

**EDSE 791.002 and EDSE 791.003: Midpoint Portfolio (1 credit).** Prerequisite and co-requisite: must be taken after completion of the fourth EDSE prefix course or concurrently with the fourth or fifth EDSE prefix course in the program.

**Course Location:** GMU Fairfax Campus, Science Technology II, Room 012

**Course Day and Time:** Mondays (refer to dates for your course#.section# in Class Schedule) from 7:20 to 10:00 pm

<b>Instructor(s):</b>	Theresa Werner, M.ED, J.D.
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Office Hours	Office hours Tuesdays 1:30 to 3:30 by appointment only; other days and times by appointment only. Also available via phone appointments.

**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 cooperative learning experiences in which peer feedback is provided and received.
- Discussed how portfolios are used by professionals to integrate, reflect upon, and provide evidence of accomplishments regarding skills, knowledge, and dispositions required of their profession.
- Completed a Midpoint Portfolio focusing on their performance in courses as related to CEC Standards.
- Provided program evaluation feedback on the GMU graduate program of study via electronic web based survey.
- Presented their Midpoint Portfolio to program faculty.

**Course Requirements**

- Midpoint Portfolio & related documents introductory narrative and artifacts
- Portfolio development and presentation
- Active participation in providing peer feedback and reviewing student portfolios
- Program critique via electronic survey of GMU/GSE program.

### **Relationship of Course to Program Goals and Professional Organizations**

EDSE 791 (Midpoint Portfolio) and EDSE 792 (Final Portfolio) are part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the Commonwealth of Virginia in Special Education. The program aligns with the standards for teacher licensure established by CEC, the major special education professional organization in the United States (see the CEC standards on the following web site: <http://www.cec.sped.org> and in the course's Bb Learning Module on CEC). This course addresses CEC/NCATE standards by meeting end-point evaluations.

### **Nature of Course Delivery**

Learning activities include the following: In-class and Blackboard discussions and review of the nature of teacher preparation program portfolios, online and face-to-face peer review and discussion and cooperative learning, application activities, and presentation of portfolios.

### **Course Blackboard**

Online support course materials are available at George Mason's Blackboard site (<http://courses.gmu.edu>) Regularly (weekly) check Blackboard for announcements, discussions, exchange of material, forms, etc. Emails are sent to your GMU email (check at least four times per week).

- Some students may opt to accelerate their completion of course requirements (peer-review activities are still required). Other students must follow the timelines stated in this syllabus. The syllabus may change according to class and Instructor needs, given sufficient rationale for changes.
- With the student's permission, exemplary work may be kept and shared in the future!

### **Plagiarism**

All work submitted for this course must be self-developed, original, and well-written work that is responsive to the requirements for each assignment, or portion of assignment. Work derived from other sources must be appropriately referenced using the most recent APA style. Note that APA content also provides excellent guidance for clear, coherent, and concise written language. The University has purchased an annual site license for Turnitin, a plagiarism-detection service. Any George Mason University faculty member or administrator has access to this service for University-related work, including submission of materials or requiring students to submit materials online.

### **Technology Use During Course Sessions**

- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers) is prohibited during class. Please turn these devices off before the start of class. Texting and other non-class use of cell phones or similar devices is also prohibited during class sessions.
- If you access a computer during class sessions, such access must be confined solely and completely to content related to the class. Refer to GSE Statements of Expectations, particularly Professional Behavior and Dispositions, in this syllabus. Misuse of GMU's internet access during class sessions will result in suspension of computer access during class sessions.
- It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be fully present in class.

### Grading Criteria

- Satisfactory – student has successfully completed course requirements for identifying and describing artifacts and developing a reflective narrative.
- No Credit – student has not provided sufficient work to evaluate progress toward meeting portfolio requirements.

Throughout the semester, there are due dates for submitting drafts to the Instructor so that you can receive and act on Instructor feedback. **You must submit your draft by the date specified for your section of this course in order to receive Instructor feedback. Late submissions compromise your capacity to receive and act on Instructor feedback. Late submissions will impact the grade you earn in this course.**

The signature assignment required for this course must\* be submitted electronically to Mason's NCATE management system, TaskStream: <https://www.taskstream.com>

**\*Note:** Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an "F" nine weeks into the following semester.

**Absences:** Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an unforeseen and extreme extenuating circumstance for which you are not able to attend a class session. **If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from other classmates. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmates in sufficient time for them to be of assistance to you.** Notify your Instructor (via e-mail) within 48 hours of your absence to inform him/her about your plans to acquire information you missed during the course session. **If you are absent more than one session and/or miss due dates to submit assignments to the Instructor, notify the Instructor immediately (within 48 hours) about when you anticipate your course withdrawal will be completed (should be within 48 hours). Withdraw immediately after the first course session if you already anticipate you cannot attend all course sessions and submit your work on time.** It is required to notify the Instructor if you will be unable to attend your Midpoint Portfolio Presentation.

**Advising:** Please make sure that you are being advised on a regular basis as to your status in and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or 703-993-2387. Please be prepared with your G number when you contact her.

### **GSE Statements of Expectations**

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

- **Professional Behavior and Dispositions** Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions. Use of computers during class sessions must be limited to course content.
- **University Honor Code:** Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.
- **Responsible Use of Computing:** Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on Responsible Use of Computing Policy at the bottom of the screen. Use of computers during class sessions must be limited to course content. Misuse of GMU's internet access during class sessions will result in suspension of computer access during class sessions.
- **Students with Disabilities:** Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703.993.2474 to access the ODS.

### **Writing Support**

As you complete parts of your portfolio, you submit your "best draft" of specific parts to the Instructor by specific dates. **You must submit your draft by the date specified for your section of this course in order to receive Instructor feedback. Late submissions compromise your capacity to receive and act on Instructor feedback.**

Electronic feedback will be provided using a numeric system that directs you to specific parts of the APA manual about writing. One type of writing support during this course is your use of relevant parts of the APA manual.

Another type of writing support is available via peers in the course. During some course sessions, you will receive and give feedback to peers on drafts of their work for the course. Additionally, you are encouraged to use the George Mason University Writing Center for support in writing (support needs will vary among students). The web site for the Writing Center is: <http://writingcenter.gmu.edu/>. Many resources are available both on site and on the web, and students can now conveniently register online for appointments.

## Class Schedule

791.002	791.003	PORTFOLIO COMPONENT DUE -- Bring to class...	CLASS/GROUP ACTIVITIES
<b><i>Class 1:</i></b> <b><i>8/30</i></b>	<b><i>Class 1:</i></b> <b><i>9/13</i></b>	<p><b>Bring the CEC Standards and the course syllabus to <u>all</u> class sessions. For each class, specific materials to bring are noted. Additionally, if you find it helpful to have the following materials to use during class, bring these to future classes:</b></p> <ol style="list-style-type: none"> <li>1. Personal laptop computer*</li> <li>2. Highlighters</li> <li>3. Post-it notes</li> <li>4. Pens/pencils to write feedback for peers</li> </ol> <p>*Use must be limited to course content at all times.</p>	<ol style="list-style-type: none"> <li>1. Identify and describe the Council for Exceptional Children (CEC) Standards.</li> <li>2. Describe National Council for Accreditation in Teacher Education (NCATE) and how the CEC Standards relate to the Mason programs and NCATE.</li> <li>3. Discuss Professional Portfolios and how they are used for assessment and reflection.</li> <li>4. Review the course syllabus.</li> <li>5. Discuss how to select and organize artifacts to match CEC standards.</li> <li>6. Identify and describe content on the Introductory Narrative (IN).</li> <li><b>7. Demonstrate how to complete and edit information for paraphrasing CEC Standards and describing artifacts.</b></li> <li>8. Discuss self-evaluation, instructor review, and peer-review processes that will occur throughout the course.</li> <li>9. Emphasize use of TaskStream as the medium for Midpoint Portfolio, and consider ways to transform hard copy artifacts into electronic artifacts (e.g., scanned documents, PDF documents).</li> </ol>
<p><b>ACTION:</b> Within two weeks after Class 1, send the Instructor your best draft of one CEC standard's paraphrase and the corresponding artifact description. Revise, based on feedback. Target two more artifacts and two additional CEC standards that match the artifacts. <b>BRING to Class 2:</b> Hard copies of your paraphrases of those standards and the corresponding artifacts' descriptions. (Refer to Class 2 for other items to bring.)</p> <p><b>Option:</b> After the Instructor has reviewed your best draft, you can opt to move faster by teaming with two peers to have your content reviewed by them via email, receive their feedback via phone or email, and make revisions per their feedback. You still need to bring content to be peer-reviewed to Class 2, but you can also plan to accelerate your completion of all 5 CEC Standards' paraphrases and the corresponding artifacts' descriptions so that these parts are completed shortly after Class 2. The process for documenting peer feedback acquired outside of class sessions will be described during Class 2.</p>			

791.002	791.003	PORTFOLIO COMPONENT DUE -- Bring to Class 2...	CLASS/GROUP ACTIVITIES
<b>Class 2:</b> <b>9/27</b>	<b>Class 2:</b> <b>10/4</b>	<ol style="list-style-type: none"> <li>1. Two different CEC standards paraphrased, and the matching artifacts' described.</li> <li>2. Four copies of the Self-Evaluation / Peer-Review Forms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the peer-review process (refer to the forms you brought to this class).</li> <li>2. Facilitate peer reviews of each person's content.</li> <li><b>3. Identify and describe the remaining sections of the Introductory Narrative (IN).</b></li> <li>4. Demonstrate how to complete and edit the entire Introductory Narrative.</li> <li>5. Model how to use the Peer-Review Forms for the Introductory Narrative as a self-evaluation process.</li> <li>6. Describe the process for documenting peer feedback received outside of class sessions.</li> </ol>
<p><b>ACTION:</b> Within two weeks after Class 2, send the Instructor your best draft of two of the remaining parts of the Introductory Narrative. Revise, based on feedback. Develop the rest of the Introductory Narrative. <b>Bring to Class 3:</b> Your best draft of the entire Introductory Narrative. (Refer to Class 3 for other items to bring.)</p> <p><b>ACTION:</b> Within two weeks after Class 2, content for the five CEC standards and corresponding artifacts must be finalized and entered into the corresponding place on the Introductory Narrative. Within two weeks after Class 2, each of the five artifacts described for your Introductory Narrative should be submitted to TaskStream (designate King-Sears as the Evaluator, unless the artifact was a signature assignment (which will have already been rated).</p> <p>Remember that once you submit work to TaskStream, it will be rated. Consequently, make sure the content is excellent and ready to be reviewed before submitting. The Instructor will review/rate these submissions prior to your Midpoint Portfolio Presentation. Before Class 3, read your review/rating for each AEF and artifact.</p>			

791.002	791.003	PORTFOLIO COMPONENT DUE Prepare for Class 3...	CLASS/GROUP ACTIVITIES
<b>Class 3:</b> <b>10/12</b>	<b>Class 3:</b> <b>10/18</b>	<ol style="list-style-type: none"> <li>1. Your best draft of the entire Introductory Narrative.</li> <li>2. Two copies of the Self-Evaluation / Peer-Review Forms.</li> <li>3. One copy of the Portfolio Presentation Process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the peer-review process (refer to the forms you brought this class).</li> <li>2. Facilitate peer reviews of each person's entire Introductory Narrative.</li> <li>3. Schedule each person's Midpoint Portfolio presentation date and time (sign-up sheet completed during this class).</li> <li>4. Describe and simulate the Portfolio Presentation Process.</li> </ol>
<p><b>ACTION:</b> Within two weeks after Class 3, make revisions on your Introductory Narrative per peer feedback received during Class 3. Then elicit feedback from one additional peer before finalizing your Introductory Narrative (process to document peer feedback outside of class will be described during Class 2). <i>If there are specific questions for the Instructor, ask those questions at least three weeks prior to your Midpoint Portfolio Presentation so that there is sufficient time for Instructor response and student revision.</i></p>			
791.002	791.003	PORTFOLIO COMPONENT DUE Prepare for Class 4 ...	CLASS/GROUP ACTIVITIES
<b>Class 4:</b> <b>11/1</b>	<b>Class 4:</b> <b>11/8</b>	<ol style="list-style-type: none"> <li>1. Final Drafts with Peer review feedback</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the location of the Online Program Critique (on course Bb site) to be completed prior to Midpoint Portfolio Presentation (also describe documentation).</li> <li>2. Describe the process for presentation of Midpoint Portfolios.</li> <li>3. Discuss content-to-date for all components of the Midpoint Portfolio.</li> <li>4. Elicit a volunteer to facilitate the "Student Ratings of Instruction" process. Complete the course evaluation.</li> </ol>
<p><b>ACTION:</b> Complete the PROGRAM critique prior to your Midpoint Portfolio Presentation submission.</p>			

791.002	791.003	<b>PORTFOLIO COMPONENT DUE</b> Prepare/submit electronically prior to your Midpoint Portfolio Presentation date/time:	<b>CLASS/GROUP ACTIVITIES</b>
<b>Class 5:</b> <b>11/15</b>	<b>Class 5:</b> <b>11/29</b>	<p><b>Finalize your Introductory Narrative, submit the IN to TaskStream, and be prepared to present your Midpoint Portfolio on your scheduled presentation date/time</b></p> <p><b>Bring * to your Midpoint Portfolio Presentation:</b></p> <ol style="list-style-type: none"> <li>1. Documentation that Online Program Critique has been completed.</li> </ol> <p>*Since the Portfolio Presentation is completed via telephone, follow directions to ensure the Instructor has received this information at least three days prior to your Portfolio Presentation date.</p>	<ol style="list-style-type: none"> <li>1. Receive documentation that the Program Critique has been completed (usually an e-mail sent to students as the last step).</li> <li>2. Conduct the Midpoint Portfolio Presentations with individual students.</li> <li>3. Inform students about their Midpoint Portfolio grade at the conclusion of their presentation.</li> </ol> <p><b>NOTE: Class 5 sessions of this course will be your 1:1 telephone Midpoint Portfolio Presentation. We will <u>not</u> be meeting as large groups.</b></p> <p><i>*Note that your entire Midpoint Portfolio is already located on TaskStream, so you do not need to bring the Introductory Narrative itself to your Midpoint Portfolio Presentation.</i></p> <p><i>Your artifacts on TaskStream will be reviewed prior to your Midpoint Portfolio Presentation. Read those reviews prior to your Midpoint Portfolio Presentation.</i></p>