

George Mason University (GMU) - Graduate School of Education (GSE)
Spring 2011
Syllabus for EDSE 791, 669: Midpoint Portfolio

Performance-Based Assessment of the Council for Exceptional Children (CEC) Standards

Instructor(s):	Dr. Sharon Ray
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Office Hours	Before and after class, and by appointment

Credit Hours: 1

Course Location: Fairfax High School

Course Dates: Thursday, March 10th, Thursday, April 14th, Week of May 26th (Telephone Portfolio Presentations)

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 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) is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the Commonwealth of Virginia in Special Education. The program aligns with the standards for teacher licensure established by CEC, the major special education

professional organization in the United States (see the CEC standards on the following web site: <http://www.cec.sped.org>). This course addresses CEC/NCATE/ABA* 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. Online support course materials are available at George Mason's Blackboard site (<http://courses.gmu.edu>)

IMPORTANT NOTES:

- Regularly check blackboard announcements and GMU email for class updates. The syllabus may change according to class needs.
- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pages) is prohibited during class. Please turn these devices off before the start of class.
- With the student's permission Exemplary work may be kept and shared in the future.

GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT:

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

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

George Mason University Email: <https://mserver3.gmu.edu/>

From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account.

George Mason Blackboard: <http://courses.gmu.edu>

From this link, follow the directions to get into this semester's portfolio class. On this EDSE 791 Midpoint Portfolio course site, you will find sample papers, APA resources, syllabus, etc.

George Mason Patriot Web: <https://patriotweb.gmu.edu/>

A self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

Advising Contact Information:

Please make sure that you are being advised on a regular basis as to your status and progress through your graduate study program. You may wish to contact Jancy Templeton, GMU Special Education Advisor. When contacting her, be sure to be able to provide your G number to her.

ABSENCES:

If you are already aware or anticipate that you cannot attend 100% of the three class sessions, participate the entire time, and submit assignments as indicated by due dates in the syllabus, please notify the Instructor and your advisor immediately so that alternative arrangements for your successful completion of this course at another time can be arranged.

GRADING CRITERIA:

Satisfactory – student has successfully completed course requirements and successfully presented portfolio.

No Credit – student has not provided sufficient work to evaluate progress toward meeting portfolio requirements cooperative learning, application activities, and presentation of portfolios. Online support course materials are available at George Mason's Blackboard site (<http://blackboard.gmu.edu>).

COURSE REQUIREMENTS: [note connection to Student Outcomes]

- Develop the Midpoint Portfolio's Introductory Narrative.
 - Submit drafts of document for Instructor feedback by the due dates, and make refinements accordingly.
 - Provide and receive peer feedback on drafts of document, and make refinements accordingly.
 - Submit required Midpoint Portfolio documents to TaskStream (www.taskstream.com) by the due date
 - Submit your Midpoint Narrative document to Blackboard **BEFORE** your telephone Portfolio Presentation and submit your Final Midpoint Narrative document to TaskStream (www.taskstream.com) **AFTER** your telephone Portfolio Presentation
- Submit at least 7 artifacts to TaskStream.
- Complete the GMU/GSE Program Critique via electronic survey of GMU/GSE program.
- Present the Midpoint Portfolio.

	PORTFOLIO COMPONENT COVERED	CLASS/GROUP ACTIVITIES
Class 1:	<ol style="list-style-type: none"> 1. CEC Standards 2. Course Syllabus 	<ol style="list-style-type: none"> 1. Overview content on the course syllabus. 2. Identify and describe the Council for Exceptional Children (CEC) Standards and National Council for Accreditation in Teacher Education (NCATE). 3. Discuss how the CEC Standards relate to the Mason programs and NCATE. 4. Discuss Professional Portfolios and how they are used for assessment and reflection. 5. Identify parts of the Electronic Midpoint Portfolio. 6. Discuss how to select and organize artifacts to match CEC standards. 7. Identify and describe content on the Introductory Narrative. 8. 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). Demonstrate TaskStream as needed.

ACTION:

- 1) **Begin work on Introductory Narrative. Prepare draft to bring to second class session.**
- 2) **Bring two copies of the Narrative Review Form to second class.**
- 3) **Select 7 artifacts to include in portfolio and begin to upload these to Taskstream.**

Class 2:	<p>Bring to class session 2:</p> <ol style="list-style-type: none"> 1. Your Introductory Narrative draft. 2. Two copies of the Peer-Review Form of Introductory Narratives (<i>print from Bb</i>). 3. One copy of the Portfolio Presentation Preparation and Process (<i>print from Bb</i>). 	<ol style="list-style-type: none"> 1. Describe and facilitate the peer-review process (refer to the forms you brought to this class) for Narrative Reviews. 2. Review the TaskStream process as needed. 3. Describe the Midpoint Portfolio Presentation Process. 4. Review all Midpoint Portfolio Requirements. 5. Schedule each person's Midpoint Portfolio Presentation time slot
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ACTION:

By Thursday, May 19th at 4:30PM: 1.)Submit your Midpoint Portfolio Narrative to Blackboard. The entire Narrative should be in excellent shape before it is uploaded. Remember that the Narratives will be evaluated at this time and will be sent back to you with minor edits to be submitted to TaskStream. 2.)Complete Online Program Critique and

email documentation to the instructor.
The items that you need to upload to include:

- 4) **A total of 7 artifacts**
 - a. **Ensure that all signature artifacts from previous courses are uploaded to TaskStream.**
- 5) **Introductory Narrative uploaded to Blackboard and then to TaskStream.**
- 6) **Documentation of the Online Program Critique should be E-MAILED to the instructor. Your Midpoint Portfolio Presentation cannot occur until after the Online Program Critique has been completed.**

Class 3: PHONE CALLS	<p>Finalize all content for your Midpoint Portfolio, submit to instructor, and be prepared to discuss your Midpoint Portfolio on the phone during your scheduled presentation date/time.</p> <p>Materials for your Midpoint Portfolio Presentation include:</p> <ol style="list-style-type: none"> 1. Documentation that Online Program Critique has been completed (email certificate to instructor). 2. Midpoint Portfolio is posted on Blackboard.) <ul style="list-style-type: none"> • A total of 7 artifacts on TaskStream • Introductory Narrative 	Each of you will be assigned a time for a brief telephone conference with me to review your portfolio. You will need to have access to TaskStream and/or all midpoint documents during the discussion.
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NOTE: Throughout the semester, there are due dates for submitting work to Blackboard, TaskStream, or the Instructor. **Late submissions will result in a no-credit grade (fail).**

ACTION: Follow directions given in class for submitting the Midpoint Portfolio content to TaskStream. Remember that once you submit work to TaskStream, it will be rated. Consequently, make sure the content is what you want posted permanently and ready to be reviewed before submitting.