

**George Mason University
Graduate School of Education
Program: Special Education**

**EDSE 791 (Section 603): Performance-Based Assessment of CEC Standards:
Individual Portfolio Development: Midpoint Portfolio
Syllabus for Spring 2004**

Instructor: Mrs. Janice L. Winters, Ph.D.
E-mail: jwinters@gmu.edu
Mailing Address: Kellar Institute, MSN 1F2, GMU, Fairfax, VA 22030-4444
Telephone #: (H) 703-262-0994 (Office) 703-993-3670 (Fax) 703-620-0210
Course Dates: Saturday, January 24 and Saturday, March 13, 2004
Location and Time: Fairfax High School, Fairfax, VA
9:00 a.m. to 3:00 p.m. each class session

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. This Individual Portfolio Development course is taken when students have completed 4 to 6 EDSE courses and before enrolling in a 7th EDSE course. One (1) semester hour credit is earned for fifteen (15) contact hours.

Student Outcomes

Upon completion of the course, students will have:

- Completed a midpoint performance-based portfolio that is organized by program specifications in alignment with the CEC common core and knowledge and skill base for all beginning special education teachers of students with learning disabilities and emotional disturbance. Further alignment with the CEC content area standards will be in evidence.
- Participated in two cooperative learning experiences and reviewed the midpoint portfolio of two different peers.
- Presented this portfolio to program faculty and peers.

Relationship of Course to Program Goals and Professional Organizations

EDSE 791 is 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. For a copy of the CEC standards, go to the following web site: <http://www.cec.sped.org> and click on "Professional Standards, Recognition and Accreditation." This course addresses the Council for Exceptional Children (CEC) and the National Council for the Accreditation of Teacher Education (NCATE) standards by meeting midpoint and end point evaluations.

Portfolio Class-Midpoint 2

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 the instructor or need special arrangements, please call and/or make an appointment with the instructor as soon as possible. Students may also call the George Mason University Disability Resource Center at 703-993-2474 for further assistance.

Nature of Course Delivery

Learning activities include the following:

Class lectures; peer discussion, peer reviews, and cooperative learning; application activities; and class presentation of portfolio.

No Required Texts

Evaluation

- Class attendance
- Class participation and completion of peer reviews of two different portfolios
- Portfolio development and presentation

Grading Criteria/Scoring Rubric:

(Refer to “Evaluation of GSE Special Education Candidate Midpoint Portfolio”)

- **Satisfactory**
- **In Progress**
- **No Credit**

The Portfolio

The portfolio is a collection of artifacts and reflective entries that represent your professional experiences, competencies and growth over a period of time. The portfolio is assembled in a three-ring binder (3-4 inches deep) that contains an abundance of the student’s best artifacts collected throughout the graduate program from a variety of activities, such as course assignments, field experiences, classroom observations, and reflective pieces. Each section and document/artifact should be presented in a plastic sleeve for ease in inserting and removing items. The midpoint portfolio will be expanded during the final portfolio course.

The professional portfolio is carefully organized to assess the level of competence the student has achieved. It is important to note that this is both a process and a product. As the student reviews, selects, and reflects on his/her collected artifacts, the process of self-assessment is undertaken. Together the course instructor and the student evaluate the degree of competence that the student has achieved. At the end of the student’s program, during the final portfolio course, the assessment portfolio may be shared with external evaluators, such as school administrators. A passing score on the final portfolio is required in order to be approved for the graduate special education certificate and the master’s degree.

Portfolio Class-Midpoint 3

Class Session	Portfolio Piece Due	Class Activities
<p>Saturday, January 24</p>	<ul style="list-style-type: none"> • Three Ring Binder • Notebook Dividers • Plastic sleeves/sheet protectors • Syllabi for courses completed • Artifacts/Assignments and Projects 	<ul style="list-style-type: none"> • Review Syllabus, related course materials, and requirements • Review CEC Knowledge and Skills • Review CEC Content Standards and Entry Forms • Review Samples of Annotated Table of Contents, Introductory Narrative, Entry Form, Post Script, and completed portfolio • Draft portfolio entry forms for at least 2 artifacts that address 2 different CEC content standards • Use Reviewer Forms to review two different peers' draft entry forms • Begin to write the Introductory Narrative
<p>Saturday, March 13</p>	<ul style="list-style-type: none"> • Resume • Post Script • Five completed entry forms • Introductory Narrative • Table of Contents • Portfolio Notebook with cover and tabs for each section 	<ul style="list-style-type: none"> • Use Reviewer Forms to review two completed portfolios • Revise and edit portfolio based on comments from reviewer • Present completed Midpoint Portfolio to Instructor for final evaluation • Complete Course Evaluations

REPRESENTATIVE FORMAT FOR PORTFOLIO DEVELOPMENT ASSIGNMENT

I. **ANNOTATED TABLE OF CONTENTS**

This section of the portfolio should be reader-friendly, enabling readers to find materials easily. The Table of Contents should make it clear to the reader that you have organized materials carefully and logically. Annotations should provide brief overview information about each section included in the portfolio. Identify each tab and list the artifacts that relate to each standard.

II. **INTRODUCTORY NARRATIVE (MIDPOINT)**

Prepare a narrative to accompany the portfolio. It should be **reflective of you as a learner**, and provide an understanding of how you integrate the knowledge you have gained to your practice in Special Education. Include a description of the approach you took to building the portfolio and your rationale for the approach, including your thoughts about what was hard, what was easy, and what you learned in the process. Give a brief summary of the portfolio contents, including what is contained in all 10 standards and which classes were related to the documents/artifacts selected. Be sure to refer to specific examples in the portfolio to support and illustrate your points. At this midpoint, you may not have addressed all 10 standards in your portfolio. Please note this in the narrative.

III. **THE ACTUAL 10 CEC STANDARDS**

There should be a tab for each of the following CEC Standards with accompanying documents/artifacts: **Foundations, Development and Characteristics of Learners, Individual Learning Differences, Instructional Strategies, Learning Environments and Social Interactions, Language, Instructional Planning, Assessment, Professional and Ethical Practice, and Collaboration. For the midpoint portfolio, five entries and artifacts are required. By the final portfolio, you will have at least 3 entries for each standard.**

IV. **POST SCRIPT**

The postscript is a 2-3 page narrative of your **reflection on the process of creating the portfolio and your program at GMU**. Discuss whether there were parts of the portfolio that were hard to complete because of weaknesses in the program or in a particular course. Compare your current professional competencies with those you possessed when you started the program. What did you learn in the process? What might you change to make this project more useful to you.