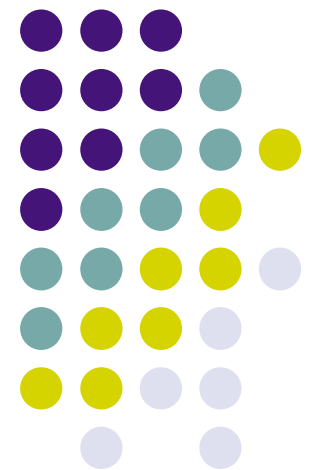
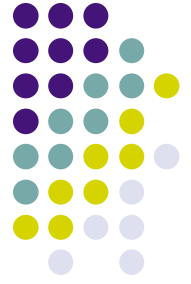


Blending Academic Standards and Transition-focused Education

Diane S. Bassett, Ph.D.
National Leadership Summit on
Improving Results for Youth
June 14, 2005

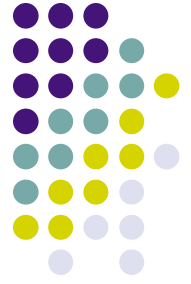




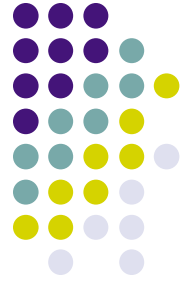
"You've got to be very careful if you don't know where you're going, because you might not get there."

Yogi Berra

High School Reform: A Contradiction in Terms?



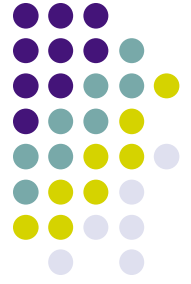
- **Contextual factors (school climate, philosophy, personnel allocation, accountability systems) difficult to change (Noguera, 2004)**
- **Organizational structures of schools (block scheduling, advisories, Small Learning Communities) not effective (Noguera, 2004)**
- **School curriculum offers a broad but disconnected range of courses (Hill and Celio, 1998)**
- **Teachers use a lecture format without looking for mastery of knowledge and skills (Cohen, 2001)**
- **Pervasive student alienation and boredom, anti-intellectualism peer cultures undermine achievement (Steinberg, 1996)**
- **High schools considered obsolete (Bill Gates, High School Summit, April 2005)**



More students with disabilities participate in general education classes

- In 2001-2002, 7 of 10 secondary students with disabilities were taking at least one academic course
- More students taking science and foreign language courses
- 30% of students with disabilities were enrolled in NO special education courses
- Vocational course taking declined by 7%
- Students with mild/moderate disabilities taking more academic courses
- Life skill/study skill courses offered in special ed. classes
- An increase in self-contained special education courses

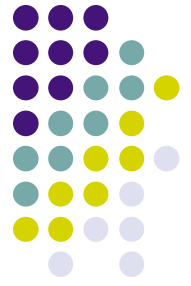
(NLTS2, 2003; 2004)



Is Transition Obsolete?

- General education students “graduate,” special education students “transition”
- “Special” professionals are the only ones who can support students with disabilities in school through the transition process
- Many high school students with exceptionalities are not included in typical school experiences

(Tashie & Jorgensen, 1999)



Transition and standards-based systems emphasize:

Transition:

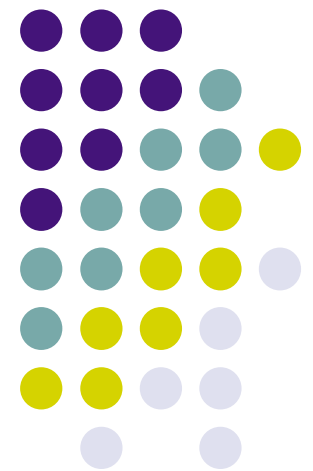
- Holistic educational outcomes
- Individualized process
- Curriculum that matches post-school goals
- Community involvement

Standards-based:

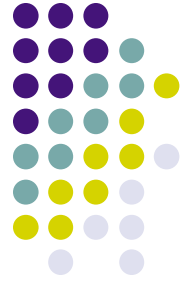
- Academic and basic literacy skills
- Common rigorous learning standards
- Performance that can be measured validly and reliably through testing

Transition-focused education is foundational to secondary education services for all students

(Kochhar-Bryant & Bassett, 2002;
Kohler & Field, 2003; Repetto, 2003)



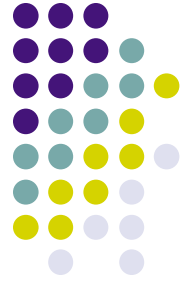
Transition as a Foundational Framework



“Transition is not just a program or a project or a set of activities that has a beginning and an end. Rather, it is a vision and a goal for unfolding the fullest potential of each individual and it represents a systematic framework for planning to fulfill that potential.”

Kochhar-Bryant and Bassett, 2002.

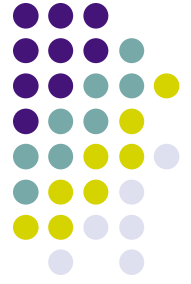




Promising Practices

- Differentiated Instruction
- Curriculum Mapping
- Universal Design Principals
- Authentic Assessment
- Effective Professional Development
- Applied Academics

(Kochhar-Byrant & Bassett, 2002; Hoover & Patton, 2004; Stodden, Galloway, & Stodden, 2003; 2004; Thurlow, 2002)



“Lasting improvements in teaching and learning come only from a strategy focused on improving instruction.”

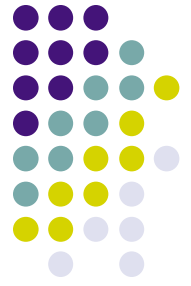
(Noguera, 2004)

Transition and Applied Academics: The Dynamic Duo

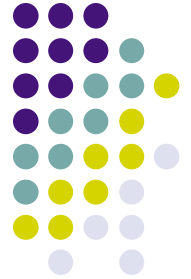


- Transition-focused education reflects the relevancy of present and future life
- Transition represents a process, not a product
- Transition is measured by successful adult outcomes
- Transition is rigorous and challenging
- Applied academics reflect relevancy of what is to be learned
- Applied academics emphasize process over product
- Applied academics can be measured in many ways
- Applied academics are rigorous and challenging

Blending standards, applied academics, and a transition focus



- Standards reflect a thinking curriculum
- Standards imply accountability
- Applied academics naturally support higher order thinking skills in order to reach standards
- A transition focus begins with the end in mind (e.g., postschool outcomes and skills)
- Making standards relevant will enhance student learning and engagement



“Applying Standards to Ideas”

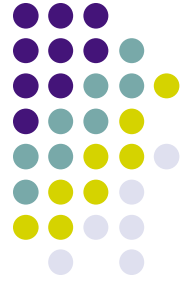
Applying Standards to Ideas

Curricular Reference: Social Studies material

Grade Level: Middle Grades



List ideas using life skills to address the standard	What is the activity?	How does activity link to the curricular reference?	What will the teacher do?	What will the students do?	How will you know that the standard has been mastered?	What are the standards or benchmarks that will be addressed?	What are the workplace competencies that will be addressed?
<i>Best place to get stylish clothes</i>	Collage	B/c Aztecs and Incas like stylish clothes	Provide format for the collage	Group project	Share collage & relate to clothing of Aztecs & Incas	History Standard 3: Explain how the culture of the earliest civilizations spread and interacted.	<ul style="list-style-type: none"> •Problem-solving •Creative thinking •Team member
<i>How to prevent illness</i>	Questionnaire	New diseases killed people throughout the world	Teacher asks student how they stay healthy -- questions	Students complete questions & vaccination record	Class discussion & written summation of precautionary measures	History Standard 4: Identify and explain the consequences of scientific ...	<ul style="list-style-type: none"> •Using resources •Interpreting •Self-management
<i>How do people choose their careers</i>	Discussion and job search	Spanish soldiers made a decision to become soldiers	Teacher generates questions about finding out about jobs & shows how to do an internet job search	Students perform an internet job search on a job of their choosing	Completion of a form describing career	Economics Standard 2: Describe the characteristics that make the U.S. economy a mixed economy	<ul style="list-style-type: none"> •Demonstrates computer literacy •Evaluating •writing



“Applying Ideas to Standards”



Applying Ideas to the Standard

Standard Reference: 3.3 (Life Science)

Grade Level: Middle Grades

Benchmark: Comparing and contrasting characteristics of treatments of various types of medical problems

List ideas using life skills to address the standard	What is the activity?	How does activity link to the curricular reference?	What will the teacher do?	What will the students do?	How will you know that the standard has been mastered?	What are the workplace competencies that will be addressed?
<i>Knows about first aid</i>	Development of a first aid kit	Addresses treatment of real medical problems	Research what belongs in a basic first aid kit & brings a sample kit to class	Students check list against supplies they have at home	List is generated of supplies needed	<ul style="list-style-type: none"> •planning •using resources •thinking
<i>Treating illness (e.g., a cold)</i>	Research activity	Addresses treatment of a common malady	Brings in a compendium of treatments	Student researches a treatment option	Submission of a written report of findings	<ul style="list-style-type: none"> •reading •evaluating •problem solving
<i>Knowing your medical history</i>	Family research	Addresses characteristics of medical problems	Teacher will bring in an example of a history form and discuss it	Completes medical history of self	Completed form (NB: this is kept confidential)	<ul style="list-style-type: none"> •responsibility •self-improvement •speaking (interviewing)

Blending Curricula and Standards with a Transition Focus

(Assumption: Student has IEP needs identified; student has access to general education)

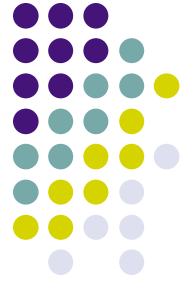


Curriculum-based Approach

- **Start with targeted curriculum**
- **Identify functional topics**
- **Select/align with content standard**
- **Evaluate**

Standards-based Approach

- **Start with content standard**
- **Identify unit or lesson plan**
- **Identify functional topics**
- **Evaluate**



They say that time changes things, but you actually have to change them yourself.

Andy Warhohl

Diane S. Bassett
University of Northern Colorado
diane.bassett@unco.edu