

**George Mason University (GMU) - Graduate School of Education (GSE)  
Syllabus for EDSE 791. XS2: Midpoint Portfolio Summer 2011**

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

*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.*

**EDSE 791: 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.*

<b>Instructor(s):</b>	Dr. Lori A. Jackman
Address	Off Campus
Phone	
Email	ljackman@gmu.edu
Office Hours	Phone Office hours by appointment before the start of class (flexibility exists – please ask!)

**Credit Hours:** 1      **Course Days & Dates:** Tuesdays

**Course Location:** Keller Annex

<b>Section XS2</b>
Time: 7:20 – 10:00 PM
Dates: June 13 – August 1, 2011

**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.

**Notes:** Must be taken after completion of fourth EDSE prefix course or concurrently with fourth or fifth EDSE prefix course in program.

**STUDENT OUTCOMES**

Upon completion of this course, students will have:

- Completed a Midpoint Portfolio focusing on their performance in courses as related to CEC Standards.
- 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.
- Presented their Midpoint Portfolio to program faculty and peers.
- Provided program evaluation feedback on the GMU graduate program of study via electronic web based survey

**COURSE REQUIREMENTS** [note connection to Student Outcomes]

- Develop the Midpoint Portfolio's documents (e.g., Introductory Narrative and Artifact Entry Forms).
  - Submit drafts of documents for Instructor feedback by the due date, and make refinements accordingly.
  - Provide and receive peer feedback on drafts of documents, and make refinements accordingly.
  - Submit required Midpoint Portfolio documents to TaskStream [www.taskstream.com](http://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 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>). 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.

## **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**

#### *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 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](https://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](http://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](http://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 face to face class sessions (see specific dates in the syllabus), participate the entire time and fully, and submit assignments in a timely manner as indicated by due 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 Midpoint Portfolio work. 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 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 you earn in this course.**

**Class Schedule for EDSE 791: Midpoint Portfolio**

	PORTFOLIO COMPONENT DUE	CLASS/GROUP ACTIVITIES
Session 1: Date: _____	<b>Bring to 1<sup>st</sup> class:</b> 1. Copy of unofficial transcript	1. Review course syllabus and related course materials 2. Overview of assessment via portfolios and the nature of Initial Teacher Education Portfolios 3. Review CEC standards and how to select artifacts to match CEC and NCATE standards 4. Discussion on selecting artifacts for your portfolio, and developing entry pages, & review class logistics.
BTWN Class Date: _____	<b>Submit to Bb</b>	1. Word Document of at least 3 jargon free summaries 2. List of all signature assignments and at least 5 additional possible artifacts
Session 2: Date: _____	<b>Bring to 2<sup>nd</sup> class:</b> 1. List of all signature assignments and at least 5 possible artifacts with possible CEC standard alignment. 2. At least 5 additional CEC standards jargon free summaries (brings total up to 8).	3. Discuss organization and content of Introductory Narrative & review the Introductory Narrative (IN) template to highlight required elements, organization and content. 4. Revisit discussion of how we know if an artifact addresses a particular CEC standard. 5. Record artifact and Introductory Narrative (IN) essential information for writing the IN for at least 2 different student selected artifacts, which align with 2 different CEC standards. 6. Identify Peer Review groups, group leader, & peer review group expectations. 7. Preview the Peer Reviewer Forms to review peers' portfolio documents.
Session 3: Date: _____ <b>Peer Feedback Session: Electronic</b>	<b>Class does <u>not</u> meet face to face but rather provides electronic feedback</b> Peer feedback for the following: 1. Intro Narrative first draft. – reviewed by at least 2 fellow group members with a total of 10 artifacts (signature assignment & student selected)	1. 2 Peer reviews of Intro Narrative, via Word track changes 2. Peer review of 5 portfolio entry pages and matching artifacts 3. Group leader provides instructor feedback of Peer Feedback session
Gaining Instructor Approval of Portfolio Documents	<b>On or before:</b> _____ Send, via email attachment to instructor the following documents for approval: <ul style="list-style-type: none"> <li>• Introductory Narrative (in good final form)</li> </ul>	Only <b>complete portfolio</b> documents in good final form will be reviewed by instructor. This is documents that have been peer reviewed, revised, read by another set of eyes, and under gone final revisions - if needed.
Class 5: <u>Individually Scheduled</u> Midpoint Portfolio Presentation Date: _____	<b>Preparing for Class 5: Portfolio Presentation Completed Midpoint Portfolio</b> 1. Uploaded to Taskstream <ol style="list-style-type: none"> <li>a. At least 10 artifacts</li> <li>b. Upload <i>Instructor Approved</i> Introductory Narrative</li> </ol> 2. <b>Other Final Course Requirements</b> <ol style="list-style-type: none"> <li>a. Complete Midpoint course evaluation (on line)</li> <li>b. Complete midway program evaluation</li> </ol>	1. Presentation of midpoint portfolio, via phone appointment 2. Respond to and submit program evaluation (link on Blackboard) 3. Submit to instructor, completed program evaluation survey receipt (sent by email to the account you provided) 4. Complete online GMU course evaluation