

EDSE 791 001: Performance-Based Assessment of CEC Standards: Individual Portfolio Development: Midpoint Portfolio (1) When students have completed 4 to 6 EDSE courses, they must enroll in this course before enrolling in a 7th EDSE course (1 credit).

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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 three 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 core and specialty area standards.
- Will have presented this portfolio to program faculty and peers.
- Given GMU program feedback.

Relationship of Course to Program Goals and Professional Organizations

EDSE 791 and 792 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 midpoint and end point evaluations.

GSE Syllabus Statements of Expectations

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

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- 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 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.

Nature of Course Delivery

Learning activities include the following:

In-class discussions on the nature of teacher preparation program portfolios, peer discussion and cooperative learning.

NOTE: The syllabus may change according to class needs. If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, please call and/or make an appointment with instructor as soon as possible.

Content/Activities of Classes

Class 1: August 29

Overview of class requirements, in class reading of Selecting artifacts for your portfolio from course packet, discuss how to select documents for section II of portfolio, review class logistics.

	READING DUE	PORTFOLIO PIECE DUE	CLASS ACTIVITIES
Class 2: Sept. 26, 2005	Guidelines for Portfolio Use in Initial Teach Education	Two artifacts/ documents and entry pages due. Identify 3 additional artifacts/ documents	Discuss readings – the nature of Initial Teacher Education Portfolios. Revisit discussion of how we know if an artifact/document addresses a particular CEC standard. Peer and instructor review of 2 artifacts/documents included.
Class 3: Oct. 17, 2005	Lyons, N. (1998). Reflection in teaching: Can it be developmental? A portfolio perspective. Teacher Education Quarterly, 25(1), 115-127.	Narrative due. Five artifacts/ documents and entry pages should now be done.	Discuss Narrative in light of the article on Reflection in teaching. Peer and instructor review of narrative.
Class 4: Nov. 7, 2005	Zeichner K, Wray S (2001). The teaching portfolio in US teacher education programs: what we know and what we need to know. Teaching and Teacher Education, 17, 613-621.	Revised Narrative due. Program critique due.	Discuss Narrative in light of the Zeichner article.

Class 5: Presentation of portfolio to instructor.
November 21, 2005 or by appointment

Evaluation

- Portfolio development and presentation

Grading Criteria

- Satisfactory
- In Progress
- No Credit

Regularly check blackboard announcements and GMU email for class updates

REPRESENTATIVE FORMAT FOR PORTFOLIO DEVELOPMENT ASSIGNMENT

Please include

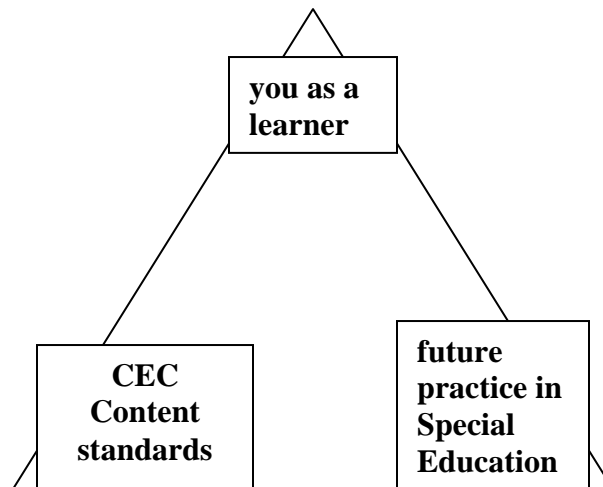
- Table of Contents that is reader-friendly, enabling readers to find materials easily. The Table of Contents should make it clear to a reader that you have organized materials carefully and logically.

- The Following Three Sections:

I. Introductory Narrative: Prepare a narrative to accompany your portfolio. Include a description of the approach you took to building your portfolio

- Your rationale for the approach (with resources cited)
- A brief summary of the portfolio contents
- Your thoughts about developing your portfolio
- What was most surprising to you about the process?
- What was hard? What was easy?
- What did you learn in the process?

The major part of this section is a reflection on how your coursework at GMU relates to **you as a learner**, how you have met the **CEC Content standards** (what showed your skills/knowledge) and how you integrate the skills/knowledge you have gained to your **future practice in Special Education**.



Be sure to refer to specific examples (from section II of portfolio) to illustrate your reflections you are making. This part of your narrative should focus on reflection rather than a repetition of description/analysis of artifacts as is done on the entry forms.

- II.** The actual 10 sections, 1 for each standard in the portfolio with accompanying documents/artifact. By your final portfolio you will have at least three entries for each standard (midpoint portfolio requires a minimum of 5 documents/artifacts). On

the entry form for each document/entry form there is a section on the reasoning behind use of this particular document/artifact. In that section put the necessary information to indicate why you selected this artifact, how it demonstrated competence/knowledge of the standard.

- III. Program Critique Based on the information contained in your portfolio and your personal experiences suggest changes you view as needed in your GMU program? What components of your GMU program did you find helpful and that you would suggest as experiences for other students in your specialty area.:

EXAMPLE PORTFOLIO ENTRY FORM

PORTFOLIO ENTRY FORM
Based on CEC Professional Standards

Program Concentration _____

Entry mainly reflects Knowledge or Skills (circle one)

Course from which document/artifact was produced: _____

Semester course taken: _____ Instructor: _____

Reasoning behind use of this particular document/artifact?

Special Education Content Standard #10: Collaboration

Special educators routinely and effectively **collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.** This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a **resource to their colleagues** in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to **facilitate the successful transitions** of individuals with ELN across settings and services.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.