George Mason University (GMU) - Graduate School of Education (GSE)  
Special Education Cohort Program  
Prince William Cohort V  
Fall 2004  

EDSE 791, Section 617: Midpoint Portfolio (1 semester hour credit; 15 contact hours)  
Performance-Based Assessment of the Council for Exceptional Children (CEC) Standards  
Individual Portfolio Development taken when students have completed 4 to 6 EDSE courses and before enrolling in a 7th EDSE course.  

Instructor: Dr. Jane A. Razeghi  
Associate Professor  
Special Ed & Alt Ed  
Krug Hall, Rm 105  
703-993-2055  

Mailing Address:  
Graduate School of Education-GMU  
4400 University Drive, MS 1F2  
Fairfax, VA 22030  
Fax: 703.993.3681  

COURSE DATES/TIMES/LOCATIONS:  
Pr Wm Cohort #5: Thursdays, September 9 – December 16 (Meets in conjunction with EDSE 629)  

COURSE DESCRIPTION  
This course provides an opportunity for students to develop their professional 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 this course, students will have:  
• Completed a midpoint performance-based professional portfolio that is organized by program specifications in alignment with the CEC content area standards.  
• Presented this portfolio to program faculty and peers.  

Relationship of Course to Program Goals and Professional Organizations  
EDSE 791: Midpoint Portfolio is the first part of two portfolio courses; EDSE 792 is the final portfolio course. These courses are part of the George Mason University, Graduate School of Education, and Special Education Program required for teacher licensure in the Commonwealth of Virginia in Special Education and the Master’s of Education Degree (M.Ed.). 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) and the National Council for the Accreditation of Teacher Education (NCATE). This course addresses the following CEC/NCATE standards:  

1. Foundations  
2. Characteristics of learners  
3. Individual learning differences  
4. Instructional strategies  
5. Learning environments  
6. Language  
7. Instructional planning
8. Assessment
9. Ethics and professional practice
10. Collaboration

NATURE OF COURSE DELIVERY
Learning activities include the following: Class lecture, peer review and discussion, cooperative learning, application activities, and class presentation of portfolios. This syllabus is subject to change based on the needs of the class.

EXPECTATIONS:

- 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.

IMPORTANT NOTES:

- 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.
- For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, demonstrate professional behavior in the classroom (see attached Professional Disposition Criteria), and complete all assignments with professional quality and in a timely manner.
- When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member (not from the instructor(s)) prior to the class meeting that follows the absence.
- Exemplary work may be kept and shared in the future.
- Routine access (daily) to electronic mail and the internet for communication and assignments is crucial to participation in this class; students are required to activate their GMU email account; if desired, follow mail forwarding procedures to have email sent to your ISP email address. GMU makes such accounts available at no cost to students.
- For each in-class hour devoted to EDSE 791 content, students are expected to spend 2 hours outside of class on course related assignments (30 hrs. during the semester).
COURSE REQUIREMENTS

- Midpoint Portfolio & related documents
- Portfolio development and presentation
- Active participation in reviewing student portfolios
- Program critique

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 3-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, reflective pieces, publications, letters of acknowledgement, and awards. 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.

Evaluation

a. Class attendance and participation
b. Portfolio development and presentation

Grading Criteria (see attached Evaluation of GSE Special Education Candidate Midpoint Portfolio scoring rubric)

- Satisfactory
- In Progress
- No Credit
# PROPOSED MIDPOINT PORTFOLIO CLASS AGENDA

<table>
<thead>
<tr>
<th>Session</th>
<th>PORTFOLIO PIECE DUE</th>
<th>CLASS ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 10/21</td>
<td><strong>Bring to 1st class session:</strong>  &lt;br&gt;1. Artifacts (5 graded assignments &amp; projects from different courses that include professor’s comments or without if unavailable)  &lt;br&gt;2. Syllabi for all courses completed  &lt;br&gt;3. Draft resume  &lt;br&gt;4. Personal laptop computer if desired</td>
<td>• Review course syllabus and related course materials &amp; requirements  &lt;br&gt;• Overview of assessment via portfolios  &lt;br&gt;• Review CEC Content Standards  &lt;br&gt;• Review how to select artifacts to match CEC standards  &lt;br&gt;• Draft portfolio entry forms for at least 2 artifacts that address 2 different CEC content standards  &lt;br&gt;• Use Reviewer Forms to review peers’ entry form(s) drafts  &lt;br&gt;• Begin to write the Introductory Narrative  &lt;br&gt;• Instructor facilitates reviews of materials with students</td>
</tr>
<tr>
<td>2 10/28</td>
<td><strong>Bring to 2nd session:</strong>  &lt;br&gt;1. Portfolio notebook with tabs and beginning table of contents  &lt;br&gt;2. Five entry forms (completed) with matching artifacts  &lt;br&gt;3. Five (5) blank copies of the Reviewer Forms  &lt;br&gt;4. Revised resume  &lt;br&gt;5. Draft of Introductory Narrative</td>
<td>• Introductory narrative reviewed by peers using reviewer forms  &lt;br&gt;• A set of 5 portfolio entry forms and matching artifacts reviewed by at least 3 peers  &lt;br&gt;• Feedback on resume  &lt;br&gt;• Begin portfolio reviews using the “Portfolio Review Form”  &lt;br&gt;• Begin drafting Program Critique  &lt;br&gt;• Schedule portfolio reviews</td>
</tr>
<tr>
<td>3 12/16</td>
<td><strong>Bring to 3rd session:</strong>  &lt;br&gt;<strong>Completed Midpoint Portfolio</strong>  &lt;br&gt;1. Portfolio binder with cover  &lt;br&gt;2. Table of Contents  &lt;br&gt;3. Tabs for each section  &lt;br&gt;4. Introductory Narrative  &lt;br&gt;5. Five revised, completed entry forms with matching artifacts  &lt;br&gt;6. Resume  &lt;br&gt;<strong>Other:</strong>  &lt;br&gt;1. Three completed Portfolio Reviewer Forms  &lt;br&gt;2. <strong>Program Critique (this is to be submitted with separately at the beginning of this session &amp; should NOT include your name</strong></td>
<td>• Presentation of completed Midpoint Portfolios  &lt;br&gt;• Review by faculty and peers</td>
</tr>
</tbody>
</table>
REPRESENTATIVE FORMAT FOR PORTFOLIO DEVELOPMENT ASSIGNMENT

Portfolio Content:

- **Cover** – Be creative. Include personal identification information. Use color and graphics to individualize your portfolio.

- **Prepare a tab for each section of the notebook.**

- **Table of Contents** – This list of contents should make it easy for you and your reviewers to locate specific parts of your portfolio. It should be obvious to the reader that you have organized materials carefully and logically. Identify each tab and standard; list the artifacts that relate to each standard indicating from which course or experience the artifact was produced.

I. **Introductory Narrative**

Prepare a narrative to accompany the portfolio. Include a description of the approach you took to building your portfolio, including:

a. Your rationale for the approach taken
b. A brief summary of the portfolio contents and where/when produced
c. Discuss your experience in creating a portfolio.
   - What was most surprising to you about the process of creating the portfolio?
   - What was difficult?
   - What was easy?
   - What did you learn in the process?
   - Compare your current professional competencies with those you possessed when you started the program.
d. How your coursework at GMU relates to you as a learner and how you will integrate the CEC standards and your skills/knowledge to your future practice in Special Education.
e. Reference to specific examples (from section II of portfolio) to illustrate your reflections on how you are meeting CEC Content standards.

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.

II. **A section for each of the ten CEC Content Standards with accompanying documents/artifacts (for the midpoint only 5 entries & artifacts are required; one artifact may be used to address 2 standards).** By your final portfolio, you will have at least 3 entries for each standard. There should be a tab for each of the following:

1. Foundations
2. Characteristics of learners
3. Individual learning differences
4. Instructional strategies
5. Learning environments
6. Language
7. Instructional planning
8. Assessment
9. Ethics and professional practice
10. Collaboration
A. **Include an entry** form for each document/artifact that addresses the CEC Professional Content Standards listed above.

Three parts to each entry form (attached here):

- **What is the artifact?** (case study; PowerPoint presentation; teaching evaluation; lesson plan; video-tape, literature review; or other).
- **How does it relate to the standard above?** (use language of the standard to explain how it relates).

B. **Artifacts** (2 or 3 for each standard). Select two or three artifacts from your completed courses that demonstrate your competence with each of the ten CEC Professional Standards. Try to include a VARIETY of artifacts that show the breadth of your experience, skills, and knowledge. Artifacts may include: student work samples, journal article reviews, photos, assessments, observations, lesson plans including student assessment and lesson feedback from your cooperating teacher or supervisor, course work from your classes, behavior support plans, field observations, research papers, and other relevant items.

*Note:* When possible, each artifact should include the comments and grades from your instructors.

- **Resume**

  Present your professional experiences, education, and awards in no more than 2 – 3 pages. Be sure to highlight your professional experiences, and education.

- **Program Critique:** (present as a separate document rather than in the portfolio)

  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.
SAMPLE PORTFOLIO ENTRY FORM
Based on CEC Professional Standards

Program Concentration:  __X_ ED/LD  ____ ED/LD/MR  ____X M.Ed.

Course Number/Title where document/artifact was produced:
EDSE 540 Characteristics of ED/LD

Semester course taken:  Fall 2004   Instructor(s):  Dr. Bonnie Jones

Special Education Content Standard #1   Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

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 program is preparing candidates.

1.  What is this artifact? (case study; PowerPoint; teaching evaluation; lesson plan; video; literature review; response to exam question)

This artifact is a quiz that we took in EDSE 540: Characteristics of ED/LD. For this quiz, we were required to memorize the federal definitions of Learning Disability and Emotional Disability. In class we had to reproduce the definitions word-for-word.

2.  How does it relate to the standard above? (use language of the standard to explain how it relates)

This document relates to the standard #1 because it demonstrates my knowledge of relevant laws and policies that apply to learning and emotional disabilities. For this quiz we were required to memorize the federal definitions for Emotional Disability and Learning Disability. Having rote knowledge of these definitions is fundamental to knowing and understanding the relationships of organizations of special education to the organizations and functions of schools. We, as special educators, need to be aware that the definition was compiled as a result of collaboration between many advocacy groups and experts for people with disabilities. The structure of our school programs for LD/ED is directly related to these definitions.

Additionally, we are legally bound by these current definitions and should use them as a ground upon which to construct our own personal understandings and philosophies of special education. I understand that the federal definitions were developed as part of an evolving and changing discipline based on philosophies, evidence-based principles and theories. Knowing who is eligible for special education services, based on the federal definitions, shows that I understand how laws and policy influence professional practice, including assessment, instructional planning, implementation, and program evaluation. As Dr. Jones said in class, if we are to present ourselves as “masters” of learning and emotional disabilities, we should have more than a working knowledge of the defining characteristics of the disabilities. This quiz demonstrates that I have acquired that knowledge.
Sample PORTFOLIO ENTRY FORM
Based on CEC Professional Standards

Program Concentration:  X_ED/LD _____ED/LD/MR _____X_M.Ed.
Course Number/Title where document/artifact was produced:
EDSE 501: Introduction to LD/ED
Semester course taken: Spring 2003 Instructor(s): Sheila Smith

Special Education Content Standard #2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual’s with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

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.

1. What is this artifact? (case study; PowerPoint; teaching evaluation; lesson plan; video; literature review; response to exam question)

   This is a field observation and report on the observation. I spent a morning observing a student with Down’s syndrome in the general education classroom and the special education classroom. I then wrote a report based on my observation.

2. How does it relate to the standard above? (use language of the standard to explain how it relates)

   This field observation demonstrates both skill and knowledge needed for CEC Standard #2. The time that I spent observing this student with Down’s Syndrome in the general and special education classrooms helped me to recognize some of the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). I was able to observe typically developing kindergartners and a child with ELN in the same setting, side-by-side. I gained knowledge about effective and ineffective ways to respond to the varying abilities and behaviors of individual’s with ELN.

   During this field observation I saw teachers who demonstrated respect for their students, first, as unique human beings. Unfortunately, I also saw examples of teachers who were doing little more that warehousing students. Both experiences gave me a better understanding of how the experiences of individuals with ELN can impact the individual’s ability to learn and interact socially.

8
PORTFOLIO ENTRY FORM
Based on CEC Professional Standards

Program Concentration: ___X_ ED/LD _____ED/LD/MR ___X__M.Ed.
Course Number/Title where document/artifact was produced: EDSE 627 Psy Assess.
Semester course taken: ___Fall 2003 ______ Instructor(s): _S. Geller________

Special Education Content 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.

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.

1. **What is this artifact?** (case study; PowerPoint; teaching evaluation; lesson plan; video; literature review; response to exam question)

This artifact is an assessment case study that I completed in EDSE XXX. I selected a student and evaluated his skills using three different assessment methods: informal observation, the Woodcock Johnson, and a curriculum based assessment. I summarized the results of these assessments in a formal report and then updated his IEP based on the evaluation. I presented my results to a small group in my class.

2. **How does it relate to the standard above?** (use language of the standard to explain how it relates)

This project demonstrates my ability to administer formal and informal assessments and use the results of those evaluations to design appropriate learning environments, identify supports and adaptations required for the student to access the general curriculum and to participate in school. My use of appropriate confidentiality safeguards (seeking and receiving written permission from the parents) demonstrates my understanding of the legal provisions and ethical principles regarding assessment of individuals. My class presentation demonstrated my ability to report assessment results using effective communication skills (see professor’s comments).
Example of the beginning of a portfolio narrative……..

Rationale

The purpose of this portfolio is to fulfill the graduate requirement for the Graduate School of Education (GSE) at George Mason University (GMU). The contents are meant to be representative of the ten performance-based CEC standards, reflecting course content, material and experiences. What is also the intention of these artifacts is the reflection of my growth as a graduate student and a special education teacher. While in the GMU program I have met the CEC standards about to be presented through hands-on, comprehensive projects designed to reflect the most current theories and practices in the field today. What was theory on Tuesday nights when we met for class would quickly become practical application the next day. For two years I have read, researched and applied the lessons learned weekly. From this I am a stronger teacher, yet still learning, and can say with confidence that I am aware of the changes in the field around me. These portfolio contents symbolize the experience and knowledge gained during the past two years 2002-2004 in the GMU cohort. The cohort was the first of its kind between Prince William County Schools (PWCS) and GMU, offering both the certification process with the possibility of a Master’s Degree in Special Education.

The design of this portfolio is twofold. First is the Introductory Narrative section, describing the rationale and purpose of this collection. Next is the standard and artifact section wherein the ten CEC standards are identified and defined, along with artifacts representative of them. In creating this portfolio it was intended to present the artifacts so that someone with no experience in special education could read the entries and understand the foundation of the professional principles and practices. It was also the
Example of a Table of Contents

I. Narrative

II. CEC Objectives
   1. Foundations
      a. Group Power Point Presentation-Characteristics of Learning Disabilities
         EDSE 501- Introduction to Special Education
         Kay Cooper
      b. Position paper comparing and contrasting Prince William County Code of Behavior to Positive Behavior Intervention Support (PBIS)
         EDSE 502- Classroom Management and Applied Behavior Analysis
         Mike Friedman
      c. Final Exam
         EDSE 501- Introduction to Special Education
         Kay Cooper

   2. Development and Characteristics of Learners
      a. Case Study of a student with a learning disability
         EDSE 501- Introduction to Special Education
         Kay Cooper
      b. Reaction paper-“The Trouble with Evan”
         EDSE 540- Characteristics of Students with ED/LD
         Dr. Janice Winters
      c. Group Power Point Presentation on the typical development milestones of adolescents
         EDSE 501- Introduction to Special Education
         Kay Cooper

   3. Individual Learning Differences
      a. Classroom observation of a student with ELN (Exceptional Learning Needs)
         EDSE 501- Introduction to Special Education
         Kay Cooper
      b. Case study of a student with ELN (Exceptional Learning Needs)
         EDSE 501- Introduction to Special Education
         Kay Cooper
      c. Reaction Paper- “All Our Children”
         EDSE 540- Characteristics of Students with ED/LD
         Dr. Janice Winters
Midpoint Portfolio Reviewer Form (Informal)

Name of Person Whose Portfolio You Are Reviewing __________________________ Date __________

Completed by: (check one & include signature)

___ peer reviewer: Name ________________________________

___ faculty member: Name ________________________________

___ other (school division staff) Name ________________________________

Each document/artifact has an accompanying entry form. Review the student’s entry form for each artifact and provide written feedback. Use the back for additional comments. Respond to the statements with the following rating scale:

5 = strongly agree
4 = agree
3 = agree somewhat, but could be more clearly written
2 = disagree
1 = strongly disagree
0 = not clear at all (or missing)
IP = in progress

<table>
<thead>
<tr>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

Please note missing or incorrect parts of the entry forms below. Or use this space for other relevant comments. Use the back of this form to continue comments, if needed.
Evaluation of GSE Special Education Candidate Midpoint Portfolio

Student Name:            Date:

Number of Artifacts:

<table>
<thead>
<tr>
<th>Level</th>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midpoint Portfolio</td>
<td>5 artifacts included (one artifact may be used for 2 standards)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CEC Content Standards

<table>
<thead>
<tr>
<th>CEC Content Standard</th>
<th>Standards Alignment</th>
<th>Artifacts Contribute to Candidate Mastery of the Standard</th>
<th>All Artifacts are Student's Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must identify each artifact included (PPT; case study; curriculum unit; etc.)</td>
<td>In Progress</td>
<td>In Progress</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>No clear connection between the artifacts and the standard</td>
</tr>
<tr>
<td>1. Foundations</td>
<td>In Progress</td>
<td>In Progress</td>
<td>No clear connection between the artifacts and the standard</td>
</tr>
<tr>
<td>1.</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Artifacts demonstrate adequate knowledge and skill base in standard</td>
</tr>
<tr>
<td>2.</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Artifacts demonstrate adequate knowledge and skill base in standard</td>
</tr>
</tbody>
</table>

1. Foundations
2. 
3. 

2. Characteristics of Learners
1. 
2. 
3. 

3. Individual Learning Differences
1. 
2. 
3. 

13
<table>
<thead>
<tr>
<th>CEC Content Standard</th>
<th>Standards Alignment</th>
<th>Artifacts Contribute to Candidate Mastery of the Standard</th>
<th>All Artifacts are Student’s Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must identify each artifact included (PPT; case study; curriculum unit; etc.)</td>
<td>In Progress</td>
<td>Satisfactory</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>No clear connection between the artifacts and the standard</td>
<td>Artifacts address content of standard</td>
<td>Artifacts demonstrate inadequate candidate knowledge and skill base in standard</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Learning Environments</td>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Assessment</td>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC Content Standard</td>
<td>Standards Alignment</td>
<td>Artifacts Contribute to Candidate Mastery of the Standard</td>
<td>All Artifacts are Student’s Work</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Student must identify each artifact included (PPT; case study; curriculum unit; etc.)</td>
<td>In Progress</td>
<td>Satisfactory</td>
<td>In Progress</td>
</tr>
<tr>
<td>No clear connection between the artifacts and the standard</td>
<td>Artifacts address content of standard</td>
<td>Artifacts demonstrate inadequate candidate knowledge and skill base in standard</td>
<td></td>
</tr>
</tbody>
</table>

9. Ethics and Professional Practice
1. 
2. 
3. 

10. Collaboration
1. 
2. 
3. 

**Narrative:**

<table>
<thead>
<tr>
<th>Element</th>
<th>In Progress</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description of Portfolio Development</td>
<td>Not Provided</td>
<td>Includes description of the approach taken to develop portfolio and a rationale for the approach</td>
</tr>
<tr>
<td>2. Reflections on how they have developed as a learner through their GMU program</td>
<td>Not Provided</td>
<td>Reflections are clear and delineate how coursework at GMU relates to the student as a learner</td>
</tr>
<tr>
<td>3. Reflections on how they will integrate the knowledge and skills gained into their future practice in special education</td>
<td>Not Provided</td>
<td>Reflections demonstrate how they will integrate the skills/knowledge gained at GMU to their future practice in special education.</td>
</tr>
<tr>
<td>4. Reflections on how they have met CEC standards</td>
<td>Not Provided</td>
<td>Reflections demonstrate how they have met the CEC standards</td>
</tr>
<tr>
<td>5. Reflections refer to artifacts in portfolio</td>
<td>Not Provided</td>
<td>Reflections refer to artifacts in Section II of the portfolio</td>
</tr>
</tbody>
</table>

**Post Script Included:**  ____ Yes  ____ No

**Resume Included:**  ____ Yes  ____ No
Program Critique Included: _____ Yes _____ No

Final Decision:

_____ Satisfactory  Student has submitted at least 5 artifacts that are his or her own work, that align with the CEC standards, and that demonstrate satisfactory mastery of elements of the CEC standards (see program entry forms). Narrative addressed 3 out of 5 elements of the narrative in a satisfactory manner. Post script is included.

_____ In Progress  Student has NOT submitted at least 5 artifacts that are his or her own work, that align with the CEC standards, and that demonstrate satisfactory mastery of elements of the CEC standards OR has NOT addressed 3 out of 5 elements of the narrative in a satisfactory manner OR has not included a program critique or post script.

Other Comments:

Reviewer Name:_________________________Reviewer Signature:______________________________