

Embedding Transition into Content-Area Instruction

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★ **NEW** Book: Transition Instruction Guide: Standards-Based Activities. PRO-ED
<http://www.proedinc.com/>

Arizona STMP College & Career Readiness Team Training
www.arizonatransition.org

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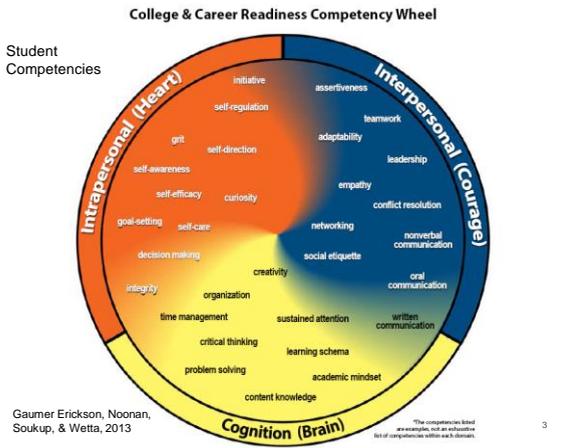

COLLEGE & CAREER READINESS CONSTRUCTS

Transition Domains

- Working
 - Career Choice & Planning
 - Employment Knowledge & Skills
- Learning
 - Further Education/ Training
 - Functional Communication
 - Self-Determination
- Living
 - Independent Living
 - Personal Money Management
 - Community Involvement
 - Leisure Activities
 - Health
 - Interpersonal Relationships

Transition Planning Inventory – 2, 2013





**TRANSITION INSTRUCTION GUIDE:
STANDARDS-BASED ACTIVITIES**

Publisher:
PRO-ED

- Turn to the Table of Contents
- Choose one transition sub-domain
- Scroll through that section and choose one indicator
- Read through the instructional activities for that indicator and choose one that you would like to try
- Share with the group

4

Common Core State Standards
consistent and clear understanding



<https://www.youtube.com/watch?v=36cXjd9mUxI>

5

ACTIVITY

- Think about the standards.
<http://www.azed.gov/standards-practices/>

How can you address each standard and career/life skills at the same time?



ENGLISH LANGUAGE ARTS STANDARDS
A

Presentation of Knowledge and Ideas
(Anchor Standards for Speaking and Listening, Grades 6-12)

- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

(CCSS.ELA-Literacy.CCRA.SL.6)



ENGLISH LANGUAGE ARTS STANDARDS
B

Comprehension and Collaboration
(Anchor Standards for Speaking and Listening, Grades 6-12)

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(CCSS.ELA-Literacy.CCRA.SL.1)



ENGLISH LANGUAGE ARTS STANDARDS
C

Integration of Knowledge and Ideas
(Anchor Standards for Reading, Grades 6-12)

- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(CCSS.ELA-Literacy.CCRA.R.8)



ENGLISH LANGUAGE ARTS STANDARDS
D

Production and Distribution of Writing
(Anchor Standards for Writing, Grades 6-12)

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(CCSS.ELA-Literacy.CCRA.W.4)



ENGLISH LANGUAGE ARTS STANDARDS
E

Conventions of Standard English
(Anchor Standards for Language, Grade 6-12)

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

(CCSS.ELA-Literacy.CCRA.L.2)



MATHEMATICS STANDARDS
A

Making Inferences and Justifying Conclusions
(Statistics and Probability, High School)

- Evaluate reports based on data.

(HSS-IC.B.6)



**MATHEMATICS STANDARDS
B**

Reason quantitatively and use units to solve problems
(Quantities, Number and Quantity, High School)

- Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays

(HSN-Q.A.1)



**MATHEMATICS STANDARDS
C**

Using probability to evaluate outcomes of decisions
(Statistics and Probability, High School)

- Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

(HSS-MD.B.6)



**MATHEMATICS STANDARDS
D**

Interpret linear models
(Interpreting categorical and quantitative data, Statistics and Probability, High School)

- Distinguish between correlation and causation.

(HSS-ID.C.9)



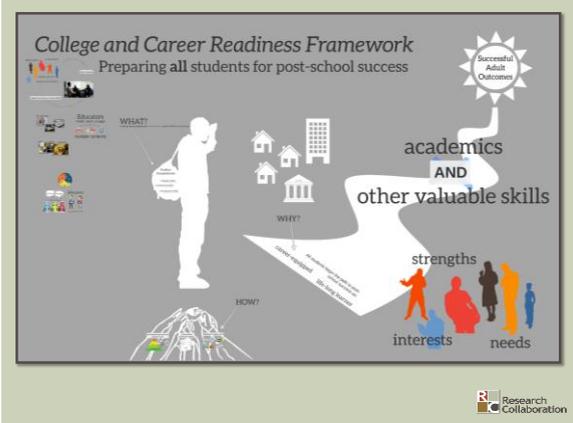
MATHEMATICS STANDARDS
E

Interpret functions that arise in applications in terms of the context
(Interpreting Functions, Functions, High School)

- Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

(HSF-IF.B.6)





THANK YOU

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