME \_\_\_\_\_ Assignment# \_\_\_\_\_

Title \_\_\_\_\_

**Directions:** Use the following rubric as a general guide to assess the quality of the 8th assignment of this course. The points earned on the rubric will be converted into percentages and multiplied times the weight factor of each assignment to calculate points earned for each assignment. You should self-assess your own work. Please highlight your score in yellow.

Assessment Factors	Very good	Good	Fair	Poor	Comments
1. Evidence of reading and research on evaluation strategies that are appropriate and effective for all learners, especially those from special populations	6-5	4-3	2	1	
2. Described how traditional tests and the ways that these tests are administered could be modified to gain a more accurate picture of Jane's progress and achievement	8-7	6-5	4-3	2-1	
3. Developed a list of the factors that you intend to assess in Jane's evaluation plan like those found on pages 542-543.	6-5	4-3	2	1	
4. Described the alternative assessment tools that you plan to use in assessing Jane's progress, achievement and personal/social behaviors	8-7	6-5	4-3	2-1	
5. Developed a performance contract for Jane using the suggested format in the syllabus that is complete with tasks/behaviors to be assessed and assessment tools	10-8	7-5	4-2	1	
6. Developed a scoring and reporting system that could summarize Jane's progress, achievement, and personal/social behaviors to parents and school officials.	8-7	6-5	4-3	2-1	
7. Assignment was completed in a scholarly manner and submitted on time	6-5	4-3	2	1	
<b>Total Points Possible 62</b>					

Comments:

### Assignment #8 CTSO's Scoring Rubric

NAME \_\_\_\_\_ Assignment# \_\_\_\_\_

Title \_\_\_\_\_

**Directions:** Use the following rubric as a general guide to assess the quality of the 8th assignment of this course. The points earned on the rubric will be converted into percentages and multiplied times the weight factor of each assignment to calculate points earned for each assignment. You should self-assess your own work. Please highlight your score in yellow.

Assessment Factors	Very good	Good	Fair	Poor	Comments
1. Evidence of reading and research on CTSO in your program area including visitation of state and national organizations' web sites	6-5	4-3	2	1	
2. Described two learners from special populations that are enrolled in your classes	6-5	4-3	2	1	
3. Developed a list of the strategies that you will use to encourage these learners to become active members of your CTSO	6-5	4-3	2	1	
4. Described some of the activities that these learners could do in your local chapter (i.e. running for office, servings as committee chairperson, serving on a committee, etc	6-5	4-3	2	1	
5. Described any personal development programs that your CTSO has to encourage learners to discover who they are and what they will need to prepare for as a career	6-5	4-3	2	1	
6. Described competitive events that you believe that these learners could enter at the local chapter level with appropriate modifications if necessary	6-5	4-3	2	1	
7. Developed a listing of advisor responsibilities and highlighted those that are special for learners from special populations	6-5	4-3	2	1	
8. Assignment was completed in a scholarly manner and submitted on time	6-5	4-3	2	1	
<b>Total Points Possible 48</b>					

Comments:

### Assignment #9 Scoring Rubric (Option A)

NAME \_\_\_\_\_ Assignment# \_\_\_\_\_

Title \_\_\_\_\_

**Directions:** Use the following rubric as a general guide to assess the quality of the 9th assignment of this course. The points earned on the rubric will be converted into percentages and multiplied times the weight factor of each assignment to calculate points earned for each assignment. You should self-assess your own work. Please highlight your score in yellow.

Assessment Factors	Very good	Good	Fair	Poor	Comments
1. Evidence of reading and research on Coordinating Student Services including transition services provided by in-school and community agencies and national organizations	6-5	4-3	2	1	
2. Described a checklist of services that can be provided by school and community agencies for learners from special populations	6-5	4-3	2	1	
3. Developed a list of questions that you can use in an interview of an experienced professional that has worked with special needs learners	6-5	4-3	2	1	
4. Part#1 Described the professional that was interviewed and when and where the interview was conducted	6-5	4-3	2	1	
5. Developed a report of the finding of the interview along with the completed checklist of information obtained	6-5	4-3	2	1	
6. Described the employer that you interviewed to obtain transition planning information	6-5	4-3	2	1	
7. Developed a report of the finding of the interview with the employer to obtain transition planning information	6-5	4-3	2	1	
8. Described the kinds of individuals that you could contact and ask to be mentors	6-5	4-3	2	1	
9. Described the functions and roles that mentors can provide for learners from special populations	6-5	4-3	2	1	
10. Assignment was completed in a scholarly manner and submitted on time	6-5	4-3	2	1	
<b>Total Points Possible 60</b>					

Comments:

### Assignment #9 Scoring Rubric (Option B)

NAME \_\_\_\_\_ Assignment# \_\_\_\_\_

Title \_\_\_\_\_

**Directions:** Use the following rubric as a general guide to assess the quality of the 9th assignment of this course. The points earned on the rubric will be converted into percentages and multiplied times the weight factor of each assignment to calculate points earned for each assignment. You should self-assess your own work. Please highlight your score in yellow.

Assessment Factors	Very good	Good	Fair	Poor	Comments
1. Evidence of reading and research on Coordinating Student Services including transition services provided by in-school and community agencies and national organizations	6-5	4-3	2	1	
2. Developed a checklist of services that can be provided by school and community agencies for learners from special populations like those found on page 642 of your textbook	6-5	4-3	2	1	
3. Developed a list of the roles and responsibilities that CTE teachers have in providing support services for learners from special populations such as those found on page 651 of the textbook	6-5	4-3	2	1	
4. Described the many placement and follow-up duties that CTE teachers have in the job placement process like those on pages 715-719 of the text book	6-5	4-3	2	1	
5. Described transition options like those found in figure 12-6, page 702 that you can provide in an IEP planning meeting	6-5	4-3	2	1	
6. Described the kinds of activities and services that you plan to use in increasing learners' understanding of careers like those found on pages 729-730 of your textbook	6-5	4-3	2	1	
7. Assignment was completed in a scholarly manner and submitted on time	6-5	4-3	2	1	
<b>Total Points Possible 36</b>					

Comments:

**EOCS 5550/7550 Observation Report Rubric**  
Special Needs Student Observation

**Directions:** Use the following rubric as a general guide to assessing the quality of the observation learning log or journal and summary report weight factor of each assignment to calculate points earned for each assignment. You should self-assess your own work.

Assessment Factors	Very good	Good	Fair	Poor	Comments
1. Learning log or journal has entries for each observation made with dates with observation descriptions and reflections	6-5	4-3	2	1	
2. Summary report describes a fictitious school, student and teacher	6-5	4-3	2	1	
3. Description of class and classroom environment includes levels of students, number of students, learning stations, equipment, etc.	6-5	4-3	2	1	
4. Description of teacher includes years of teaching experience, training in special needs, subjects taught, etc	6-5	4-3	2	1	
5. Description of student describes the disability or disadvantage that requires special instruction	6-5	4-3	2	1	
6. Description of instructional modification include modifications to curriculum, and behavior management strategies, evaluation strategies, and teaching strategies	6-5	4-3	2	1	
7. Report includes a summary statement of the student's progress during the observation period	6-5	4-3	2	1	
8. Summary comments from the teacher are included in the report	6-5	4-3	2	1	
9. Reflections about the observation experience are thoughtful and demonstrate the application of content learned in the course	6-5	4-3	2	1	
10. Listing of specific learning outcomes are included	6-5	4-3	2	1	
11. Learning log/journal and report are completed in a well organized and scholarly manner					
<b>Total Points Possible 66</b>					

Comments:

## Observation Log

Date \_\_\_\_\_ Observer: \_\_\_\_\_ School \_\_\_\_\_  
Class \_\_\_\_\_ Grade Level \_\_\_\_\_

---

---

What I Observed

Comments on what I observed

--	--

## REFLECTION FORM

---

Directions: A very powerful learning tool is to reflect on what has been read, observed, or completed. Effective teachers often ask students to reflect on what has been learned on a weekly basis. You are to complete a reflection form and submit it on Friday of each week of the course. You may use your own format or complete the stem sentences below.

What I found most interesting during the first two weeks of the course was...

The facts that really surprised me were...

One thing I'll remember 25 years from now is...

One idea I would like to learn more about is...

One practice that I learned about that I intend to use in my courses is...

During this two weeks of the course, what did you do well...

What help do you need from me...

**EOCS 5550/7550**  
**Group Member Peer Evaluation Rubric**

**DIRECTIONS:** Provide your name for “self” and other group member names for items 2-4

Assessment Items	Pts. assigned	self	2	3	4
1. Helped group set and accomplish goals for presentation	10				
2. Accepted responsibility and contributed to group work	10				
3. Performed all tasks effectively and in a timely manner	10				
4. Attended all group meetings	10				
5. Contributed to plan for the group project	10				
6. Completed assigned portion of group project	10				
7. Researched, provided info about topic, organized materials and/or contributed ideas	10				
8. Understood and supported materials in the final product	10				
9. Assumed an effectively executed a contributing role	10				
10. Briefly describe your role in planning and preparing your group’s information	10				
<b>TOTAL</b>	<b>100</b>				
Additional Comments:					
Note: Each group member must complete this rubric					

### **Group Activity Learning Log**

Each group is required to complete a group activity learning log for each group meeting (see form below). You may use the sample one provided in the syllabus or you can develop one of your own. A copy of the completed logs must be included in the final project for at least one member of each group. The learning log does not have to be typed but must be readable. It should become a useful document that will help group members accomplish their tasks more easily and to make the group activity a positive experience for everyone.

## **Group Project Activity Learning Log**

Group Members Present \_\_\_\_\_

Meeting Date: \_\_\_\_\_

Class session: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Individual Group Member Progress Reports:

Ideas Generated:

Observations Made--What Happened:

Emotional/Feeling States:

Questions/Problems Still Unanswered or Addressed:

Summary of Group Activity for This Session:

Individual Member Assignment/Expectations for Next Group Session

## Two Team Presentation Topics

Autism

Mental Retardation

Emotional or Behavioral Problems

Visual Impairment

Hearing Impairment

Orthopedic Impairment

Traumatic Brain Injury

Health Impairments

Speech and Language Impairment

Specific Learning Disabilities (behavioral and emotional, perceptual, dyslexia, motor activity, language development, learning styles, and attention deficit/hyperactivity disorder.

Economically/Educationally Disadvantaged

Single parents

Limited English Proficiency

Homeless

Gifted and Talented

Bi-Polar

General Anxiety Disorder

Depression

**TWO-TEAM MEMBER TOPICS & SCHEDULE**

Team #	Topic	Members:	Presentation Time
Team 1			
Team 2			
Team 3			
Team 4			
Team 5			
Team 6			
Team 7			
Team 8			
Team 9			
Team 10			
Team 11			
Team 12			
Team 13			
Team 14			

# COURSE ASSIGNMENTS SHEETS

## Assignment #1

### Chapters 1&2 Speech Project on Special Populations and CTE Programs

#### PREPARATION

You are to read Chapters 1 and 2 of your textbook *Special Populations in Career and Technical Education* as one resource for the development of a presentation to a group of career and technical educators at the annual Georgia Career and Technical Education Association meeting in the Atlanta area. You may also use information from other printed resources and electronic information retrieved from the internet. As you read, highlight passages or take notes on the following topics: (1) characteristics of learners with special needs; (2) definitions of at-risk learners; (3) influences that affect learners from special populations; (4) factors that place individuals at risk of dropping out including school related, community related, learner related, and family related; (5) social and economic impacts of dropping out of school, (6) characteristics of schools that provide a more successful learning environment for at-risk learners; (7) competencies needed by career and technical educators; (8) role that career and technical programs can play in working with special populations; (9) exemplary components of career and technical special needs programs; (10) legislative foundations for special populations and (11) foundations of your CTE program

#### SCENARIO/ASSIGNMENT

You have been asked to prepare a 45 minute speech and a supporting handout that can be used for a presentation of at the annual Career and Technical Education Association State Conference held each year in August in the Atlanta area. Your topic is to address the problems faced by career and technical educators in your program area in identifying and working with individuals at-risk or special population students. The handout can be a printout of Power Point slides if you decide to support your speech with a Power Point slide presentation. The speech should be a minimum of five double-spaced pages and should address key information that will help career and technical education teachers recognize at-risk or special needs students and function as a team member that will provide a successful learning environment for these individuals. Your speech should feature key information on the following topics:

- Overview of your CTE program and support programs for Special Populations
- Characteristics of learners who have special needs
- Definitions of “at-risk” or special needs individuals
- Variables that affect learners from special populations in educational settings
- Definition of a dropout and the school related, community related, learner related, and family related circumstances that affect potential dropouts.
- Social and economic costs of dropouts and workforce considerations
- Key role teachers play in keeping at-risk and special needs students enrolled in school
- Key characteristics of successful learning environments for at-risk learners
- Competencies needed by career and technical instructors in working with special needs students

- Role that career and technical programs play in working with special needs learners
- Legislation that guides instruction and support services for special needs learners

**Be sure to begin your speech with a good introduction, followed with an interesting and informative body of information, and concluding with an effective summary and challenge for action.** Points will not be taken off for spelling but misspelled words will be noted. Your speech should be double-spaced and use good grammatical construction. You may want to use heading and subheadings that will help you find information when you actually deliver the speech. Since there is inadequate time for all students to deliver their speeches, two speeches may be drawn at random to be delivered in class. Students who make these two presentations will be given the opportunity to earn 10 bonus points added to their total score.

## Assignment #2

### Chapter 3 Learners with Disabilities

#### PREPARATION

You are to read Chapter 3 of your textbook that describes learners with disabilities. These disabilities range from learners with autism to learners with severe and/or multiple disabilities. It is fairly easy to identify learners with orthopedic disabilities but only a small portion of individuals with disabilities belong to this category. As you read each disability category pay particular attention to the characteristics of learners and the implications of these characteristics in a career and technical setting. For example, if you have a student confined to a wheelchair, there are a number of accommodations that will have to be made to the lab and machines and equipment for the student to perform learning tasks. Please note the disability categories listed in the IDEA Amendments of 1997 and those listed in Section 504, Rehabilitation Act of 1973. You may also use any printed resources you may have on disabilities and/or electronic information available on the web to help you learn about the major disability categories.

#### SCENARIO

Imagine that you are a career and technical education teacher and you have one or more special needs learners in your class. You are to write a case study about a student with a disability that is enrolled in your class. Present a scenario that could arise in your class regarding this student and how you would work with him or her. You may also want to include issues that could arise in a work setting if a work placement is appropriate. The situation that you present needs to be an issue that could cause concern. It can involve study habits, attendance, inappropriate behavior, lack of effort or progress, a situation with a parent or employer, etc.

Write a paragraph in your case study that describes the course in which the student is enrolled including the name of the class, course content and organization, description of the classroom and lab, types of class activities, etc. For example, if you are a business education teacher one of your classes could be computer application or a web design course.

In another paragraph, describe the student in detail in terms of his/her learning strengths, weaknesses, social skills, academic performance, home life, test scores, etc. You may also include information from an IEP and/or your personal observation of the student but please use fictional names.

Present a scenario or situation that is causing concern or problems for you and how you are struggling with the student and his/her learning or behavior issues. Then respond to the case study with strategies and suggestions that could improve the situation. Be sure to include and discuss any resources or professionals that could assist you in solving or correcting the problem.

Your case study should reflect your textbook information and you must include the textbook as a reference and at least two other references such as another textbook, journal article or web resource.

### **Assignment #3**

#### **Chapter 4 Additional Special Populations**

##### **PREPARATION**

Read Chapter 4 dealing with Additional Special Populations which presents information about individuals other than those with disabilities that may need special attention for them to reach learning goals. This special population includes individuals from economically disadvantaged homes, individuals preparing for non traditional employment and training, single parents, individuals with other educational barriers such as limited English proficiency, homeless individuals, incarcerated individuals and gifted and talented learners. This chapter presents information about the nature and needs of individuals from special populations that can be useful in helping career and technical instructors to better understand the learning problems of these individuals so that appropriate modifications can be made to technical programs and necessary support services can be provided to enable them to successfully participate in and complete curricula. You may also use other printed resources and electronic information available on the internet concerning these additional special populations.

##### **SCENARIO/ASSIGNMENT**

###### **Option A (Choose only One)**

You have been teaching a career and technical class for about a month and are getting concerned about Jane, one of your students, that shows characteristics associated with being an economically disadvantaged learner. Jane has missed a number of days of school and has been tardy several times as well. Other students seem to shy away from her probably because of hygiene problems and poor personal appearance. Jane seldom comes to school with a pen or pencil and writing paper or notebook. She seems to have trouble reading and following directions and she has trouble with basic math functions. Perhaps most troublesome is that Jane lacks motivation to succeed in school and to prepare for work. She seems to have a low self-esteem and/or lack of confidence that she can do anything right.

You are to describe the typical characteristics of individuals who are economically and educationally disadvantaged

You are to develop a **plan** for gathering more information about Jane and her background and to provide intervention services that may help Jane profit more from her school experienced. Be

sure to include the course that Jane is in and identify some of the class activities that are causing Jane problems. In your plan identify support personnel that you will consult and get involved in rendering services to Jane and her family. Identify some curriculum changes that you might make and some instructional strategies that you can use to help Jane get more interested in your course activities and improve her achievement. Identify intervention services that others may help provide such as assessment services, providing instructional supplies, and making sure Jane attends school and arrives on time.

The format should include: (1) a description of Jane's background, (2) problems that Jane is having in your CTE course, (3) characteristics that Jane exhibits that makes her an economically disadvantaged learner, (4) description of how you plan to gather more information about Jane and her family background, (5) description of support personnel that you will contact and request services that can help Jane and her family, (6) description of how you plan to modify the curriculum and your instructional strategies to get Jane more involved in learning, and (7) a description of services that others can provide such as assessment services, providing instructional supplies, making sure Jane arrives at school one time, and tutoring and coaching. Feel free to include any other pertinent information in your plan.

#### Option B (Choose only one)

You are to describe the typical characteristics of individuals who are economically and educationally disadvantaged and those with limited English proficiency.

You have been teaching a career and technical class for about a month and are getting concerned about Hosea, one of your students, that is definitely limited in his use of the English language. Hosea is also showing signs of being economically and educationally disadvantaged for he has missed a number of days of school and has been tardy several times as well. Other students seem to shy away from him probably because of hygiene problems and poor personal appearance but also because they cannot communicate well with him. Hosea seldom comes to school with a pen or pencil and writing paper or notebook. Hosea seems to have trouble reading and following directions and he has trouble with his writing skills. Surprisingly, Hosea is able to do basic math functions quite well. Perhaps most troublesome is that Hosea lacks motivation to succeed in school and to prepare for work. He seems to have a low self-esteem and/or lack of confidence that he can learn English and develop the knowledge and skills to become a productive worker. Hosea lives in a low-income housing unit with his parents and two brothers and two sisters. Spanish is the only language his parents will allow spoken in the home.

You are to develop a plan for gathering more information about Hosea's background and to provide intervention services that may help Hosea profit more from the school experience. Be sure to include the CTE course that Hosea is in and identify some of the class activities that are causing him problems. In your plan identify support personnel that you will consult and get involved in rendering services to Hosea and his family. Identify some curriculum changes that you might make and some instructional strategies that you can use to help Hosea get more interested in your course activities and improve his achievement. Identify intervention services

that others may help provide such as assessment services, providing instructional supplies, English language assistance, and making sure Hosea attends school and arrives on time.

The format should include: (1) a description of Hosea's background, (2) problems that he is having in your CTE course, (3) characteristics that Hosea exhibits that makes him an economically disadvantaged learner as well as limited English proficiency (4) description of how you plan to gather more information about Hosea and his family background, (5) description of support personnel that you will contact and request services that can help Hosea and his family, (6) description of how you plan to modify the curriculum and your instructional strategies to help Hosea improve his English proficiency and get more involved in learning, and (7) a description of services that others can provide such as assessment services, providing instructional supplies, making sure Hosea arrives at school on time, and tutoring and coaching. Feel free to include any other pertinent information in your plan

#### **Assignment #4**

### **Chapter 5 Vocational Assessment Project**

#### **PREPARATION**

Read Chapter 5 of your textbook that describes the vocational assessment process that is critical to understanding the strengths and weaknesses of individuals from special populations. Most effective vocational assessment processes include activities that collect information in the areas of: basic skills levels, vocational interest, vocational aptitudes and abilities, learning styles, and employability skills/work related skills. There is no single instrument or assessment tool that is sufficient for all learners or all purposes. Some of the widely used methods for collecting vocational assessment information you will learn about in the reading include interview, career and technical education program tryouts, situational assessments, observations using checklists and rubrics, and work samples. Vocational assessment should be a cooperative process involving many different professionals and educators including career and technical education teachers. The wealth of information gathered from an effective vocational assessment on an individual forms the basis for setting educational goals, identifying support services, modifying the curriculum and instructional strategies used, and identifying appropriate career goals.

#### **SCENARIO/ASSIGNMENT**

Imagine that you are a career and technical education teacher who has a mix of students in grades 9 thru 12. During the school open house meeting prior to the beginning of the Fall semester, a concerned parent talked to you briefly about her son that struggled in middle school and was diagnosed as having a learning disability causing difficulty in reading and language skills. The parent believes that the student has average intelligence and is good with concrete tasks that involve the manipulation of tools and equipment. The parent said that her son was not a behavior problem but just did not like school very well. The parent learned from another parent that the special education department of the high school has a vocational assessment component that helped her daughter have a successful high school experience in the business education program. You have never participated in the vocational assessment process and informed the parent that she should contact the counselor or the transition coordinator of the special education department for information about the vocational assessment process.

If you can interview a special education teacher familiar with the school's vocational assessment process, please do so; if not pretend that you have an appointment with a special education department vocational assessment coordinator and you want to be perceived as knowledgeable about some forms of vocational assessment. To prepare for the interview, you should do the following things:

1. Develop a checklist of the types of information a vocational assessment professional may want to obtain about a learner from a special population like the information listed in Figure 5-1, page 252 of your textbook. You could use this checklist to record information covered in an interview with a vocational assessment specialists.
2. Develop a list of specific questions that you could ask the coordinator about the vocational assessment process beginning with how students are referred, how are parents notified and permission gained for an assessment, who is involved in the assessment process, what kinds of assessments are available to assess aptitudes, interest, and skills, what assessments strategies are used, and what roles can career and technical education teachers play in the assessment process. Please organize your questions under headings such as instruments and strategies, assessment personnel, etc.
3. Imagine that you have a learner (Samantha) that is mildly mentally retarded and is a slow learner. She is enrolled in your program but you really have little information about her strengths and weaknesses. You have been observing her rather closely for about six weeks but know that you need more information about her to better meet her needs. Using manufactured information in a make belief situation, complete a learner profile using the form included in your assignment function. I want you to actually identify some specific skills or behaviors (learning tasks) that the learner will be required to in your program which are not included in the form but room is available for you to supply this information.

## **Assignment #5**

### **Chapter 6 Individualized Education Program**

#### **PREPARATION**

You are to read Chapter 6, Individualized Education Programs that presents information about how an individual education plan (IEP) is developed and used to help learners from special populations better meet their educational goals. One of the most important processes in which career and technical teachers should be involved is in the preparation, implementation, and evaluation of individual education programs for learners from special populations. When students from special populations are integrated into a career and technical education program, it is important that the career and technical education teacher along with other school-and-community based personnel engage in a team effort to develop individual education plans (IEP's) that will enable learners to succeed in meeting their goals. The IEP is developed using the results of the vocational assessment process discussed in the previous chapter. Unfortunately, too many career and technical education teachers are not involved in a significant way in the IEP development process. One reason for this may be that career and technical education teachers fail to attend IEP meetings or they feel they have nothing to offer in a meeting of highly trained special education teachers and personnel. After reading the information is this

chapter you should want to be involved in developing and implementing IEPs for learners with disabilities enrolled in your program.

## SCENARIO/ASSIGNMENT

### **Choose only one option:**

#### OPTION A

You have been asked by the special education coordinator to be a member of the IEP team for one of your students. This is the first time you have ever been asked to participate in the IEP planning process and you do not know what you should know and what you might be expected to do. You are to contact a special education teacher or a career education teacher that has participated in developing and implementing IEPs for a student with a disability and ask if you could interview him or her regarding the IEP planning process. In preparation for the interview you need to review the specifics requirements for an IEP specified in the Individuals with Disabilities Education Amendments (IDEA) of 1997 and 2004. You are to make a checklist of the required elements of an IEP that you can use during the interview. In addition, you are to develop a listing of the basic steps for the IEP planning process under IDEA. You are to obtain a sample IEP planning form from the person you have interviewed. Following the interview you are to write a report about the interview using fictional names of persons and schools. Your report should include information about the IEP planning process used at a school and elements that are included in the IEP.

#### OPTION B (Choose only one option)

You are to develop a case study of a student with a disability who has just been placed in your career and technical education program. You are to make a checklist of the required elements of an IEP that you can use to be sure that the IEP format that you select for a mock IEP is complete.. In addition, you are to develop a listing of the basic steps for the IEP planning process under IDEA. You are to use this information and information obtained from your textbook or some other source to fill in the information required for a Mock IEP for the learner in your case study. In addition, you are to identify the activities and inputs that you may have as a career and technical education teacher in the IEP planning and implementation process. This project required a (1) fictional case study of a student with a disability, (2) development of a checklist of the required elements of an IEP, (3) development of the steps of IEP planning described in IDEA 1997, (4) completion of a mock IEP, and a (5) listing of the activities and inputs that a career and technical educator may have in the IEP planning and implementation process.

### **Assignment #6**

#### **Chapter 7 & 8 Curriculum and Instructional Delivery Modification**

## PREPARATION

You are to read Chapters 7 and 8 of your textbook that deals with curriculum modification and modifying the instructional delivery system that can help a special needs learner develop the competencies required to meet an occupational goal. It must be clear that curriculum modification is not “watering down” the curriculum for a special needs learner to make achievement easier; it is making changes in specific elements of the teaching-learning process such as instructional pace; classroom management strategies; classroom and laboratory environment accommodations; extended time in the program; adaptation of tools, equipment and machinery; reinforcement techniques; blending learning and teaching styles and strategies; implementing a variety of instructional strategies and techniques; identifying alternative instructional materials, providing support services; and modifying assessment and evaluation procedures. After you read these two important chapters you should understand why effective career and technical education teachers are willing to modify their curriculum and their instructional strategies and techniques to better accommodate a learner from a special population and the many ways that accommodations can be made.

## SCENARIO/ASSIGNMENTS (All three parts required)

### Part A

Imagine that you have just finished the first week of your career and technical education classes and you have learned that you do have some learners with special needs enrolled in each class. One of the common problems in each class is motivation. Some students do not seem to want to be in your classes and are inattentive. Using the listing of suggestions for motivating students, develop a list of the behaviors that you intend to use to increase motivation for all students.

### Part B

You have one female student that has repeatedly displayed inappropriate behavior in your career and technical education class. You discussed this student’s behavior with other teachers and with a special education coordinator. You learned that this student is classified as “behavior disorder.” You have been patient and tried several different strategies to help the student management her behavior. The inappropriate behaviors you have observed so far include overt verbal aggression and physical pushing of another student, disruptiveness, negativism, irresponsibility, and defiance of your authority. The student has also displayed frustration at not being able to do some rather simple instructional tasks. Identify two instructional tasks in which the student is engaged and describe how you could modify these tasks or the instructional methods and techniques that you could use to help the student make progress in accomplishing them. Develop a list of strategies that you can use to more effectively communicate with this learner who is having trouble managing her behavior.

### Part C

Imagine that you are an experienced career and technical education teacher with some success in working with learners from special populations. You recently read materials about differentiated classrooms and this idea captured your attention. You are to develop a plan for changing your instructional environment into a differentiated classroom and lab that is believed to be a better learning environment for all students, especially for learners from special populations. Your plan should describe how you will organize the classroom/ laboratory, manage student behavior and delivery instruction including considering the four characteristics of concept-focused, principle driven, ongoing learners assessment, and flexible grouping. Your plan should identify and briefly describe some of the instructional strategies such as concrete to abstract and the major teaching strategies including direct instruction, inquiry-based learning, cooperative learning, information processing, and a variety of instructional and assessment activities that capture learner interest and promote learning.

One of the strategies used in differentiated classrooms is scaffolding. Choose one learning tasks that is particularly difficult for some special needs learners and describe how you would use the scaffolding technique.

## **Assignment #7**

### **Chapter 9 Evaluation Strategies**

#### **PREPARATION**

Read chapter 9 of your textbook that deals with evaluation strategies. Assessing student learning is a very important component of the learning process. This component of instruction has been troublesome for most teachers but there is now more information and assessment tools available than ever before to help teachers improve the assessment and evaluation process. For the most part past assessment practices focused on preparing students to pass traditional test that relied greatly on the student's ability to memorize isolated facts. Today the focus of assessment is on what the student needs to know and be able to do in real life. Many of the so called new assessment tools are particularly suited for use with learners from special populations because of their flexibility, allowing learners to maximize their strengths. After you read this chapter, you should be able to design an assessment program that incorporates a variety of assessment tools and strategies that will be fairer and improve learning for learners from special populations.

#### **SCENARIO/ASSIGNMENT**

June is an educationally disadvantaged learner enrolled in the 10<sup>th</sup> grade of your career and technical education program in a large suburban comprehensive high school. She is the oldest sibling of a family where her mother is deceased. The father works long hours in a low-paying job that barely provides enough money to pay the monthly bills. June has to take care of a younger brother and sister, getting them ready for school in the morning and taking care of them after school until her father returns from work. June has missed more than the usual number of days of school this year and is falling behind in most of her classes. She is a slow learner with low basic skills. She has always been a low achiever in school and lacks confidence in her ability to improve her grades.

You have met with the school system's special population coordinator and a decision was made that an evaluation component better suited to June needed to be developed. Presently, Jane is

required to complete the same assessments as other class members. You are to identify how you will modify traditional tests and test administration practices that could yield a more accurate picture of Jane's achievement. You are to identify the factors that you plan to assess in Jane's evaluation plan such as those found on pages 542-543 of your textbook. You are to identify and describe a number of different assessment tools including performance tests, graphic organizers, performance projects, etc. that could be used to assess June's progress and achievement. You are to develop a performance contract that identifies the expected learning performances including performance tasks, assignments, and behaviors using the format that is included in the syllabus for this assignment. For each of these performance factors, you are to identify the assessment tools in the right hand column that will be used for the assessment. Finally, you are to develop a plan for reporting Jane's progress to her parents and school officials. This plan should contain information about how you will keep the parents of special needs learners informed about learner progress but also at what function level the learner is performing in relation to other learners.

## Sample Performance Contract

Student: \_\_\_\_\_ Date \_\_\_\_\_  
 CTE Program: \_\_\_\_\_ Unit \_\_\_\_\_  
 Instructor: \_\_\_\_\_ Completion Period \_\_\_\_\_  
 Criteria: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Learning Task/Assignment/Behavior	Assessment Tool	Date Completed
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Comments: (Include any pertinent information about the learner's disability, curriculum and instructional modifications and necessary accommodations and interventions of support personnel.)

## **Assignment #8**

### **Chapter 10 Career and Technical Student Organizations**

#### **PREPARATION**

You are to read Chapter 10 in your textbook that provides information about the Ten nationally recognized Career and Technical Student Organizations (CTSOs). Learners who participate in CTSOs, and especially learners from special populations, are provided with many benefits including opportunities to develop a positive self-concept, social skills, problem-solving skills, communication skills, leadership skills, and occupational skills, all of which are universally valued by employers. After you read this chapter you should recognize the value of involving all of your students in the CTSO of your occupational area. You should have a better understanding of how to encourage learners from special populations to get involved in CTSO activities and how to make accommodations if necessary to help the student reap maximum benefit from involvement.

#### **SCENARIO/ASSIGNMENT**

You are to visit the state and national organization websites for the CTSO organization in your instructional area and become familiar with the purposes, goals, programs, competitive events and other activities and services offered by the organization. Imagine that you have several learners from special populations with different limitations. For example, you may have a learner with limited English Proficiency and another that is a disadvantaged learner that lack confidence to participate in social activities. You are to develop a description of two student that are from special populations with disabilities or limitations of your choice. Then you are to determine what strategies you will follow to encourage these learners to actively participate in CTSO activities and programs. You will find a number of suggestions in your readings for involving special needs learners in CTSOs. You are to identify some of the activities that these students could do in your local chapter such as run for office, serve as a committee chairperson, or serve as an important committee member. You are to identify and describe any personal development program such as the (Professional Development Program of SkillsUSA) that the CTSO organization has to encourage students to explore who they are and to develop knowledge about a chosen occupation. You are to identify some competitive events that the students could enter at the local level and possible earn the right to go on to represent the school in district, regional, state, and national competitions. Finally, you are to develop a list of the responsibilities that you have as an advisor for all students and highlight any that will be special for learners from special populations such as mentoring or close supervision.

## **Assignment #9**

### **Chapter 11 Coordinating Student Services**

#### **PREPARATION**

You are to read chapters 11 and 12 that presents information about services that can be provided by school and community agency personnel that can increase the chances of a learner from a special population make a successful transition from school to productive and satisfying employment. Over the past ten or more years, school and community agencies have successfully collaborated and coordinated needed services that have led to effective methods to

serve individuals from special populations. Interagency networks have been established in many communities that help reduce gaps in service delivery, minimize duplication of services and reduce the cost of providing services. After reading chapters 11 and 12 you should be able to identify a number of services that can be provided by the schools, parents, community agencies and employers that can help learners from special populations benefit fully from a career and technical education program. You should be able to understand the transition process and the roles that teachers, school support personnel and community agencies can play in helping learners from special populations navigate the transition from school to work or continuing education.

## SCENARIO/ASSIGNMENT

### Option A (**Choose Only one**)

**Part #1** You are to select and contact a professional that has been or could be involved in providing services to learners from special populations and ask them if they would be willing to participate in an interview. An interview could be conducted with a professional from a Department of Labor One Stop Career Center; a special education teacher; a work-based education coordinator such as CBE, DCT or Youth Apprenticeship Coordinator; a professional from vocational rehabilitation services, a social worker, a professional from the health department, a professional who works with learners from special populations at a technical college, etc.

In preparation for the interview, you are to develop a checklist of services like those found on page 642 of your textbook and a list of questions that you want answered during the interview. For example, you would want to ask the interviewee what services he or she has or could provide? Or ask them if they have been a member of a team that helped develop a student services plan and a transition plan. Following the interview, you are to write an interview report about who was interviewed, what information you obtained from the interview, and your impression of the interview process.

**Part #2** You are to contact an employer of a business in which one of your learners from a special population may want to seek employment and ask permission to conduct an interview with him or her. You are to prepare a list of questions that you hope to have answered during the interview. For example, one question that should be answered is “What characteristics and skills are you looking for in an employee? Have you ever employed any individuals with a disability? Following the interview, you are to write a report on the interview that presents your findings.

**Part #3** Mentoring is often an effective strategy for keeping learners in school but it is also important in getting a job and keeping it. You are to identify the kinds of individuals that can serve as mentors and develop a list of functions and roles that mentors can serve provide to learners from special populations.

## Option B (Choose only one)

The IEP requires the identification and implementation of support and transition services for learners with disabilities. Career and technical education teachers need to have a sound understanding of the kinds of services that learners from special populations may need to benefit from the school experience. The ultimate goal of any CTE program is for the participant to develop the knowledge, skills and attitudes that lead to satisfying and productive employment or to continuing education leading eventually to employment. The transition process is challenging for most students but is often even more traumatic for learners from special populations. CTE educators along with academic teachers, administrators, and support personnel from the school and community need to be aware of the problems that learners face as they transition from school to work and the transition services that can make this process more successful for all learners.

Part #1 You are to develop a checklist of the services that learners from special populations may need similar to the one found on page 642 of your textbook that you can take to an IEP planning meeting. In order to prepare yourself to be effective in providing support services to learners from special populations, you are to develop a list of the roles and responsibilities of CTE teachers like those found on page 651 of your textbook.

Part #2 You are to identify and briefly describe the transition options found in Figure 12-6, page 702 of our textbook so that you can suggest one or more of these options in an IEP team planning meeting.

Part #3 Finally, you are to identify the kinds of activities and services that you plan to use in increasing learners' understanding of careers like those found on pages 729-730 of your textbook.

## Final Exam Paper

You have learned a great deal in this course and should have some ideas of how you will improve instruction and services to special needs learners. You are to write a five-page paper describing any experiences you have had working with individuals with special needs. If you have no teaching experience, simply say so. Then you are to provide information learned in the course to describe how you plan to address the following areas:

- Learning more about individuals with special needs
- Learning more about the special needs program at a school and legislative mandates
- Working with other teachers to assist learners with special needs
- Obtaining information about special needs learners and their families
- Developing/revising the curriculum to meet the needs of individuals with special needs
- Changing the way individuals are assessed
- Employing a variety of instructional strategies (methods, techniques) to facilitate learning for individuals from special populations
- Working with other school and community professionals to provide guidance and placement services
- Changing the learning environment to make it more learner friendly

Please use the areas as headings for your paper to organize your information and to make it easier to read.

## COURSE CHALLENGE

This is one of the most important courses in the pedagogical training for a career and technical education teacher for it is almost certain that these teachers will have one or more students in every class that have a disadvantage or disability that keeps them from learning and reaching their potential. The challenge of all teachers is to maximize learning for all of their students for all students can learn if they have someone who believes in them and is willing to spend the extra time and effort to modify the learning environment and instructional practice. Many students with special needs have poor self-concepts and believe they cannot do anything very well for they rarely receive positive recognition for their achievements. This course is designed to help teachers identify and work more effectively with students with special needs. There is a large body of information in your textbook and other resources that can help teachers improve learning for individuals with special needs. Each class member has a wealth of experience that needs to be shared in class with other students. We can learn and be better prepared to make a difference in the lives of all students if we are willing to devote the time and effort required for success in this course. Your professor is an experienced professor and co-author of the textbook but he is also a learner and looks forward to the learning journey with students of this course.

## EOCS 5550/7550 Student Progress Chart

<b>EOCS 5550/7550</b>	<b>Started</b>	<b>Half Complete</b>	<b>Draft Submitted</b>	<b>Complete</b>
<b>Assignment #1</b>				
<b>Assignment #2</b>				
<b>Assignment #3</b>				
<b>Assignment #4</b>				
<b>Assignment #5</b>				
<b>Assignment #6</b>				
<b>Assignment #7</b>				
<b>Assignment #8</b>				
<b>Assignment #9</b>				
<b>Observation Report</b>				
<b>Team Presentation</b>				
<b>Final Exam</b>				

NOTES: