

EDSE 791 001 & 002 and EDSE 791 631: Midpoint Portfolio (1 credit). Prerequisite and co-requisite: must be taken after completion of the fourth EDSE prefix course or concurrently with the fourth or fifth EDSE prefix course in the program.

Course Location: GMU Fairfax Campus, Innovation Hall Room 318

Course Day and Time: Tuesdays (refer to dates for your course#.section# in Class Schedule) from 4:30 to 7:10 pm

Instructor(s):	Dr. Peggy King-Sears
Office location	West Hall Room 2104 (inside room 2100)
Phone	703.993.3916
Email	mkingsea@gmu.edu
Office Hours	Office hours Tuesday 2:00 to 4:00 by appointment only; other days and times by appointment only.

Course Description

This course provides an opportunity for students to develop their portfolio. This serves as the vehicle to assess whether they are meeting the standards of their professional organization, the Council for Exceptional Children.

Student Outcomes

Upon completion of the course, students will have:

- Participated in cooperative learning experiences - peer portfolio development.
- Discussed issues around teacher preparation portfolio development.
- Completed either a midpoint or final performance-based portfolio that is organized by program specifications in alignment with the CEC standards.
- Will have presented this portfolio to program faculty and peers.
- Provided GMU program feedback.

Course Requirements

- Develop the Midpoint Portfolio's documents (e.g., Introductory Narrative and Artifact Entry Forms).
 - Provide and receive peer feedback on drafts of documents, and make refinements accordingly.
 - Submit drafts of documents for Instructor feedback by the due date, and make refinements accordingly.
- Complete the GMU/GSE Program Critique via electronic survey of GMU/GSE program.
- Submit required Midpoint Portfolio documents to TaskStream www.taskstream.com by the due date.
- Present the Midpoint Portfolio.

Relationship of Course to Program Goals and Professional Organizations

EDSE 791 (Midpoint Portfolio) and EDSE 792 (Final Portfolio) are part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the Commonwealth of Virginia in Special Education. The program aligns with the standards for teacher licensure established by CEC, the major special education professional organization in the United States (see the CEC standards on the following web site: <http://www.cec.sped.org>) This course addresses CEC/NCATE standards by meeting end point evaluations.

Nature of Course Delivery

Learning activities include the following: In-class discussions and review of the nature of teacher preparation program portfolios, online and face-to-face peer review and discussion and cooperative learning, application activities, and presentation of portfolios. Online support course materials are available at George Mason's Blackboard site (<http://blackboard.gmu.edu>)

NOTE:

- Regularly check blackboard announcements and GMU email for class updates. The syllabus may change according to class needs.
- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off before the start of class.
- Exemplary work may be kept and shared in the future with student permission.

Grading Criteria

- Satisfactory – student has successfully completed course requirements for identifying and describing artifacts and developing a reflective narrative.
- No Credit – student has not provided sufficient work to evaluate progress toward meeting portfolio requirements.

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN).

Absences: Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. **If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from other classmates. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmates in sufficient time for them to be of assistance to you.** Notify your Instructor (via e-mail) within 48 hours of your absence to inform him/her about your plans to acquire information you missed during the course session. **If you are absent more than one session and/or miss due dates to submit assignments to the Instructor, notify the Instructor immediately (within 48 hours) about when you anticipate your course withdrawal will be completed (should be within 48 hours). Withdraw immediately after the first course session if you already anticipate you cannot attend all course sessions and submit your work on time.** It is required to notify the Instructor if you will be unable to attend your Midpoint Portfolio Presentation.

NOTE: Please make sure that you are being advised on a regular basis as to your status in and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.

GSE Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- **Professional Behavior and Dispositions** Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of these dispositions.
- **University Honor Code:** Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- **Responsible Use of Computing:** Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- **Students with disabilities:** Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Writing Support

As you complete parts of your portfolio, you submit your “best draft” of specific parts to the Instructor (via the course digital dropbox) by specific dates. **You must submit your draft by the date specified for your section of this course in order to receive Instructor feedback.**

Late submissions compromise your capacity to receive and act on Instructor feedback.

Electronic feedback will be provided using a numeric system that directs you to specific parts of the APA manual about writing. One type of writing support during this course is your use of relevant parts of the APA manual. For example:

Feedback on Assignment Using APA Numeric Codes

Throughout your document, there may be numbers that correspond to the feedback below.

This # on your paper...	...corresponds to this section of the APA Manual. Please review your paper in light of the APA writing style. Contact the Instructor if you have questions.
1	Chapter 2 on writing style (2.01 to 2.05)
2	Chapter 2 on grammar (2.06 to 2.12)
3	Chapter 2 on guidelines to reduce bias in language (focus on 2.16)
4	Chapter 3 on punctuation, spelling, capitalization, italics, or abbreviations (3.01 to 3.29)
5	Chapter 3 on quotations (3.34 to 3.41) Paraphrase, please
6	Chapter 3 on reference citations in text (3.94 to 3.103)
7	Chapter 4 on Reference list (4.01 to 4.16)
An arrow indicates that a pattern of this type of feedback has evolved, and the writer needs to self-check the remaining portions of paper for that error type. The reader is no longer noting every instance of that feedback from that point on, but will mark some content intermittently. The writer should focus on reducing this type of error in subsequent papers in order to enhance meaning and increase the score for excellent written language and sound content.	

Developed by King-Sears, Spring 2006

Another type of writing support is available via peers in the course. During some course sessions, you will receive and give feedback to peers on drafts of their work for the course. Additionally, you are encouraged to use the George Mason University Writing Center for support in writing (support needs will vary among students). The web site for the Writing Center is: <http://writingcenter.gmu.edu/>. Many resources are available both on site and on the web, and students can now conveniently register online for appointments.

Class Schedule

791.001 and 791.631	791.002	PORTFOLIO COMPONENT DUE Bring to class...	CLASS/GROUP ACTIVITIES
<i>Class 1:</i> 1/22	Class 1: 1/29	<p>Bring the CEC Standards and the course syllabus to <u>all</u> class sessions. For each class, specific materials to bring are noted. Additionally, if you find it helpful to have the following materials to use during class, bring these to future classes:</p> <ol style="list-style-type: none"> 1. Personal laptop computer 2. Highlighters 3. Post-it notes 4. Pens/pencils to write feedback for peers 	<ol style="list-style-type: none"> 1. Identify and describe the Council for Exceptional Children (CEC) Standards. 2. Describe National Council for Accreditation in Teacher Education (NCATE) and how the CEC Standards relate to the Mason programs and NCATE. 3. Discuss Professional Portfolios and how they are used for assessment and reflection. 4. Review the course syllabus. 5. Discuss how to select artifacts to match CEC Standards. 6. Identify and describe content on an Artifact Entry Form (AEF). 7. Demonstrate how to complete and edit information on an Artifact Entry Form. 8. Model how to use the Peer-Review Forms for the Artifact Entry Forms as a self-evaluation process.
<p>ACTION: Within two weeks after Class 1, submit your first Artifact Entry Form draft to the Blackboard “drop box” so (a) the Instructor can provide you electronic feedback, (b) you have time to review the feedback and seek clarification if necessary, (c) you can revise your first Artifact Entry Form, and (d) then you can develop your second Artifact Entry Form draft prior to Class 2. These are the two AEFs you bring to Class 2 for peer-review.</p>			

NOTE: Throughout the semester, there are due dates for submitting drafts to the Instructor so that you can receive and act on Instructor feedback. **You must submit your draft by the date specified for your section of this course in order to receive Instructor feedback. Late submissions compromise your capacity to receive and act on Instructor feedback. Late submissions will impact the grade you earn in this course.**

791.001 and 791.631	791.002	PORTFOLIO COMPONENT DUE Bring to class...	CLASS/GROUP ACTIVITIES
Class 2: 2/12	Class 2: 2/19	Bring to 2nd class: <ol style="list-style-type: none"> 1. Two completed Artifact Entry Forms (AEFs) drafts for peer review (refer to actions since Class 1: One AEF is now revised based on Instructor feedback two weeks ago, and the other AEF has been developed since then; both will be reviewed by peers this session). 2. Four copies of the AEF Peer-Review Forms. 	<ol style="list-style-type: none"> 1. Describe the peer-review process (refer to the forms you brought this class). 2. Facilitate peer reviews of each person's two Artifact Entry Forms. 3. Elicit identification of the three artifacts each person will focus on for the remaining Artifact Entry Forms (total of five for Midpoint Portfolio). 4. Describe how the process and content for the AEFs comprise a foundation for some components of the Introductory Narrative. 5. Identify and describe the sections of the Introductory Narrative (IN). 6. Demonstrate how to complete and edit the Introductory Narrative. 7. Model how to use the Peer-Review Forms for the Introductory Narrative as a self-evaluation process.
<p>ACTION: Within two weeks after Class 2, all five of your Artifact Entry Forms should be completed, revised per peer/self/Instructor feedback, and in excellent shape for content and format. Submit each of your five completed Artifact Entry Forms to TaskStream along with the corresponding Artifact.</p> <p>Note when you submit these that the five AEFs are your Final submissions. You will not receive any more Instructor or peer feedback unless (a) you specifically seek it or (b) there are revisions still needed on the Artifact Entry Forms.</p> <p>Follow directions for submitting the AEFs with their corresponding artifact to TaskStream. Remember that once you submit work to TaskStream, it will be rated. Consequently, make sure the content is excellent and ready to be reviewed before submitting.</p>			

791.001 and 791.631	791.002	PORTFOLIO COMPONENT DUE Bring to class...	CLASS/GROUP ACTIVITIES
<i>Class 3:</i> <i>3/4</i>	Class 3: 3/18	Bring to 3rd class: 1. A draft of your Introductory Narrative. 2. Two copies of the IN Peer-Review Form.	<ol style="list-style-type: none"> 1. Describe the peer-review process (refer to the forms you brought this class). 2. Facilitate peer reviews of each person's Introductory Narrative. 3. Describe how to organize the Midpoint Portfolio (e.g., Table of Contents). 4. Schedule each person's Midpoint Portfolio presentation date and time (sign-up sheet completed during this class).
<p>ACTION: At least two weeks prior to your Midpoint Portfolio Presentation, your Introductory Narrative must be submitted to the Instructor for review. Submit your IN to the course Bb drop box, and alert the Instructor via e-mail that your IN is ready to be reviewed. Electronic feedback will be provided to you within one week after you send the e-mail. Plan carefully so you have time to make refinements prior to your Midpoint Portfolio presentation.</p>			
<i>Class 4:</i> <i>3/25</i>	Class 4: 4/1	Bring to 4th class: 1. Hard copies of your Midpoint Portfolio content, organized with finalized or drafts of content (e.g., AEFs were finalized by you by Class 3). 2. One copy of the Portfolio Evaluation form. 3. One copy of the Portfolio Presentation Process.	<ol style="list-style-type: none"> 1. Identify the location of the Online Program Critique (on course Bb site) to be completed prior to Midpoint Portfolio presentation (also describe documentation). 2. Describe the process for presentation of Midpoint Portfolios. 3. Facilitate peers' review of each others' content-to-date for all components of the Midpoint Portfolio. 4. Elicit a volunteer to facilitate the "Student Ratings of Instruction" process.

791.001 and 791.631	791.002	PORTFOLIO COMPONENT DUE Prepare/submit electronically prior to your Midpoint Portfolio Presentation date/time:	CLASS/GROUP ACTIVITIES
Class 5: 4/15	Class 5: 4/22	Finalize all content for your Midpoint Portfolio, submit to TaskStream, and be prepared to present your Midpoint Portfolio on your scheduled presentation date/time (which may be during the 5th class session or another date/time, depending on what you signed up for during Class 3). Materials for your Midpoint Portfolio Presentation include: <ol style="list-style-type: none"> 1. Two completed copies of the Portfolio Evaluation forms that designate what parts of each Standard align with your AEFs. 2. Documentation that Online Program Critique has been completed. 3. Midpoint Portfolio 	<ol style="list-style-type: none"> 1. Receive documentation that the Program Critique has been completed (usually an e-mail sent to students as the last step). 2. Request both copies of the partially completed Portfolio Presentation form. 3. Conduct the Midpoint Portfolio Presentations with individual students (sign-up occurs during Class 3). 4. Inform students about their Midpoint Portfolio grade at the conclusion of their presentation. <p>NOTE: Class 5 sessions of this course will be your 1:1 Midpoint Portfolio Presentation. We will <u>not</u> be meeting as large groups. Note the location for Midpoint Portfolio Presentations is in the Instructor's office, not the course classroom.</p>
<p>ACTION: Follow directions given in class (and refer to directions on the Bb site) for submitting the Midpoint Portfolio content to TaskStream. Remember that once you submit work to TaskStream, it will be rated. Consequently, make sure the content is excellent and ready to be reviewed before submitting.</p>			