EDSE 792: Performance-Based Assessment of CEC Standards or AB Content Areas: Individual Portfolio Development: Final Portfolio (1) Students take this course when they are finishing their final coursework and internship (1 credit).

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<th>Instructors:</th>
<th>Dr. Michael M. Behrmann</th>
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<td>110A Krug Hall</td>
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<td></td>
<td>703/993-3670</td>
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<td></td>
<td><a href="mailto:mbehrman@gmu.edu">mbehrman@gmu.edu</a></td>
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<td>Office hours by appointment*</td>
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*Please contact Jancy Templeton at (703)993-3670 to schedule an appointment.

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 a final performance-based portfolio that is organized by program specifications in alignment with the CEC core and specialty area standards or the ABA Content Areas.
- Will have presented this portfolio to program faculty and peers.
- Given GMU program feedback.

Relationship of Course to Program Goals and Professional Organizations
EDSE 792 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 (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.

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:
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: Overview of class requirements, discuss artifacts, narrative, review class logistics.

Class 2 through 4: There are assigned readings, discussions and reviews to be completed. Once your group has formed, you need to decide how you will handle reviews and discussions and the time schedule you will use to complete those reviews and discussions.

Class 5: Presentation of portfolio to program faculty. Hand in Program Critique.

Evaluation
- Portfolio development and presentation

Grading Criteria
- Satisfactory
- In Progress
- No Credit

Check 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:

**Introductory Narrative:** Prepare a narrative to accompany your portfolio. Include a description of the approach you took to building your portfolio, the rationale for the approach (with resources cited), and a brief summary of the portfolio contents. 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.

**Sections for Artifacts:** 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.

**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.
**Future Schedule**

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<tr>
<th>DATE</th>
<th>READINGS TO BE DISCUSSED</th>
<th>PIECES TO COMPLETE &amp; REVIEW ON-LINE OR FACE TO FACE SMALL GROUP</th>
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<td><strong>Class #2</strong>&lt;br&gt;Wk of 10/7</td>
<td>o Review and discuss Zeichner article as a means to refamiliarize oneself with this portfolio process.&lt;br&gt;o Zeichner K, Wray S (2001). The teaching portfolio in US teacher education programs: what we know and what we need to know. <em>Teaching and Teacher Education, 17</em>, 613-621.</td>
<td>o Two new artifacts/documents and entry pages due. By the end of this week you should have a total of 15 artifacts/documents identified for use in your portfolio).&lt;br&gt;o Peer review of 2 artifacts/documents (all additional artifacts should be identified)</td>
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<td><strong>Class #3</strong>&lt;br&gt;10/28</td>
<td>o Read and Discuss Risko, V.J., Vukelich, C., &amp; Roskos, K. (2002). Preparing teachers for reflective practice: Intentions, contradictions and possibilities. <em>Language Arts, 80</em>, 134-144.</td>
<td>o Have a revised narrative prepared. This revised narrative builds upon you midpoint narrative.&lt;br&gt;o Peer review of revised narrative.</td>
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<td><strong>Class #4</strong>&lt;br&gt;11/18</td>
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<td>o Again revise your narrative based on your new understandings and peer feedback.&lt;br&gt;o Peer review of second revised narrative.&lt;br&gt;o Complete your Program critique.</td>
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**Class #5**<br>Final Portfolio Due 12/16<br>Portfolios Reviewed by Program Faculty