

George Mason University (GMU) - Graduate School of Education (GSE)
Summer 2011
Syllabus for EDSE 792: SX1 Final Portfolio

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

Instructor(s):	Dr. Lori A. Jackman
Office location	
Phone	Send email request for phone conference (including phone #) and I will contact you
Email	ljackman@gmu.edu
Office Hours	Phone Office hours by appointment & before the start of class (flexibility exists – please ask!)

EDSE 792.SX1	
Time	7:20 – 10:00 PM
Location	Keller Annex
Course Dates	June 6 th – July 18 th – <i>Must attend</i> June 8 st – Electronic & Phone July 27 th
Day of Week	Mondays
Credit Hours	1

COURSE DESCRIPTION: Opportunity for students to develop their portfolio. Serves as the vehicle to assess whether they are meeting the standards of their professional organization, the Council for Exceptional Children.

Corequisite(s): Must be taken concurrently with last EDSE 790 internship or the last EDSE course in the program.

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 final 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 final portfolio to program faculty.

COURSE REQUIREMENTS:

- Provide and receive peer feedback on drafts of documents, and make refinements accordingly
- Submit drafts of documents for instructor feedback by the due date, and make refinements accordingly
- Submit required Final Portfolio documents to TaskStream www.taskstream.com by the due date(s)
- Complete the GMU/GSE Program Evaluation
- Complete GMU Electronic Course Evaluation

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS: EDSE 792 (Final 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 discussions and review of the nature of teacher preparation program portfolios, online and face to face peer review of student portfolio documents, discussion and cooperative learning, application activities, and presentation of portfolios. Online support course materials are available at George Mason's Blackboard site.

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.

NOTE:

- Regularly check course blackboard for announcements, course content additions, instructor edited documents and class updates
- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, etc.) is prohibited during class. Please turn these devices off before the start of class.
- Exemplary portfolio work may be kept and shared in the future, with student permission of course.

COLLEGE 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/>].

GSE faculty may add at the conclusion:

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

RHT faculty may add at the conclusion:

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

Important Links, URLs & Course Information

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.

George Mason Course Rating Evaluation: Use this site to rate or evaluate the course. The course evaluations will be open 5 days prior to the course end date and closes 1 day before the course end date of _____. This means on line course evaluations will be available from _____ to _____. You will get an GMU email reminder to complete the course evaluation. You will need to log in with GMU email user name and password. Once you are logged in the course evaluation form is similar to the former paper form.

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: courses.gmu.edu. On this EDSE 791 Midpoint Portfolio course site, you will find grading rubrics, sample activities & papers, APA resources, syllabus, other electronic documents, 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.

George Mason University Honor Code: <http://www.gmu.edu/facstaff/handbook/aD.html> This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing.

Students with Disabilities: www.gmu.edu/student/drc Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DCR) and inform the instructor, in writing, at the beginning of the semester. See the website or call 703.993.2474 to access the DRC.

Responsible Use of Computing: <http://mail.gmu.edu> Students must agree to abide by the university policy for Responsible Use of Computing. From the link above, click on Responsible Use of Computing link found at the bottom of the screen.

TaskStream: www.taskstream.com This site serves two purposes. The first is to assist students with the development and display of their electronic portfolio. The second is to help GMU with national accreditation process. Every student registered for any EDSE course as of the Fall 2007 semester has been required to begin submitting signature assignments with accompanying artifact entry forms to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>.

Absences: If you are already aware or anticipate that you cannot attend 100% of the class sessions (see specific dates in the syllabus), fully participate the entire time and submit assignments in a timely manner as indicated by dates in the syllabus, please notify the instructor and your adviser immediately so that alternative arrangements for your successful completion of this course at another time can be arranged.

Portfolio Writing Support: As you complete parts of your portfolio, you are to submit your “best draft” of specified sections and components to the instructor as directed by the specified dates. **You must submit your draft by the date specified for your section of this course in order to receive instructor feedback, in a timely manner. Late submissions of portfolio documents compromise your capacity to receive and act on instructor feedback to better assure a successful portfolio presentation.** Another type of writing portfolio support is available via peers in the course. During selected course sessions, you will receive and give feedback to peers on drafts of their portfolio narrative. Additionally, if needed, 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.

Important: Throughout the summer semester, there are specific due dates for submitting portfolio documents to the instructor to allow adequate time for comments and suggestions thus permitting you time to consider any comments for improving your portfolio documents. Documents are reviewed in the order they are submitted to the instructor. A.K.A. First in = first reviewed & returned to the student with instructor feedback. **You must submit your complete, read by another pair of eyes, and in good final form documents on or before the date specified in order to receive timely instructor feedback. Late submissions compromise your capacity to receive and act on instructor feedback. Late submissions will impact the grade earned for the course.**

STUDENTS WITH SPECIAL NEEDS: If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with the instructor (s) or need special arrangements, please call and/or make an appointment with instructor as soon as possible. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

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:

- Students must provide a program evaluation survey receipt and successfully present their final portfolio to earn a grade of Satisfactory for this course
- Regularly check course blackboard for course specific announcements, documents, and instructor feedback. Additionally regularly check 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) 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.

Program Evaluation Course Requirement: The electronic program evaluation survey link will be available on the course Blackboard site. Follow the link and be sure to enter/select the correct section of EDSE 792 & Instructor. The purpose of the program evaluation is to provide feedback on your personal experiences in connection with the GMU program. Log into the survey on the course Blackboard site and provide your feedback so further program improvements and refinements can be made. Upon completion of the survey, an electronic receipt will be emailed to the email address you provide. **You must email a copy of this receipt to your portfolio instructor.**

Tentative Course Schedule

	PORTFOLIO COMPONENT DUE	CLASS/GROUP ACTIVITIES
Class 1: Setting the Stage for Successful Final Portfolio Date: _____	Bring to 1st class session: <ol style="list-style-type: none"> 1. Taskstream Log In Information 2. Copy of unofficial graduate transcript from GMU 3. Copy of Midpoint introductory narrative 4. Personal laptop computer (if desired) 5. Two highlighters of different colors 	<ul style="list-style-type: none"> • Review course syllabus and related course materials • Overview of assessment via portfolios • Review CEC standards and how to select artifacts to align with specific CEC, ABA, NCATE standards • Identify Peer Review groups, group leader, & peer review group expectations • Individual review transcripts and midpoint narrative to identify remaining standards to address in final portfolio
Optional Class: Electronic & Phone Conference Date: _____	If you would like a phone conference, send the instructor an email (ljackman@gmu.edu) to request a time during this class time. There is some flexibility for alternative times and days.	<ul style="list-style-type: none"> • Respond to specific student questions on identifying artifacts and aligning with standards • Review the introductory narrative elements • Review submission of TaskStream
Class 2: Electronic Peer Feedback Session Date: _____ (must be completed on or before above date)	Small established groups provide round robin feedback on portfolio documents. <ol style="list-style-type: none"> 1. Individuals must upload your introductory narrative to the corresponding discussion board group 2. Peer reviewers will use form(s) to provide positive critiques of your work (save electronic copy of this form) 3. You will be required to provide 	<ul style="list-style-type: none"> • Read and provide electronic peer feedback on other student(s) introductory narrative • Electronically complete the peer feedback form(s) and send to student under review and instructor • Complete online program critique, sending emailed certificate of survey completion to instructor, via email attachment

	<p>feedback to each member of your group.</p> <p>Further directions and clarification on this will be sent via email & posted on Bb</p>	
Gaining Instructor Approval of Portfolio Documents	<p>On or before: _____</p> <p>1. Send, via email attachment to instructor the following document for approval:</p> <ul style="list-style-type: none"> • Introductory Narrative (complete, peer reviewed, read by another pair of eyes and in good final form) 	<p>Only complete portfolio documents in good final form will be reviewed by instructor</p> <ul style="list-style-type: none"> • Allow 10 days for instructor review and feedback • First in = first reviewed! • Once your Introductory Narrative has been approved, you will get an email, requesting you schedule a portfolio presentation phone conference
<p>Class 3: Portfolio Presentation</p> <p>Date: _____</p> <p>Time: _____</p>	<p>Completed Final Portfolio</p> <p>1. Uploaded to Taskstream</p> <ol style="list-style-type: none"> a. All 20 artifacts in designated location b. <i>Instructor Approved</i> (with any suggested changes made) Introductory Narrative <p>2. Other Final Course Requirements</p> <ol style="list-style-type: none"> a. Complete final portfolio online course evaluation b. Complete end of Special Education program evaluation 	<ul style="list-style-type: none"> • Final portfolio presentation, via scheduled phone conference. • Complete program evaluation (link on Bb) & send instructor the survey receipt (sent by email to the account you provided) • Complete online GMU course evaluation

NOTE: Throughout the semester, there are specific due dates for submitting work to Blackboard, Taskstream, and/or the instructor. **Late submissions of these course requirements may result in a student earning no-credit grade (fail) for the course. Of course, quality documents submitted on or before the established time are welcomed and encouraged, as assignments needing instructor feedback are reviewed on a first in- first reviewed and returned basis. The sooner you send a quality document, the sooner it will be reviewed.**

TaskStream Submissions of Course Signature Assignments Now Required!

For NCATE accreditation and program evaluation purposes, the Special Education program has identified a signature assignment, performance based assessment artifact, for each course. A signature assignment is a specific assignment, presentation, or project that best demonstrates one or more CEC standard(s) connected to the course. For university accreditation purposes, as well as student portfolio evaluation, student assignments are to be evaluated based on a faculty developed rubric associated with the CEC standards addressed by each assignment.

This designated assignment must be submitted in two different formats by the due date, as indicated by your instructor. In addition to submitting a “paper” copy of the assignment to the course instructor, an electronic version of the signature assignment must be submitted to TaskStream, a web based program. The electronic submission of your signature assignment had two purposes. First, it provides a platform for students to build an electronic portfolio for EDSE 791 & EDSE 792. Second, instructors evaluate each student’s electronic signature assignment in connection with the National Council for Accreditation of Teacher Education (NCATE) performance based outcomes. The NCATE outcomes incorporate the Council for Exceptional Children (CEC) standards for special education teachers. After the student posts and submits their signature assignment to TaskStream, instructional faculty use a 3 point rubric (viewable on TaskStream) to jury individual electronic submissions. Students will electronically submit their signature assignment to TaskStream on the same day the assignment is due. The course signature assignment is considered complete and submitted on time when the assignment is (a) received by the instructor per their directions and (b) electronically posted and submitted to TaskStream.

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

Please contact Emily Gibson at egibson5@gmu.edu with questions regarding TaskStream.