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**Rhode Island College
School of Education and Human Development
Department of Special Education**

**Career Exploration and Vocational Preparation of
Middle and Secondary Level Students with Disabilities
SPED 427**

COURSE INFORMATION

Prerequisites:

SPED 300, 310, 312 and admission to the Department of Special Education. Offered, spring

Catalog Description:

Focus is on assessment, curriculum, methods, and materials designed to prepare adolescents and young adults who have disabilities for the world of work and transition to adult life. Observation and practicum experience are included. 3 credit hours. Offered spring & summer.

Extended Description:

The course includes content specific to career/vocational assessment procedures; transition planning and various work models appropriate for educational programs for secondary level students with disabilities. The major model presented in the course is the Life Centered Career Education (LCCE) model by Donn E. Brolin. Students are exposed to all aspects of the model. A class presentation specific to one of the competencies included in the LCCE is required by small groups of students. Students will also be exposed to The Transitions Curriculum by Louise Fulton and Rebecca Silva and will be allowed to use lessons from this curriculum for the class presentation.

Field-work for the course requires students to observe and participate in a secondary level career development program for students with disabilities. A term paper describing the experience including consideration of vocational assessment procedures, transition planning and infusion of LCCE instructional competencies is required.

Relationship to Knowledge Base and FSEHD

The school of education knowledge base is fully implemented in this course. Students demonstrate application of the Reflective Practitioner Model throughout the course. Class projects and fieldwork require comprehensive, systematic planning, careful implementation and ongoing reflection. The unique needs of individual students with disabilities and the application of the knowledge base in meeting the personal, social and educational needs of these students is the foundation of the course.

COURSE GOALS IN RELATIONSHIP TO STANDARDS

This course relates most directly to the following CEC, Rhode Island Beginning Teacher Standards, and FSEHD Advanced Competencies, and RIC Conceptual Framework Concepts:

CEC Standard 3: Individual Learning Differences. Special educators understand the effects that an exceptional condition^{2/} can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial

backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

CEC Standard 4: Instructional Strategies. Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula^{3/} and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

CEC Standard 7: Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

CEC Standard 8: Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Relationship to the Rhode Island Professional Teacher Standards

This course relates most closely to the following Rhode Island Professional Teacher Standards, (RIPTS) below in order of significance to the course.

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|------------|--|
| Standard 1 | Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live. |
| Standard 2 | Teachers create learning experiences that reflect an understanding of the central concepts, structures and tools of inquiry of the disciplines they teach. |
| Standard 3 | Teachers create instructional opportunities that reflect an understanding of how children learn and develop. |
| Standard 7 | Teachers foster collaborative relationships with colleagues and families to support students' learning. |
| Standard 9 | Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner. |

COURSE TEXT:

Sitlington, Patricia L., Clark, Gary M. (2006). Transition Education and Services for Adolescents with Disabilities, 4th Edition, Boston: Allyn and Bacon.

COURSE OUTCOMES

- 1) Students will demonstrate an understanding of a reflective approach to professional practice, **Knowledge: Metacognitive Practice**; CEC: Professional & Ethical Practice; (RIPTS 3), **AC KNOWLEDGE: Professional Awareness**
- 2) Students will demonstrate a writing knowledge of literature pertinent to prevocational and vocational programs for students with disabilities. **Knowledge: Domain-Specific**; CEC: Learning Environments & Social Interaction, Assessment; (RIPTS 2), **AC KNOWLEDGE: Domain-Specific Knowledge**
- 3) Students will demonstrate knowledge of vocational assessment procedures and instruments for students with disabilities. **Knowledge: Domain-Specific**; CEC: Learning Environments & Social Interaction, Assessment; (RIPTS 9) ; **AC KNOWLEDGE: Domain-Specific Knowledge**
- 4) Students will demonstrate knowledge of commercially produced materials designed for adolescents and young adult students with disabilities associated with career exploration and vocational preparation. **Knowledge: Domain-Specific**; CEC: Learning Environments & Social Interaction, Assessment; (RIPTS 3 & 9) ; **AC KNOWLEDGE: Domain-Specific Knowledge**
- 5) Students will demonstrate knowledge of the organization of educational programs for the purpose of career exploration and vocational preparation for students with disabilities. **Knowledge: Domain-Specific**; CEC: Learning Environments & Social Interaction, Assessment; (RIPTS 2 & 7) **AC KNOWLEDGE: Domain-Specific Knowledge**
- 6) Students will demonstrate the ability to plan a community work experience program including school organizations to support work experience, community based agencies and services, labor laws, home-school relations, employer-school relations and oversight of student work experiences. **PRACTICE: Reflective Problem-Solving, Professional Practice**; CEC: Instructional Strategies, Instructional Planning, Assessment; (RIPTS 1 & 7); **AC PRACTICE: Diversity of Practice**
- 7) Students will demonstrate the ability to plan and manage the transition process from school to employment and/or post-secondary education while addressing the areas of Independent Living and Community Participation. **PRACTICE: Reflective Problem-Solving, Professional Practice**; CEC: Instructional Strategies, Instructional Planning, Assessment; (RIPTS 2 & 7); **AC PRACTICE: Diversity of Practice**

- 8) Students will demonstrate the ability to plan and implement programs for students from culturally diverse backgrounds. **Practice: Professional Practice; Diversity: Individual Differences & Cultural Diversity;** CEC: Instructional Planning, Assessment; (RIPTS 2 & 7) ; **AC PRACTICE: Diversity of Practice**
- 9) Students will demonstrate the ability to plan and implement transition programs for students with disabilities in compliance with the IDEA. **PRACTICE: Professional Practice, Professionalism: Professional Ethics;** CEC: Instructional Planning, Assessment, Professional & Ethical Practice; (RIPTS 2 & 7); **AC PRACTICE: Evidence-Based Decision Making**
- 10) Students will demonstrate the ability to incorporate technological advances in the delivery of services to students with disabilities specific to career/vocational competencies. **Knowledge: Technology Knowledge;** CEC: Instructional Strategies; (RIPTS 3); **AC PRACTICE: Technology Use**

COURSE REQUIREMENTS

1. Readings as assigned.
2. **One article critique** from recent professional literature (i.e. literature that is research based and/or juried). See suggested web sites as one option for finding literature. Critiques will include a summary of the article, a critique of the findings or recommendations and a reflection on how the article may influence your professional practice. Submission must include copy of article or URL.
3. **One web site review** specific to career/vocational education for secondary level students with disabilities. Review will include the URL and one page print of the home page of the site reviewed. Written description will include a review of the sites features, pros and cons of the site and how the site may be used in your professional practice.
4. **Observation/Curriculum Participation Report.** Ten hours of observation in one agency/school serving students or young adults with disabilities in community integrated vocational settings. Report to include:

Observation details:

 - Date and time(s) of observation(s).
 - Brief description of the agency/school and the services offered.
 - Brief description of the student being observed using relevant, person first language.
 - Description of the students' transition experience to date including activities that were undertaken to prepare for the current vocational experience.
 - Description of the vocational assessments conducted to date including formal and informal assessments, other work experiences, related coursework to current placement.
 - Description of the instructional methods and materials being utilized to teach vocational skills in the current placement.

Reflection details:

 - Reflections on the students experience and suggestions for improvement in transition assessment practices, vocational assessment practices and community based instruction options for the student.
 - Identify area(s) of further training needed and relate to one or more of the LCCE competencies.

Application Details:

 - Reference an activity from the LCCE Curriculum or The Transitions Curriculum to continue the development of critical transition and/or vocational skill(s) for the student observed.

- Connect the suggested instructional activity to the RI Grade Level/Grade Span Expectations.
 - Develop a sample IEP goal and objectives for the skill area identified with method by which the goal will be measured.
5. **Transition Skills Lesson presentation.**
 Approximately a 20-minute lesson presentation. Students with access to a classroom may individually present the results of a lesson delivered with their students. Students without access to a classroom will utilize the 427 class as their classroom to model the lesson and may present with a partner. Presentation dates to be scheduled. Presentation to include:
- Overview of LCCE competency or related competency from The Transition Curriculum.
 - Lesson connection to the Rhode Island Grade Level/Grade Span Expectations.
 - Presentation of the lesson in approved format.
 - Reflection on the lesson presentation.
 - Handout for the instructor and classmates.
 - Students presenting the results from a lesson provided in a classroom must include samples of student work.
- Note: lessons on the topics of personal checking accounts, purchasing of food and nutrition are not allowed for this assignment.
6. One written **final exam**.
7. All submitted assignments must include references to current research specific to career/vocational education programs for students with disabilities.

PERFORMANCE ASSESSMENT

Performance	Course Outcomes	RIPTS	CEC Standards	Conceptual Framework	Advanced Competencies
Article critique & web site review	2, 10	2, 3	4, 5	<i>Knowledge: Domain-Specific, Technology Knowledge</i>	KNOWLEDGE: Information Literacy
Observation/ Curriculum Participation Report	3-9	1, 2, 3, 4, 6, 9	5, 7, 8	<i>Knowledge: Domain-Specific, Practice: Reflective Problem-Solving, Professional Practice, Diversity: Individual & Cultural Differences</i>	KNOWLEDGE: Domain Specific Knowledge PRACTICE: Diversity of Practice KNOWLEDGE: Professional Awareness
Transition Skills Lesson Presentation	1-5	2, 3, 7, 9	5, 8, 9	<i>Knowledge: Metacognitive Knowledge, Domain-Specific</i>	PRACTICE: Diversity of Practice KNOWLEDGE: Domain Specific Knowledge
Final Examination	1-5	2, 3, 7, 9	5, 8, 9	<i>Knowledge: Metacognitive Knowledge, Domain-Specific</i>	KNOWLEDGE: Domain-Specific Knowledge

COURSE EVALUATION

Assignment	Grade Percentage
Article critique & web site review	10%
Observation/Curriculum Participation Report	30%
Transition Skills Class Presentation	20%
Final Examination	35%
Class participation	5%

COURSE GRADING

Percentage	Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade
100-97	A+	89-87	B+	79-77	C+	69-67	D+
96-94	A	86-84	B	76-74	C	66-64	D
93-90	A-	83-80	B-	73-70	C-	63-60	D-

Artifact Grading (Observation report)

29-30 pts.	Exceeds Expectation
24-29 pts.	Meets Expectation
21-24 pts.	Approached Expectation
21 & below	Below Expectation

REFERENCES:

Brolin, D. (2004). Life Centered Career Education (2nd edition). Council for Exceptional Children: Arlington, VA.

Clark, Gary M. & Patton, James R. (1997). Transition Planning Inventory (TPI). Pro Ed Inc.

Clark, Gary M., Patton, James R., and Moulton, Rozelle (2000). Informal Assessments in Transition Planning, Pro Ed Inc. ISBN 0-89079-849-4

Fulton, L. & Silva, R. (1998) The Transitions Curriculum: From school to career and adulthood, Vol. 3.

Enderle, Jon & Severson, Susan (2003). Enderle-Severson Transition Rating Scale (ESTR-J). ESTR Publications.

Internet Resources

Council for Exceptional Children: <http://www.cec.sped.org/>

Education World: <http://educationworld.com>

National Center on Accessing the General Curriculum: <http://www.cast.org/ncac/>

Positive Behavioral Interventions and Supports: <http://www.pbis.org/main.htm>

National Institute for Direct Instruction: <http://www.nifdi.org>

Universal Design for Learning: <http://www.cast.org/udl/>
US Dept. of Education, Office of Special Education:
<http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

Secondary Transition Internet Resources

The Rhode Island Department of Education – Secondary Transition web site
http://www.ride.ri.gov/Special_Populations (click Programs & Services, click Secondary Transition)
The Sherlock Center Transition Technical Assistance Center <http://www.ric.edu/uap/transition.html>
The National Center on Secondary Education & Transition (NCSET)
<http://www.ncset.org/>
The National Secondary Transition Technical Assistance Center
<http://www.nsttac.org/>
National Dropout Prevention Center & Network
[http://www.dropoutprevention.org./](http://www.dropoutprevention.org/)
The National Dropout Prevention Center for Students with Disabilities
<http://www.ndpc-sd.org/>
National Collaborative on Workforce and Disability for Youth
<http://www.ncwd-youth.info/>

Secondary Transition Outcome Studies

National Longitudinal Outcome Study (NTLS2), December 2003. <http://www.nlts2.org/index.html>
Children with Disabilities Study: Special Education in the Context of School Reform, July 1999,
Chapter 6 (page 61) www.ritap.org

All students will be responsible for compliance with the Rhode Island College attendance and the academic policy provided below, (source: Rhode Island College Student Handbook).

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3.9 ACADEMIC STANDARDS

3.9.1 Academic Dishonesty

(As amended by the Council of Rhode Island College – 11/07/08)

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- **Cheating:** intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:
 - i. Word-for-word plagiarism:** This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
 - ii. Patchwork plagiarism:** This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
 - iii. Unacknowledged paraphrase:** It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39). Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.
- **Collusion:** facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- **Deception:** Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- **Sabotage:** Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- **Multiple Submissions:** Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

(b) Faculty Role

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported.

Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards. The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty.

A faculty member may take action up to and including failing a student accused of academic dishonesty.

Some often-used penalties include:

i. A low or failing grade on the assignment in which the offense occurred.

ii. An additional assignment.

iii. Reduction of the final grade up to and including failure.

iv. Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.

Report Components	UNACCEPTABLE/DEVELOPING		ACCEPTABLE		TARGET
Descriptive Details of Observation					
Date/Time, descriptions of School/Agency, Student Community Observation (CEC 5,9) ICC5K1, IGC5S3, IGC5S1, ICC5S9, ICC5K4 ICC9K2, ICC9S1-4	Descriptive details lacking or missing. Descriptions unclear, student not presented respectfully or objectively. 0	Some descriptive details included, not enough to clearly understand setting, student and situation. Student description is relatively objective, technical details not clearly explained. 1 2	All descriptive details included; description draws a clear picture of the student and current situation. Student description is objective, technical details explained. 3 4	All descriptive details included; concise description of student and current situation (variety of learning environments (school/community), demands of the learning environment, level of student engagement & independence, teacher attitudes & respect for students with differences). Clear explanation of only important and relevant details. Student description is objective and technical details clearly explained. 5	
Review of transition practices					
Transition Assessments, transition planning, vocational assessments and sequence of student's program from early planning to current placement(s) (CEC 7, 8) ICC7S2, ICC7S4, IGC7S1-S6, IGC8S2-S4	Minimal review of evaluations (including vocational and transition evaluations) and transition planning. Shows some connection between evaluations and processes. Little evidence of a chronology of student's program. 0	Includes some review of evaluations (including vocational and transition evaluations) and transition planning. Minimally explains chronology of student's program, through to current situation. 1 2	Includes complete review of evaluations (including vocational and transition evaluations) and transition planning. Clearly explains chronology of student's program in concise narrative. Reflective on effective practices and detailed on relevant areas to student's program. 3 4	Includes complete review of evaluations (including vocational and transition evaluations) and transition planning. Clearly explains chronology of student's program (including use of assistive technology, augmentative communication, behavioral supports, instructional strategies) in concise narrative. Reflective on effective practices, detailing relevant areas of student's program; includes observations on areas for improvement. 5	
Review of transition related instructional practices					
Review of instructional program and intervention to assist the student in meeting the transition goals (CEC 7) ICC7S1-2, ICC7S4, ICC7S9, IGC7S1-S6	Minimal review of instruction related to student's transition goals. 0	Includes some review of instructional intervention toward transition planning. 1 2	Includes complete review of instructional program to address student's transition goals. 3 4	Includes complete review of current instructional program (including use of assistive technology, augmentative communication, behavioral supports, instructional strategies, collaboration with community agencies) to address student's transition goals related to postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation and is reflective on practices to improve the supports for achieving the transition goals. 5	
Total Page 1					

Report Components	UNACCEPTABLE/DEVELOPING		ACCEPTABLE		TARGET
Reflection					
Reflection of student observation with recommendations for improvement (CEC 5) ICC5S1-S5, ICC5S9, IGC5S2-3	Minimal reflection on student observation. Lack of detail of student's areas of need with comment on strategies for improvement. 0	Includes some reflection on student observation. Minimal detail of student's areas of need and comment on strategies for improvement. 1 2	Includes reflection on student observation. Provides some detail of student's areas of need and strategies for improvement. 3 4	Includes comprehensive review of the student's areas of need with strategies for improvement that may address: behavior support, social skills, student expectation, supports required for active participation, independence, variety of educational and vocational experiences, assistive technology, or augmentative communication. 5	
Reference to LCCE and GLE/GSEs					
A Lesson plan is developed, with a connection between the student's areas of need and the LCCE* and GLE/GSEs. Lesson plan incorporates relevant IEP goals and objectives. Lesson is design to address student's areas of need. (CEC 7, 8) ICC7K2-K3, ICC7S6, ICC7S10-11, IGC7S2, ICC8S4, IGC8S3-4	Lacks relevant details and connection to LCCE competencies and sub-competencies and GLE/GSEs. Little or no reference IEP goals and objectives. No or minimal lesson presented. 0	Minimal reference to LCCE competencies and sub-competencies and GLE/GSEs. Reference to IEP goal and objectives without detail. Lesson ideas suggested without adequate detail. 1 2	Lesson plan references LCCE competencies and sub-competencies and GLE/GSEs. with a rationale to student need provided. IEP goals and objectives are connected to the student's needs. Lesson plan incorporates most key components. 3 4	Lesson plan is developed with a detailed connection of the LCCE competencies and sub-competencies and GLE/GSEs to the student's area of need are included. IEP goal and objectives are clear and measurable and related to student's area of need. Lesson plan includes instructional strategies, modifications, incorporate supports for learners with atypical communication (if appropriate), materials, and an assessment plan. 5	
Professionalism of the Paper					
Writing Mechanics And Presentation of Paper	<input type="checkbox"/> Writing skills require significant improvement 0	<input type="checkbox"/> Writing Skills require some improvement 1	<input type="checkbox"/> Good Writing Skills with few errors noted 2 3	<input type="checkbox"/> Excellent writing skills 4 5	
	<input type="checkbox"/> Acronyms are not defined	<input type="checkbox"/> errors of spelling	<input type="checkbox"/> errors of grammar	<input type="checkbox"/> non-professional language used	<input type="checkbox"/> Not concisely worded
	<input type="checkbox"/> Errors of format	<input type="checkbox"/> Font is difficult to read	<input type="checkbox"/> Headers not used	<input type="checkbox"/> Pages not numbered	<input type="checkbox"/> Ideas are difficult to follow in some areas

Name _____

Grade: ____/30

Observation Report Project

<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Target
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_____ Initial Submission

_____ Re-submission

* Life Centered Career Education (LCCE) model by Donn E. Brolin