EDSE 791.5S3: 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: Kellar Annex 1, Room 102

Course Day and Time: Tuesdays (Jan 25, Feb 15, Mar 1 & 22 & April 12) from 4:30 to 7:10 pm

Instructor(s):	Dr. Jane Ann Razeghi
Office location	Kellar Annex II, Suite 100
Office Phone	703.993.2055; cell: 703-624-4271; home: 703-266-3327 (emergency only)
Email	jrazeghi@gmu.edu *best contact method
Office Hours	By appointment only (usually on the day of class, just prior to)

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
o Midpoint Portfolio & related documents introductory narrative and artifacts
o Portfolio development and presentation
o Active participation in providing peer feedback and reviewing student portfolios
o 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.

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Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
    - 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.

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
    - 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. Please turn these devices off or to vibrate before the start of class.
    - Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
  - *George Mason Blackboard*: GSE Blackboard will be used to post important information for this course (and others) and in completing some course assignments. Materials, resources, dialogues, notes, and other types of information will be housed on this course's Blackboard web site. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions (e.g., in response to queries or information requested by students). There will also be materials and websites on the Bb site for supplemental resources (choices for these resources may vary from student to student, depending on interest and focus during the semester). Check Blackboard regularly for additional course materials.

- Students are expected to exhibit professional behaviors and dispositions at all times.
  - See http://www.gse.gmu.edu/ for a listing of these dispositions.

Campus Resources
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
  - Students are expected to use APA Guidelines for written work and provide credit when using the work of others. http://apastyle.org/ is the official web site for the most recent edition of the APA manual. Caution with using web sites or resources other than the APA manual because some may have erroneous information on them. Note that the most recent edition of the APA manual is listed as a required text for this course.
  - 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.

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Course-specific information
- 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!

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: In a five-session course, you need to attend each session. 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.

*One absence compromises your capacity to earn a passing grade for this course.

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 or 703-993-2387. Please be prepared with your G number when you contact her.

Class Schedule

791.5S1	PORTFOLIO COMPONENT DUE -- Bring to class…	CLASS/GROUP ACTIVITIES
Class 1: *1/25/11*	**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:** 1. Personal laptop computer* 2. Highlighters 3. Post-it notes 4. Pens/pencils to write feedback for peers *Use must be limited to course content at all times.	1. Identify and describe the Council for Exceptional Children (CEC) Standards. 2. Describe National Council for Accreditation in Teacher Education (NCATE) and how the CEC Standards relate to the Mason programs and NCATE. 3. Discuss Professional Portfolios and how they are used for assessment and reflection. 4. Review the course syllabus. 5. Discuss how to select and organize artifacts to match CEC standards. 6. Identify and describe content on the Introductory Narrative (IN). 7. Demonstrate how to complete and edit information for paraphrasing CEC Standards and describing artifacts. 8. Discuss self-evaluation, instructor review, and peer-review processes that will occur throughout the course. 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).

791.5S1	PORTFOLIO COMPONENT DUE -- Bring to Class 2…	CLASS/GROUP ACTIVITIES
Class 2: *2/15/11*	1. Two different CEC standards paraphrased, and the matching artifacts' described. 2. Four copies of the Self-Evaluation / Peer-Review Forms.	1. Describe the peer-review process (refer to the forms you brought to this class). 2. Facilitate peer reviews of each person's content. 3. Identify and describe the remaining sections of the Introductory Narrative (IN). 4. Demonstrate how to complete and edit the entire Introductory Narrative. 5. Model how to use the Peer-Review Forms for the Introductory Narrative as a self-evaluation process. 6. Describe the process for documenting peer feedback received outside of class sessions.

ACTION: 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. **Bring to Class 3:** Your best draft of the entire Introductory Narrative. (Refer to Class 3 for other items to bring.)

ACTION: 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 Razeghi as the Evaluator, unless the artifact was a signature assignment (which will have already been rated).

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 artifact submitted to Razeghi.

791.5S1	**PORTFOLIO COMPONENT DUE** **-- Bring to Class 3…**	**CLASS/GROUP ACTIVITIES**
Class 3: *3/1/11*	1. Your best draft of the entire Introductory Narrative. 2. Two copies of the Self-Evaluation / Peer-Review Forms. 3. One copy of the Portfolio Presentation Process.	1. Describe the peer-review process (refer to the forms you brought this class). 2. Facilitate peer reviews of each person's entire Introductory Narrative. 3. Schedule each person's Midpoint Portfolio presentation date and time (sign-up sheet completed during this class). 4. Describe and simulate the Portfolio Presentation Process.
ACTION: 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). *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.*		

791.5S1	PORTFOLIO COMPONENT DUE **Bring to Class 4 …**	CLASS/GROUP ACTIVITIES
Class 4: *3/22/11*	1. One copy of the "Evaluation of…Candidate" form. 2. To Be Announced prior to Class 4	1. Identify the location of the Online Program Critique (on course Bb site) to be completed prior to Midpoint Portfolio Presentation (also describe documentation). 2. Describe the specific parts of the "Evaluation of…Candidate" form that must be completed prior to the Midpoint Portfolio Presentation. 3. Describe the process for presentation of Midpoint Portfolios. 4. Discuss content-to-date for all components of the Midpoint Portfolio. 5. Elicit a volunteer to facilitate the "Student Ratings of Instruction" process. Complete the course evaluation.
ACTION: Complete the PROGRAM critique prior to your Midpoint Portfolio Presentation. **ACTION:** Complete the "Evaluation of…Candidate" form, and follow directions for submission.		

791.5S1	PORTFOLIO COMPONENT DUE Prepare/submit electronically prior to your Midpoint Portfolio Presentation date/time:	CLASS/GROUP ACTIVITIES
Class 5: *4/12/11*	**Finalize your Introductory Narrative, submit the IN to TaskStream, and be prepared to present your Midpoint Portfolio on your scheduled presentation date/time (which may be during the 5th class session or another date/time, depending on what you signed up for during Class 3).** **Bring * to your Midpoint Portfolio Presentation:** 1. Two *completed* copies of *specific sections* of the "Evaluation of…Candidate" forms that designate what parts of each Standard align with your artifacts. 2. Documentation that Online Program Critique has been completed. *If 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.	1. Receive documentation that the Program Critique has been completed (usually an e-mail sent to students as the last step). 2. Request copy of the partially completed "Evaluation of…Candidate" form (verify if this is needed, or if this is already visible on TaskStream). 3. Conduct the Midpoint Portfolio Presentations with individual students (sign-up occurs during Class 3). 4. Inform students about their Midpoint Portfolio grade at the conclusion of their presentation. **NOTE: Class 5 sessions of this course will be your 1:1 Midpoint Portfolio Presentation.** We will <u>not</u> be meeting as large groups. Note the location for Midpoint Portfolio Presentations is in the Instructor's office (if in person) or via telephone. **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.* *Your artifacts on TaskStream will be reviewed prior to your Midpoint Portfolio Presentation. Read those reviews prior to your Midpoint Portfolio Presentation.*