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:

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.

Students are expected to (a) attend all classes during the session, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete Reflections.

In-depth reading, study, and work on course requirements need outside class time. Students are expected to allot approximately three hours for class study and preparation for each credit hour weekly (a three credit hour course would require nine hours of work weekly in a 45-hour, semester course).

Use APA guidelines for all course assignments. This website links to APA format guidelines. http://www.psywww.com/resource/apacrib.htm

- Blackboard will be used to post important information for this course. Your professor will email you as soon as your email address is entered in the Blackboard system. The following is how you will access the Blackboard-GSE Login Page:
  1. Enter the URL http://blackboard.gmu.edu into your browser location field.
  2. Click on the Login button.
  3. Enter your Username & Password assigned to you. Most likely it will be your first initial of your first name and your entire last name (for example - jrazeghi). This will serve as both your username and password.
  4. Click Login.
It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

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>
</table>
| 1       | **Information on Midpoint Grade** | • Review syllabus & handouts  
          |                     | • Evaluate introductory narrative |
| 2       | **Bring to 2nd session:** | • Review of final portfolio narrative, entry forms, and physical notebook by peers using reviewer forms (from this syllabus)  
          | 1. Portfolio notebook with tabs and beginning table of contents  
          | 2. Thirty (or as many as possible) entry forms (completed) with matching artifacts  
          | 3. Five (5) blank copies of the Peeph Reviewer Forms from this syllabus  
          | 4. Draft of Final introductory Narrative | • Entry forms (completed to date) and matching artifacts reviewed by at least 3 peers  
          |                     | • Feedback on portfolio  
          |                     | • Begin drafting final Program Critique  
          |                     | • Schedule portfolio reviews |
| 3       | **Bring to 3rd session:** | • Presentation of completed Final Portfolios  
          | **Completed Final Portfolio** | • Review by faculty, peers & others  
          | 1. Portfolio binder with cover  
          | 2. Table of Contents  
          | 3. Tabs for each section  
          | 4. Introductory Narrative  
          | 5. Thirty completed entry forms with matching artifacts  
          | 6. Resume  
          | 7. Copies of completed Peer Reviewer forms (from this syllabus, completed during 2nd session meeting (above)) | Other:  
          |                     | 1. Program Critique |
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Comparison of Midpoint and Final Portfolios: At A Glance

<table>
<thead>
<tr>
<th>Requirement for Satisfactory Grade</th>
<th>Midpoint Portfolio</th>
<th>Final Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
<td>Notebook (about 3 inch)</td>
<td>Same</td>
</tr>
<tr>
<td></td>
<td>14 tabs (dividers)</td>
<td>Same</td>
</tr>
<tr>
<td><strong>Tab</strong></td>
<td><strong>Title</strong></td>
<td><strong>Midpoint Portfolio</strong></td>
</tr>
<tr>
<td>I</td>
<td>Table of Contents</td>
<td>For the midpoint, 5 completed Entry Forms for 5 artifacts are required.</td>
</tr>
<tr>
<td>II</td>
<td>Introductory Narrative</td>
<td>The Entry Form, in front of its artifact should be placed behind whatever Standard to which it is related.</td>
</tr>
<tr>
<td>III</td>
<td>CEC Standards</td>
<td>1 Foundations</td>
</tr>
<tr>
<td></td>
<td>2 Characteristics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Individual Learning differences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Instructional Strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Learning Environments &amp; Social Interactions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Language</td>
<td></td>
</tr>
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<td></td>
<td>7 Instructional Planning</td>
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<td></td>
<td>8 Assessment</td>
<td></td>
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<tr>
<td></td>
<td>9 Ethics &amp; Professional Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 Collaboration</td>
<td></td>
</tr>
<tr>
<td><strong>Artifacts (class products)</strong></td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>With professor’s comments, grade, rubric, etc.</td>
<td>With professor’s comments, grade, rubric, etc.</td>
</tr>
<tr>
<td><strong>Entry Forms</strong></td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>for each of the above 5 artifacts</td>
<td>for each of the 30 above artifacts</td>
</tr>
<tr>
<td><strong>Introductory Narrative</strong></td>
<td>-Must include all 5 elements identified on eval Element</td>
<td>-Must include all 5 elements identified on eval - See chart for midpoint. It’s the same 5 elements but from the perspective of having almost completed your program.</td>
</tr>
<tr>
<td></td>
<td>1. Description of Portfolio Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Reflections on how you have developed as a learner through your GMU program</td>
<td></td>
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<tr>
<td></td>
<td>3. Reflections on how you will integrate the knowledge and skills gained into your future practice in special education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Reflections on how you have met each of the CEC standards (a paragraph addressing each standard)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Reflections refer to artifacts in portfolio -Must address at least 3 CEC standards -You will need a heading for each of the 10 standards within your Introductory Narrative</td>
<td></td>
</tr>
<tr>
<td><strong>Resume</strong></td>
<td>Brief</td>
<td>Same</td>
</tr>
<tr>
<td><strong>Table of Contents</strong></td>
<td>-Must include the number, title &amp; name of professor who taught the course -Include <strong>5 artifacts</strong> you are submitting &amp; place holders for remaining artifacts -Follow example in attachments</td>
<td>-Must include the number, title &amp; name of professor who taught the course -Must include all <strong>30 artifacts</strong> -Follow example in attachments</td>
</tr>
<tr>
<td><strong>Program Critique</strong></td>
<td>This is a critique of the GMU/GSE program in which you are enrolled from the beginning until this midpoint.</td>
<td>This is a critique of the GMU/GSE program in which you are enrolled from the beginning until the completion (or this final point).</td>
</tr>
</tbody>
</table>
Introduction
PORTFOLIO GUIDELINES

1. What is a portfolio?
A portfolio is a collection of artifacts and reflective entries that represent your professional experiences, competencies and growth over a period of time (Costantino & DeLorenzo, 2002). Artists and designers display their creative works in a portfolio. In a growing trend, service professionals are using the medium of portfolio to collect and display their capabilities. For educators, a portfolio contains an abundance of your best artifacts that you collect throughout your program from a variety of activities, such as course assignments, field experiences, classroom observations, reflective pieces, publications, letters of acknowledgement and awards.

2. What is the portfolio requirement for the Special Education Graduate Certificate and Master’s cohort programs?
The portfolio is based on the Council for Exceptional children (CEC)’s Content Standards for Beginning Special Educators (What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers). The framework for this portfolio is based on these CEC standards. Throughout the duration of your program, you will collect artifacts that represent the knowledge and skills you have developed under these standards.

3. Who will see my portfolio?
After completion of five courses you will enroll in the Midpoint Portfolio course EDSE 791 and work with that instructor to document your progress in the program thus far. During the last semester of your program, you will enroll in the Final Portfolio course EDSE 792 and work with that instructor to prepare for your final portfolio presentation and assessment by GMU faculty and possibly other, external evaluators. Your portfolio may be shared with other graduate students and the special education faculty.

4. What is the final assessment portfolio?
It is a 3-ring notebook that contains an abundance of your best artifacts that you collect throughout your graduate program from a variety of activities, such as course assignments, field experiences, classroom observations, reflective pieces, publications, letters of acknowledgement and awards.

It is carefully organized to assess the level of competence you have achieved. It is important to note that this is both a process and a product. As you review, select, and reflect on your collected artifacts, you undertake the process of self-assessment. When your assessment portfolio is shared with your portfolio professor, GMU faculty, and/or your advisor, and others, together, you evaluate the degree of competence you have achieved. At the end of your program, the assessment portfolio may be shared with external evaluators, such as school administrators. You must have a passing score on your final portfolio to be approved for the graduate special education certificate and for the master’s degree in special education.

5. What is the purpose of this portfolio requirement?
There are two purposes:
• Gains for you as an individual student in documenting that you have met the CEC standards, and
• An evaluative measure of the Graduate School of Education’s priorities, as well as, the graduate special education certificate and master’s programs as they relate to the CEC standards and performance outcomes.

Student:
In addition to your self-assessment process as you prepare your assessment portfolio, you also have the opportunity to look broadly at all the competencies needed to become a special education teacher and/or leader. You will hear and see the competencies displayed in other students’ portfolios. From this whole process, you will gain insightful information that you can use in your ongoing professional development plan.
Program:
The GMU Graduate School of Education and the special education faculty will be using the results of your portfolio assessment to evaluate the effectiveness of the graduate certificate and master’s programs. Ongoing evaluation and recommendations for program improvement will be used to increase the effectiveness of the graduate special education programs.

6. What should my assessment portfolio contain?

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.** The first tab – table of contents.

- **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. If possible, identify each standard, list the artifacts attached that relate to that standard indicating the semester, year, and course professor in whose class it was produced.

**Introductory Narrative** (tab)

Prepare a narrative to accompany the portfolio. All 5 elements of the narrative evaluation should be included.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Writing Suggestions</th>
</tr>
</thead>
</table>
| 1. Description of Portfolio Development | - How did you begin to develop your portfolio?  
- Did you locate all of your syllabi and organize your artifacts according to each course that you too?  
- Did you begin by looking at each artifact and trying to determine which CEC standard it related to?  
- Includes description of the approach taken to develop portfolio and a rationale for the approach |
| 2. Reflections on how you have developed as a learner through your GMU program | Reflections are clear and delineate how coursework at GMU relates to you, the student, as a learner |
| 3. Reflections on how you will integrate the knowledge and skills gained into your future practice in special education | Reflections demonstrate how you will integrate the CEC skills/knowledge gained at GMU to your future practice in special education |
| 4. Reflections on **how you have met each of the CEC standards** (a paragraph addressing each of the 10 standards) | Reflections demonstrate **how you have met the CEC standards** |
| 5. Reflections refer to artifacts in portfolio | These are the artifacts included in your portfolio selected specifically because they demonstrate the knowledge and skills you’ve gained as a result of that experience (course requirement). |

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 artifacts document your skills/knowledge) and how you integrate the skills/knowledge you have gained to your future practice in Special Education.
I. 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.

Two 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.
Step 1 – Selecting Artifacts

After obtaining your notebook and tabs, begin by figuring out which artifact goes with which standard. Using the table, although incomplete, it will give you a good start at finding 30+ artifacts and the courses and standards to which they relate on pages 8 & 9, begin to select your first five artifacts.

There are several ways to determine which standard goes with which artifact. One way is as follows:

1. Begin with the standard;
   a. What is it saying
   b. Summarize primary concepts
   c. How would/could a prospective teacher learn the knowledge and skills outlined in the standard
   d. What would competence look like in terms of teacher behavior
   e. Does the standard describe you

2. Make selections: (representative, not comprehensive)
   a. In what course/class was the content of the standard addressed
   b. What particular assignments, projects, tests, etc. demonstrated your competence in this area
   c. Select the document that best portrays your ability to perform in this area
   d. Select the second item, but. First ask “what will the second item add to what the reviewer has learned from the first item?”
   e. Choose artifacts that reflect significant aspects of the content standard

Another way to determine which standard goes with which artifact is to review the syllabi for each of the courses you have taken and organize the products from each course with its corresponding syllabus. All of the GSE course syllabi clearly identify the relevant CEC standards that the course covers. Often the course product is clearly related to one of the CEC standards.

Note: In the near future, there will be at least one artifact required from each course (to be included among the 5 required for the midpoint and the 30 required for the final portfolio. Eventually, portfolios will be developed electronically.
### 30+ Artifacts & Where to Find Them!
(There are more than those listed here)

<table>
<thead>
<tr>
<th>Artifacts</th>
<th>Course</th>
<th>Related Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Exam</td>
<td>501 Intro to Spec Educ</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>2 Disability Presentation</td>
<td>501</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>3 Field Observations</td>
<td>501</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>4 Journal Article Review</td>
<td>501</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>5 Case Study</td>
<td>501</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>6 Case Study Presentation</td>
<td>501</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>7 Case Study (different from one for 501)</td>
<td>540 Characteristics</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>8 Case Study Presentation</td>
<td>540</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>9 Field Observations (different from 501)</td>
<td>540</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>10 Final Exam</td>
<td>540</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>11 Application Project</td>
<td>503 Language</td>
<td>3 &amp; 6</td>
</tr>
<tr>
<td>12 Reading Note or List of Accommodations for students with language difficulties</td>
<td>503</td>
<td>3 &amp; 6</td>
</tr>
<tr>
<td>13 Final Exam</td>
<td>503</td>
<td>3 &amp; 6</td>
</tr>
<tr>
<td>14 Applied Behavioral Analysis Project</td>
<td>502 Classrm Mgmt</td>
<td>5</td>
</tr>
<tr>
<td>15 Social Skills Lesson Plan</td>
<td>502</td>
<td>4, 5</td>
</tr>
<tr>
<td>16 Classroom Management Plan</td>
<td>502</td>
<td>5</td>
</tr>
<tr>
<td>17 School Discipline Plan</td>
<td>502</td>
<td>5</td>
</tr>
<tr>
<td>18 Technology Integrated into Lesson Plan to Meet Student’s Needs</td>
<td>517 Computer Apps</td>
<td>3</td>
</tr>
<tr>
<td>19 Observation Report of Instructional Strategies Used in an Inclusion Classroom</td>
<td>626 Inclusion Classrm</td>
<td>4</td>
</tr>
<tr>
<td>20 Assessment of student with rationale &amp; implementation plan</td>
<td>627 Psycho Educ Assessment</td>
<td>3</td>
</tr>
<tr>
<td>21 Evaluation Report</td>
<td>627</td>
<td>8</td>
</tr>
<tr>
<td>22 Test Administration &amp; Protocols</td>
<td>627</td>
<td>8</td>
</tr>
<tr>
<td>23 Application Project</td>
<td>628 Elem Methods &amp; Reading</td>
<td>3, 4, 7</td>
</tr>
<tr>
<td>24 Elementary curriculum or unit plan</td>
<td>628</td>
<td>3, 7</td>
</tr>
<tr>
<td>25 Group Presentation</td>
<td>628</td>
<td>4</td>
</tr>
<tr>
<td>26 Final Exam</td>
<td>628</td>
<td>3, 4, 7</td>
</tr>
<tr>
<td>27 Elementary Lesson Plan</td>
<td>628</td>
<td>3, 7</td>
</tr>
<tr>
<td>28 Secondary Lesson Plan (differentiated for students with disabilities &amp; diverse learning needs)</td>
<td>629 Sec Methods &amp; Transition</td>
<td>3, 7</td>
</tr>
<tr>
<td>29 Brochure on Postsecondary Education &amp; Training Options</td>
<td>629</td>
<td>7</td>
</tr>
<tr>
<td>30 Secondary curriculum or unit plan incorporating content, materials, activities differentiated to account for diverse learners (&amp; students with disabilities)</td>
<td>629</td>
<td>3, 7</td>
</tr>
<tr>
<td>31 Completed Individualized Transition Plan</td>
<td>629</td>
<td>7</td>
</tr>
<tr>
<td>32 Measurable goals &amp; objectives</td>
<td>629</td>
<td>7</td>
</tr>
<tr>
<td>33 Professional Development Activity (collaboratively designed in-service or presentation or PPT)</td>
<td>662 Consultation &amp; Collaboration</td>
<td>10</td>
</tr>
<tr>
<td>34 Evidence of Small Group Collaboration in developing a presentation or report</td>
<td>662 or any course</td>
<td>10</td>
</tr>
<tr>
<td>35 Research in Special Education Paper</td>
<td>590 Research in Sped</td>
<td>9</td>
</tr>
<tr>
<td>36 Literature Review in Special Education</td>
<td>590</td>
<td>9</td>
</tr>
<tr>
<td>37 Lesson plans demonstrating effective planning</td>
<td>790 Internship</td>
<td>7</td>
</tr>
<tr>
<td>38 Evaluation/observation report by cooperating teacher, university supervisor, &amp;/or administrator</td>
<td>790</td>
<td>7</td>
</tr>
<tr>
<td>CEC Standard Number</td>
<td>Number of Available Artifacts</td>
<td>CEC Standard Number</td>
</tr>
<tr>
<td>---------------------</td>
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<td>---------------------</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>6</td>
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<td>2</td>
<td>10</td>
<td>7</td>
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<tr>
<td>3</td>
<td>11</td>
<td>8</td>
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<tr>
<td>4</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

Will you have enough artifacts for each standard?
Step 2 – How to Develop an Entry Form

Try to develop your first entry form or review your entry forms to make sure they meet “expectations”. If you are currently in EDSE 792 & your midpoint entry forms were approved by your midpoint professor, you do not have to change them. If the format of your midpoint entry form was different, you can continue to use that format, just be sure to answer the key questions identified in the instructions and examples that follow.

Review the instructions and the sentence by sentence analysis of the example below, before you start to write your first Entry Form for your Midpoint or a new Entry Form for your final Portfolio.

If you are using Entry Forms that are different from the ones provided in this course (that provide the questions on each form as prompts), you are still expected to accomplish the following:

Answer the first question:

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

For example:

Standard 7

“This artifact is a brochure outlining post-secondary options for students with disabilities.”

Be specific. If you say this artifact is a case study (or Power Point, or classroom management plan), then indicate the gender, age, grade, disability of the student.

Answer the second question:

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

For example:

The postsecondary options brochure relates to the above standard because it emphasizes the knowledge required for the critical role that secondary special educators play in the development of individualized transition plans for students with disabilities as they prepare to make their transition from secondary settings to a variety of postsecondary work and learning contexts. The brochure describes identifies and describes the many postsecondary work and learning options that could be available in any given community. Possessing a clear understanding of the available opportunities in the community assists me (or special educator) in developing effective transition plans for students with disabilities. Because the brochure also identifies and describes the various adult agencies as well as the services they provide, it also reflects the knowledge needed in order to collaborate with these community agencies in finding services for eligible students. Finally, through its development via Publisher, it demonstrates the comfortable use of appropriate technology.
NOTE:
Use a few words of “evidence” from your artifact to support your “claims of relationship between it and the standard. How do you do this? Read the following analysis and find out “how” without making a lengthy statement:

Sentence 1: Analysis of the above response to Question #2:

“The postsecondary options brochure relates to the above standard (#7) because it emphasizes the knowledge required for the critical role that secondary special educators play in the development of individualized transition plans for students with disabilities as they prepare to make their transition from secondary settings to a variety of postsecondary work and learning contexts.”

Analysis of Sentence 1: This lst sentence sets the “structure” for answering the question. It identifies the artifact (briefly) and states that “it relates to the standard because”….. I suggest you follow this format for the lst sentence because it forces you to focus.

Sentence 2.

“The brochure describes identifies and describes the many postsecondary work and learning options that could be available in any given community.”

Analysis of Sentence 2: Notice that in the above sentence “evidence” is offered about what is contained in the brochure that actually relates to the standard. I would strongly urge you to pull some relevant detail (doesn’t have to be more than a sentence) of your artifact that clearly supports any claim or claims you make regarding the relationship of the artifact to the standard. Folks have a tendency to make many claims without any “supporting evidence”.

Sentence 3.

Possessing a clear understanding of the available in the community, assists me in developing effective transition plans for students with disabilities.

Analysis of Sentence 3: This third sentence indicates the importance of possessing this knowledge as a special educator.

Sentence 4. – this is an” extra” statement (I could have stopped the narrative after sentence 3 & the response would have been good as is)

“Because the brochure also identifies and describes the various adult agencies as well as the services they provide, it also reflects the knowledge needed in order to collaborate with these community agencies in finding services for eligible students.”

Analysis of Sentence 4: Note that the sentence begins with “evidence” from the artifact. It supports the claim made in the remainder of the sentence that it helps in collaboration with the agencies.
Sentence 5. – again, this is an “extra” statement (I could have stopped the narrative after sentence 3 & the response would have been good as is)

“Finally, through its development via Power Point, it demonstrates the **comfortable use of appropriate technology.**”

Here, I’m saying that “through its development”, meaning that I used Publisher, I demonstrated by ability to use technology. If Publisher or other special software was not used in the development of the brochure, then this statement could not be made.

Highlight, **underline**, or **bolden** the language you use from the standard itself (any of the words used from the standard)

Proof your responses. Please refrain from using the same beginning to every sentence (“It demonstrates”). Make sure you use the principals of good writing with smooth transitions from one sentence to the next.

**Rubric for Entry Form (A Self/Peer Check)**

| Name: ______________________________ | Date____________________________ |

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the question “what is this artifact” clearly described? (if a case study or PPT, does it indicate a grade level, gender, disability?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is the question “how does it relate to the standard” answered satisfactorily? (Example, “This artifact relates to this standard because…..”)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is the language of the standard used in answering the 2nd question, above?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. If a “claim” is made, is there some “evidence” provided from the artifact to support it? (Rather than just using the language of the standard, are details provided to support this “claim”?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. When language from the standard is used is it highlighted or in <strong>bold</strong>, so that the reviewer can easily discern this?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Peer Reviewer’s Name**______________________________________________

**Professors Comments:**
Step 3: Developing the Introductory Narrative

Introductory Narrative

The same five (5) elements are required for both the midpoint and the final portfolios, as compared in the table below. You may want to have separate “headings” for the first three (1-3) elements, so that reviewers can easily locate where you’ve addressed them. For elements 4 & 5, you’ll be covering them when you address each of the 10 (or fewer for the midpoint) CEC standards in this Narrative Section. The table on pages 15 & 16 provides a comparison (at-a-glance) of the differences between the midpoint and final portfolio Introductory Narratives.

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Midpoint Portfolio Introductory Narrative</th>
<th>Final Portfolio Introductory Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements</td>
<td>-Must include all 5 elements identified on eval</td>
<td>-Must include all 5 elements identified on eval</td>
</tr>
<tr>
<td>1. Description of Portfolio Development</td>
<td>-See chart for midpoint. It’s the same 5 elements but from the perspective of having almost completed your program.</td>
<td></td>
</tr>
<tr>
<td>2. Reflections on how you have developed as a learner through your GMU program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reflections on how you will integrate the knowledge and skills gained into your future practice in special education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reflections on <strong>how you have met each of the CEC standards</strong> (a paragraph addressing each standard)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Reflections refer to artifacts in portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Must address at least 3 CEC standards</td>
<td>-Must address all <strong>10 CEC standards</strong></td>
<td></td>
</tr>
<tr>
<td>-You will need a heading for each of the 10 standards within your Introductory Narrative</td>
<td>-You will need a heading for each of the 10 standards within your Introductory Narrative</td>
<td></td>
</tr>
</tbody>
</table>

Beginning Paragraphs

The first paragraph in the **Introductory Narrative** should be just that --- an “introductory” paragraph. Remember that old English class where you learned that the first paragraph of a composition or essay summarizes the remainder of how the rest of the document is organized and what it contains? Well, this is the same type of “opening” paragraph. You summarize what you will accomplish in your total portfolio and review how the Introductory Narrative and portfolio are organized; for example:

“The portfolio is divided into two major sections. First, is this Introductory Narrative section, followed by a section that identifies each of the ten CEC Standards and includes the actual artifacts that I have selected that document my accomplishment of each of the ten CEC standards. This Introductory Narrative will explain the process I used to develop this portfolio. Then, I will identify each of the ten standards and explain how the 3 artifacts I have selected for that particular standard actually helped me achieve that standard. In so doing, I will reflect on what I have learned as a result of producing the artifacts and how that “learning” or “experience” documents my meeting the knowledge and skills of that standard.”

“For this midpoint portfolio, I have addressed five (or at least three) of the ten CEC standards. Since I have not yet completed three artifacts per standard, at this point in my program, I can only address how that artifact helped me achieve a particular aspect(s) of the standard that I’m addressing.”
How Do You Say You’ve Met a Standard?

After you have developed the opening & organizing paragraphs for your narrative (see example in syllabus & attachment on page 21), you are required to address at least 3 of the 10 standards using all 5 of the artifacts for which you have Entry forms. Below is an example of how to say you met certain aspects of the standard while identifying the artifacts. For the final portfolio, you will need to identify all 10 standards and discuss how you met each standard! For the midpoint, you can only address certain aspects of each standard.

Keep in mind that you are saying you have either the knowledge and/or skills implied by the standard. I suggest underlining or highlighting key aspects of the standard that you now “own” as a result of completing the artifact(s) that you selected for the standard.

Example:

**Standard 2: Characteristics of Learners**

The artifact addressing certain aspects of standard 2 is a case study of a repeating third grade student labeled LD and diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). He was consistently denied testing due to the objections of his mother since he was in kindergarten. Finally, she relented. By developing this case, I was able to demonstrate my ability to respect a student as a unique human being even though he was reviled most by teachers and peers. It also demonstrates my knowledge of his varying abilities and behaviors to create a total picture of the student to present to his current and future teachers. His unique situation at home and his past history demonstrated my knowledge of how exceptional conditions can interact with his human development. My final recommendation in the case study was that the student should be re-evaluated and that he needed a more structured setting.

1. One way to determine what to put in this discussion is to re-read the standard. As you read, write down any aspects of it that you think you have achieved. Ask yourself the following questions:

   What aspect(s) of this standard do I think I own (possess or know) as a result of completing an artifact?

   Start with the standard and think of all the related artifacts you’ve completed and then select the most relevant artifact.

2. List the things you think you “own”, “possess”, or “know”. Just identify only one or two items.

   **Standard # _____:**

<table>
<thead>
<tr>
<th>Question to Ask Yourself</th>
<th>Identify the Artifact(s)</th>
<th>Explain “how” the artifact documents your “meeting” the standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What things or aspects do I know I “own”, “know”, or “possess” (knowledge or skill) in this standard?</strong> Try using the language of the standard as you state these below.</td>
<td>Identify the artifact(s) that most strongly documents in your life this knowledge or skill (in the column to my left) because I either developed it and/or learned something as a result of the experience.</td>
<td>Briefly explain “why” this artifact documents your identified knowledge or skill (in column 1). In other words, what DID you learn from developing or experiencing this artifact that relates to this standard and documents your accomplishment of it. This can serve as the “evidence” (or a few details from the artifact) that supports your claim in the lst column!</td>
</tr>
</tbody>
</table>
Rubric for Self-Checking and Peer Review of Midpoint & Final Introductory Narrative

Name________________________________________                           Date__________________

<table>
<thead>
<tr>
<th>Elements</th>
<th>Heading Included</th>
<th>Element is Fully Addressed? (yes or no)</th>
<th>Info Needed or Other Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description of Portfolio Development</td>
<td>Self</td>
<td>Peer</td>
<td>Self</td>
</tr>
<tr>
<td>2. Reflections on how you have developed as a learner through your GMU program</td>
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<tr>
<td>3. Reflections on how you will integrate the knowledge and skills gained into your future practice in special education</td>
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</tr>
<tr>
<td>4 &amp; 5. Reflections on how you have met each of the CEC standards (a paragraph addressing each standard)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections refer to artifacts in portfolio</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4. Three (3) CEC Standards have been addressed* for midpoint and ten (10) standards addressed for final portfolio</td>
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<tr>
<td>5. Five (5) Entry Forms for 5 different artifacts are discussed in items 4 &amp; 5 above for midpoint and thirty (30) Entry Forms for the final portfolio.</td>
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</tbody>
</table>

* You will need a heading for each of the 10 standards within your Introductory Narrative

Peer Reviewer’s Name_______________________________

Professor’s Comments:

Razeghi, Fall 05 19  FCPS Cohort 6
Step 4: How to Design Your Table of Contents

This table 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. If possible, identify each standard, list the artifacts attached that relate to that standard indicating the following:

semester,
year,
course number & title and
name of professor in whose class it was produced.

See the next page for an example.
Example of a Table of Contents

I. Introductory 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
Example of a “good” Entry Form:

PORTFOLIO ENTRY FORM
Based on CEC Professional Standards

Program Concentration: _____ED/LD _____ED/LD/MR __X____M.Ed.
Course Number/Title where document/artifact was produced: _EDSE 629____
Semester course taken: _Fall 2004___________ Instructor(s): __Dr. Jane Razeghi__

Special Education Content Standard #7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

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 a brochure outlining post-secondary options for students with disabilities.

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

The postsecondary options brochure relates to the above standard because it emphasizes the knowledge required for the critical role that secondary special educators play in the development of individualized transition plans for students with disabilities as they prepare to make their transition from secondary settings to a variety of postsecondary work and learning contexts. The brochure describes identifies and describes the many postsecondary work and learning options that could be available in any given community. Possessing a clear understanding of the available opportunities in the community assists me (or special educator) in developing effective transition plans for students with disabilities. Because the brochure also identifies and describes the various adult agencies as well as the services they provide, it also reflects the knowledge needed in order to collaborate with these community agencies in finding services for eligible students. Finally, through its development via Publisher, it demonstrates the comfortable use of appropriate technology.
Example of a “good” Entry Form:

PORTFOLIO ENTRY FORM
Based on CEC Professional Standards

Program Concentration: ED/LD, M.Ed.
Course Number/Title where document was produced: EDSE 502—Classroom Management and Applied Behavior Analysis
Semester course taken: Fall, 2003 Instructor: Dr. Joseph Gagnon

Special Education Content Standard #5: Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

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 the artifact?

The artifact is an applied behavior analysis report for EDSE 520—Classroom Management and Applied Behavior Analysis. The report examines the effect of a reward system on nighttime behavior.

2. How does it relate to the standard above?

In this report, I designed and applied a behavior management strategy in order to change an undesirable behavior in a child. The targeted behavior occurred during bedtime and had a negative impact on all family members. I developed a behavior change program supported by research and implemented the program. I collected baseline and intervention data in order to establish the validity and effectiveness of my program. Consequently, I attempted to actively create a learning environment that fostered safety, emotional well-being, and positive social interactions, as well as encouraging independence and self-motivation. This research helped me understand how modifying an environment and using direct motivational and behavioral interventions can teach a child to respond effectively to appropriate expectations.
Example of Introductory Narrative (Midpoint)

Rationale

This portfolio was created to complete the graduate requirements for the George Mason University Graduate School of Education (GMU/GSE) by demonstrating how I have met the ten Council for Exceptional Children (CEC) standards for special education teachers. This portfolio is divided into two major sections. The first is an Introductory Narrative explaining the process I used to develop this portfolio. The second section is a compilation of artifacts showing my understanding and practice of the ten CEC standards.

Beginning special education teachers must show competence in ten CEC standards. These standards are: foundation, characteristics of learners, individual learning differences, instructional strategies, learning environments, language, instructional planning, assessment, ethics and professional practice, and collaboration. For this mid-point portfolio, I will be showing how I have started to address five of these CEC standards: characteristics of learners, instructional strategies, learning environments, language and instructional planning. Since I have not completed my course of study at GMU/GSE, I can only demonstrate how these artifacts have begun to help me achieve these CEC standards.

Creation of the Portfolio

The coursework in this portfolio was collected over the past 16 months (Fall 2003 to Fall 2004) in the GMU/GSE ED/LD master’s program. I participated in the program through a cohort offered by Fairfax County Public Schools. GMU/GSE courses require students to demonstrate their knowledge and skills through performance based-projects, activities, and papers. This portfolio includes some these artifacts from four courses including: Introduction to Special Education, Behavior Management, and Language Development and Reading.

Standard 2

Standard Two addresses the development and characteristics of learners by stressing the value of recognizing the similarities and differences in human development while appropriately responding to
student’s abilities and behaviors. I am enclosing paper about behavior management through the use of a Functional Behavioral Analysis (FBA) and Behavior Intervention Plan (BIP). My knowledge of how to appropriately respond to various behaviors of exceptional learners is demonstrated in this paper. This paper also demonstrates my understanding of the similarities and differences in human development.

**Standard 4**

Standard Four addresses instructional strategies and stresses the importance of using instructional strategies that meet the individual needs of students by enhancing critical thinking, problem solving and performance skills. I am including a paper about the effects of graphic organizers on reading comprehension amongst primary special education students. My knowledge of how instructional strategies should be individualized to meet the needs of the students is demonstrated in this artifact. It also documents my understanding of these same strategies can be used to develop critical thinking and performance skills.

**Standard 5**

Standard five stresses the importance of creating appropriate environments which foster diversity, safety, and independence by using appropriate instructional and emotional interventions. I am enclosing a classroom management project that includes a classroom map, sample daily schedule, and written paper about a classroom management plan for an elementary, self-contained, autism classroom. This project demonstrates my ability to create an effective learning environment that is both safe and encourages independence. In addition, this project also shows my proficiency in developing plans to intervene with individuals with ELN in crisis.

**Standard 6**

Standard 6 addresses the typical and atypical development of language and the techniques and devices that support its instruction. I am including a question set that concentrates on the primary building blocks of language. This artifact demonstrates my knowledge and understanding of typical and atypical language development amongst individuals with and without ELN.
Standard 7

Standard 7 addresses appropriate instructional planning which meets the individual needs of students by using modeling, guided practice, assistive technology and other effective teaching strategies. I am enclosing a lesson plan developed for 9th grade LD students in a health class. This artifact demonstrates my ability to create a lesson plan that effectively meets the individual needs of students with ELN while incorporating interesting and effective teaching strategies such as guided practice and assistive technology.

Future Plan for Integrating Knowledge and Skills

I will continue to integrate the components of these standards that I has mastered into my teaching, while increasing my understanding and integration of the remaining CEC standards I have yet to master. I expect to fully master and incorporate all of the ten CEC standards upon the completion of my studies in the GMU/GSE program. The coursework I am taking and the 10 CEC standards that I am mastering are essential to my future as an educator. They are the core values that every successful educator of students with exceptional needs should master and successfully employ in a classroom setting.

Growth As A Learner in the GMU Program

Since I started in the ED/LD program in 2003, my knowledge and skills as a special educator have grown significantly. For example,……

References


Example Critique of a Mismatched Artifact & Standard

**Standard #: 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.

Note that in the example that follows, the person is saying they’ve accomplished some really important and good things, but they are not related to this particular standard, at least not the way that they are currently written.

For standard #1 I learned the accurate definition and identification of individuals with exceptional learning needs while writing my case study. Interviewing my subject’s parents, teachers, and bus driver facilitated my proving of the standard by learning the rights and responsibilities of students, parents, teachers, and other professionals, related to exceptional learning needs. Also, interviewing the parents increased my knowledge of family systems and the role of families in the educational process. Aiding the implementation of a behavior management plan for the subject of my case study proves my knowledge of standard #1.

This person is saying that, as a result of completing the case study (on an ED student at the 5th grade level who was having ___ problems) that he had acquired the following:

1. “accurate definition and identification of ELN” BUT this is not included in the language of this standard.

2. “rights and responsibilities of students, parents, teachers, and other professionals”, related to ELN”- BUT this is not in the language of this standard.

3. “knowledge of family systems and the role of families in the educational process” – BUT I can’t find this in the language of the standard either.

So, I have to conclude that what he learned from this case study does NOT SEEM to RELATE to this particular standard. Some of the things he said he learned as a result of the case study may meet another or other standards, but not this one.

So, go back to the **language of this standard** and

1. Identify what you think you now know (list one or 2 things, if there are any), then,
2. Determine what **artifact(s)** helped you to “know”, “own”, or “possess” this one or two things listed above.
Preparing for the Submission and Verbal Presentation of Your Midpoint Portfolio

1. First, you need to have each one of your first five Entry Forms approved. Once you "get it" and you will, then you'll be able to write all the others much more easily.

2. Second, begin writing elements 1-3 of the Introductory Narrative. It’s suggested that you have a heading for each of these elements, so that reviewers can easily locate them. Notice that on the final Midpoint Evaluation form that all 5 elements are expected to be addressed.

   Next, develop elements 4 & 5 of the Introductory Narrative after you complete elements 1-3. Elements 4 & 5 actually are combined. This is the point where you “address” at least 3 standards referencing the 5 artifacts (for which you have an “approved” entry form). Generally, this can be accomplished in a paragraph or two (whatever it takes) for each standard. **You explain how the artifact(s) you selected for this standard helped you achieve some aspect(s) of that standard.**

   If the 5 artifacts do not all fit somehow into 3 standards, then you may have to select the standards that they do address. In other words you may address as many as 5 standards relating one artifact to each of the 5 CEC standards. Reviewing the instructions and example on pages & of these guidelines may help clarify this.

5. Obtain approval of your Introductory Narrative. Be prepared to revise it, if necessary.

6. Copy the last few pages of the syllabus that has the Midpoint Evaluation form. You need to include your name and identify each of the 5 artifacts you're submitting (on it) under the appropriate Standards. Complete it and bring it with you to your “presentation” of the portfolio. The reviewer will use this as you present your portfolio.

   If you have a chance to look at the section on the Midpoint Evaluation form that evaluates the program narrative, you'll see that you are expected to address all 5 elements.

7. Finally, don't forget the program critique. That's your evaluation of the GMU program to date (page 6 of the syllabus). No name on it and submitted separately. As you look back at where you were at the beginning of your program (your first course), what is your overall assessment of it? 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

8. Schedule an appointment with your professor or sign up for a time to make your midpoint presentation. For the verbal presentation of your Midpoint, be prepared to answer the following question:

   **How have you met and/or accomplished the knowledge and skills (or aspects thereof) of each of the 3 to 5 CEC standards, as a result of the GMU/GSE program (in which you are enrolled)?**

   You should know and be prepared to answer this for each of the standards you’ve addressed in your Midpoint Introductory Narrative. For example, for Standard 1: Foundations, you want to be able to say that you possess the knowledge and skills of this standard represented through your selection of the 3 artifacts that provide documentation or “evidence” of these skills and knowledge.

9. Bring your
   - program critique
   - midpoint portfolio,
   - completed Midpoint Evaluation form, and
   - any other documents (such as peer or other reviews) that may be required
Preparing for the Submission and Verbal Presentation of Your FINAL Portfolio

1. First, you need to have the next few **Entry Forms** approved. Once you "get it" and you will, then you'll be able to write all the others much more easily.

2. Second, begin **revising** elements 1-3 of the **Introductory Narrative**. When you wrote the Introductory Narrative for the Midpoint, you had completed only 5 Entry Forms for 5 artifacts. Now, you’ve completed 30+ artifacts and almost all of your courses. Thus, your perspective will be considerably different. You know more now than you did when you developed your Midpoint. As a result, your Introductory Narrative will have to be rewritten.

   If you did not have separate headings for the first three elements in your Midpoint Portfolio, it’s strongly suggested that you have a heading for each of these elements, so that reviewers can easily locate them. Notice that on the **Final Portfolio Evaluation** form that all 5 elements are expected to be addressed.

3. Next, re-write elements 4 & 5 of the **Introductory Narrative**. In your Midpoint Portfolio, you addressed only 3 to 5 of the CEC Standards. In this Final Portfolio, you must address all ten (10) CEC Standards. Remember that elements 4 & 5 actually are combined.

   **You explain how the artifact(s) you selected for this standard helped you achieve some aspect(s) of that standard.**

   You must state positive that you **have achieved** the knowledge and skills required by each of the 10 CEC Standards. Remember to use some “evidence” from the selected artifacts upon which to reflect and document your knowledge and skills.

4. Obtain approval of your Introductory Narrative. Be prepared to revise it, if necessary.

5. Copy the last few pages of the syllabus that has the Final Portfolio Evaluation form. You need to include your name and identify each of the 5 artifacts you’re submitting (on it) under the appropriate Standards. Complete it and **bring it with you** to your “presentation” of the portfolio. The reviewer will use this as you present your portfolio.

   If you have a chance to look at the section on the Final Portfolio Evaluation form that evaluates the program narrative, you’ll see that you are expected to address all 5 elements.

6. Finally, don't forget the **program critique**. That's your evaluation of the GMU program to date (page 6 of the syllabus). No name on it and submitted separately. As you look back at where you were at the beginning of your program (your first course), what is your overall assessment of it (your program)? 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

7. Schedule an appointment with your professor or sign up for a time to make your **final portfolio presentation**. For the verbal presentation of your Final Portfolio, be prepared to answer the following question:

   **How have you met and/or accomplished the knowledge and skills (or aspects thereof) ALL 10 CEC standards, as a result of the GMU/GSE program (in which you are enrolled)?**

   You should know and be prepared to answer this for each of the 10 standards you’ve addressed in your Final Introductory Narrative. For example, for Standard 1: Foundations, you want to be able to say that you
possess the knowledge and skills of this standard represented through your selection of the 3 artifacts that provide documentation or “evidence” of these skills and knowledge.

8. Bring your
   a. program critique
   b. midpoint portfolio,
   c. completed Midpoint Evaluation form, and
   d. any other documents (such as peer or other reviews) that may be required.

Arrive a little before your scheduled appointment. This allows you time to get your forms, portfolio, and yourself mentally prepared. Your final portfolio presentation and assessment will be conducted by GMU faculty and possibly other, external evaluators. Your portfolio may be shared with other graduate students and the special education faculty.
**EDSE 792: Evaluation of GSE Special Education Candidate Final Portfolio**

**Student Name:** __________________________    **Student I.D. #:** G_______________

**Date:** ___________ **Cohort #** Prince William Cohort 6, Section 619

**Narrative:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Satisfactory</th>
<th>Is Satisfactory?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description of Portfolio Development</td>
<td>Includes description of the approach taken to develop portfolio and a rationale for the approach, references are cited.</td>
<td></td>
</tr>
<tr>
<td>2. Reflections on how they have met CEC standards</td>
<td>Reflections demonstrate understanding of the CEC standards, defend how the CEC content standards achieved through their course of study (this is a statement that is broader than listing the artifacts and should refer to various experiences from classes, assignments, and internships that were significant in the students learning but that are not included as artifacts.)</td>
<td></td>
</tr>
<tr>
<td>3. Reflections refer to artifacts in portfolio</td>
<td>Reflections refer to artifacts in Section II of the portfolio.</td>
<td></td>
</tr>
<tr>
<td>4. Reflections on future practice in special education</td>
<td>Reflections demonstrate how they will integrate the skills/knowledge gained at GMU to their future practice in special education.</td>
<td></td>
</tr>
<tr>
<td>5. Reflections on how they have developed as a learner through their GMU program</td>
<td>Reflections are clear and delineate how coursework at GMU relates to the student as a learner and described growth that has taken place in understanding of yourself as a teacher from beginning through end of program.</td>
<td></td>
</tr>
</tbody>
</table>

**CEC Content Standards and Artifacts:**

**Satisfactory** - Artifacts address content of standard and Artifacts demonstrate adequate knowledge and skill base in standard.

**In Progress** - No clear connection between the artifacts and the standard or Artifacts demonstrate inadequate candidate knowledge and skill base in standard

<table>
<thead>
<tr>
<th>CEC Content Standard</th>
<th>Standards Alignment and Contribute to Candidate Mastery of the Standard: Satisfactory or In-Progress</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foundations</td>
<td></td>
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<tr>
<td>2. Characteristics of Learners</td>
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<tr>
<td>3. Individual Learning Differences</td>
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<tr>
<td>4. Instructional Strategies</td>
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<tr>
<td>5. Learning Environments</td>
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<tr>
<td>CEC Content Standard</td>
<td>Standards Alignment and Contribute to Candidate Mastery of the Standard: Satisfactory or In-Progress</td>
<td>Comments</td>
</tr>
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<tr>
<td>6. Communication</td>
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<td></td>
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<tr>
<td>7. Instructional Planning</td>
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<tr>
<td>8. Assessment</td>
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<tr>
<td>9. Ethics and Professional Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Collaboration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
<th>All Artifacts are Students Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Portfolio</td>
<td>30 entry pages</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

(this may end up being 15 because 1 can be used 2 times)

Resume Included: _____ Yes _____ No

Program Critique Included: _____ Yes _____ No

Final Decision:

_____ Satisfactory

Student has submitted at least 30 portfolio entry pages 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 and 4th element in narrative). Narrative addressed elements of the narrative in a satisfactory manner. Program critique is included.

_____ In Progress

Student has NOT submitted 30 entry pages 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 the elements of the narrative in a satisfactory manner OR has not included a program critique.

Reviewer Name: Jane A. Razeghi

Reviewer Signature: ____________________________