



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Spring 2021

EDSE 465 DL1: Clinical Practice and Seminar 1: Adapted (Severe Disabilities)

CRN: 20861; 2 – Credits

<b>Instructor:</b> Dr. Melissa Ainsworth	<b>Meeting Dates:</b> 1/25/21 – 5/10/21
<b>Phone:</b> 703-993-5469	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> mainswor@gmu.edu	<b>Meeting Time(s):</b> 1 pm – 2:40 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> N/A; Online
<b>Office Location:</b> Finley 206A	<b>Other Phone:</b> See BB instructor Info

**Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.**

**Prerequisite(s):**

EDSE 381

**Co-requisite(s):**

None

**Course Description**

Exposes teacher candidates to K-12 classroom settings inclusive of students with disabilities who access the adapted curriculum and who have severe disabilities. Examines the professional realities, roles, and responsibilities of special education teachers based upon a foundation of theory and research designed to stimulate critical reflectivity. Engages with individuals and/or small groups of individuals with severe disabilities in the classroom environment. Assists in the planning and implementation of effective assessment, instruction, and behavior management across subject areas. Includes a 2-hour seminar held nine times throughout the semester and a total of 30 field experience hours.

**Course Overview**

EDSE 465 exposes individuals to classroom settings inclusive of students with disabilities who access the adapted curriculums so that the teacher candidate may examine the professional realities, roles, and responsibilities of special education teachers based upon a foundation of theory and research designed to stimulate critical reflectivity. Teacher candidates engage with

individuals and/or small groups of individuals with severe disabilities who access the adapted curriculum in K-12 classroom environments and assist in the planning and implementation of effective assessment, instruction, and behavior management across subject areas. Includes a 2-hour seminar held nine times throughout the semester and a total of 30 field experience hours.

### **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or [speced@gmu.edu](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

### **Course Delivery Method**

Learning activities include the following:

1. Discussion activities and assignments
2. Application activities and assignments
3. Individual and/or Small group activities and assignments
4. Video and other media supports
5. Reflective writing activities and assignments
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before [@masonlive.gmu.edu](mailto:@masonlive.gmu.edu)) and email password. The course site will be available on Tuesdays @ 1pm for synchronous class time and as continuously for course information.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication. **Students must have a camera and microphone in order to participate in class. Students must be on camera throughout the duration of class time. Due to the small nature of this class, microphones will be open so ensure that you are in a quiet location.**

### **Technical Requirements**

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems](#)

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems))

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with zoom web conferencing.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>)
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
  - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) ([www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/))

## Expectations

- Course Week:  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least once per week. In addition, students must log-in for all scheduled online synchronous meetings and for their field experience work with their designated mentor teacher. **Students must have their cameras turned on at all times during class and during their virtual field experiences and the camera must be focused on the student's face. The student must be prepared to speak and participate in discussion at any moment during class time or during their virtual field experiences.**
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions and attending all synchronous seminar sessions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:

Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes**

Upon completion of this course, students will be able to:

1. Identify the varied activities and responsibilities of numerous professionals, including collaborative roles, across a wide range of school-based settings and learning experiences in the school (e.g., general education teachers, special education teachers, art-music/PE teachers (or other content areas), guidance, and administrative personnel, etc.).
2. Demonstrate an understanding of development and individual differences by responding to the needs of individuals who have severe disabilities and providing meaningful and challenging learning experiences for individuals in the classroom setting.
3. Assist in the implementation of academic, behavioral, and social/emotional aspects of instruction in the classroom setting to advance the learning of students who have severe disabilities and who access the adapted curriculum, including the use of instructional and assistive technology.
4. Assist the mentor teacher in using multiple methods of assessment and data sources when evaluating daily student performance and making educational decisions for individuals who have severe disabilities and who access the adapted curriculum.
5. Observe and assist (if applicable) in the administration of formal and informal diagnostic testing.
6. Plan for and provide explicit instruction for individuals and/or small groups under the supervision of the mentor teacher.
7. Collaborate effectively with education professionals and engage in professional activities as a member of the learning community.
8. Demonstrate professional and ethical behavior in K-12 school settings and a commitment

to developing educational success and quality of life for individuals who have severe disabilities and who access the adapted curriculum.

9. Reflect on and analyze instructional decisions observed and /or made and apply insight gained to plans for future instruction.

### **Professional Standards**

This course is offered by George Mason University's Division of Special Education and disAbility Research in the College of Education and Human Development. The goal of the special education programs is to improve the lives, productivity, and education of persons with disabilities. Courses within the special education programs align with the standards established by the Council for Exceptional Children (CEC), the major international special education professional organization, and the Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner Development and Individual Learning Differences(InTASC 1,2); CEC Standard 2: Learning Environments(InTASC 3); CEC Standard 3: Curricular Content Knowledge(InTASC 4,5); CEC Standard 4: Assessment(InTASC 6); CEC Standard 5: Instructional Planning and Strategies(InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practice(InTASC 9); CEC Standard 7: Collaboration(InTASC 10).

### **Required Texts**

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press

### **Required Resources**

Access to Blackboard

### **Additional Readings**

As assigned and posted on Blackboard

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

### **VIA Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA.

For EDSE 465, the required PBA is Experiential Portfolio. Please check to verify your ability to upload items to VIA before the PBA due date.

## **Assignments and/or Examinations**

### **Performance-based Assessment (VIA submission required)**

none

### **College Wide Common Assessment (VIA submission required)**

The required college-wide common assessment in EDSE 465 is the dispositions self-assessment. Towards the beginning of their licensure programs (in EDSE 361), all teacher candidates completed a self-rating of dispositions, which reflect one's attitudes and deeply held beliefs. Teacher Candidates in the Special Education-Adapted Curriculum undergraduate licensure program complete the self-rating again towards the mid-point of the licensure program, in EDSE 465. The self-assessment will be an online survey, which can be accessed via the Assessments page of the course Blackboard site. Your instructor will notify you when the link is available. The self-assessment has 12 items that ask you to reflect on your professional responsibility, collaboration and leadership, cultural responsiveness, and high expectations for learning. Please note that in addition to the initial self-rating in EDSE 361 and this mid-point self-rating in EDSE 465, your dispositions will also be assessed at least 1 other time during your program: an instructor-rated evaluation by a university supervisor during internship (EDSE 483). Instructors may complete instructor-rated disposition evaluations other times throughout your program. For more information on dispositions, see <https://cehd.gmu.edu/epo/candidate-dispositions>

### **Performance-based Common Assignments (No VIA submission required)**

**Experiential Portfolio** (\*Designated Performance-Based Assessment, no Tk20/VIA upload required; **270 points total**)

You will complete 30 hours of clinical experience at your assigned school setting. The clinical experience entails observations and working with students under supervision in a K-12 school-based setting. Your clinical experience setting must include students with disabilities who access the adapted curriculum.

The experiential portfolio is an opportunity for you to organize your learning and provide evidence of your knowledge and skills. The portfolio will include (a) a Log of Hours to record completion (i.e., when completed, including signature of mentor teacher) of a series of activities during the clinical experience, (b) reflective journal entries, (c) lesson planning and instructional reflections, and (d) lesson observation.

A. ***Log of Hours and Activities*** (100 points for Log of Hours with activities below) include the following:

(Note: please connect with the instructor if any of the items listed below are not applicable to your site.)

### Before Clinical Experience

- a. Compose a professional introductory email to the principal/administrator and mentor teacher. Introduce yourself and what you hope to learn. Express your appreciation for being a guest in the building. Instructor should review email before sending.
- b. *Complete a clinical observation calendar with your mentor teacher for hours of observations per weekly clinical observation to complete your hours. (signed by mentor teacher)*

### Clinical Experience Weeks 1-3: Observe

- a. Observe in the inclusive or special education classroom in which you will be working:
  - i. Observe behavior management system(s) in effect in the classroom/school.
  - ii. Observe lesson plan(s) of your mentor teacher before implementation. Ask him/her to explain the components to you before implementation.
  - iii. Observe teaching methods and evidence-based instructional strategies used for individuals or small group instruction.
  - iv. Observe the roles and responsibilities of the special education teacher and other school-based professionals with whom the special education teacher collaborates.
  - v. Examine IEP(s) for a student(s) with whom you regularly interact in the classroom.
  - vi. Examine curricular materials used by students and the teacher to implement instruction for students with disabilities who access the adapted curriculum.
- b. Observe students in non-classroom settings, such as the lunchroom, playground, hallways, during arrival/dismissal, or in art/music/physical education activities.
- c. Complete the Lesson Planning and Instructional Reflection assignment, Part 1 (outlined below).

### Clinical Experience Weeks 4-10: Assist and Teach

- a. Assist the teacher in planning instructional activities and preparing instructional materials for individuals or small groups.
- b. Assist the teacher in grading, analysis of student errors, collecting behavioral data, etc., and using that data to guide instructional decisions.
- c. Assist the teacher in implementing behavior management system(s) in effect in the classroom/school.
- d. Observe and/or participate in the administration of a formal or informal assessment (e.g., informal reading inventory).
- e. Plan for and/or provide explicit instruction when providing instruction 1:1 and/or in small groups under the supervision of the mentor teacher.
- f. Complete the Lesson Planning and Instructional Reflection assignment, Parts 2 & 3 (outlined below).
- g. Complete a Lesson Observation (outlined below).

- h. Mentor Teacher and instructor to complete Dispositions Assessment of teacher candidate's performance, which will be signed and submitted with the Log of Hours.

**B. *Reflective Journal Entries*** (10 points for each of the 10 journal entries; 100 points total)

Throughout the clinical experience, the teacher candidate will maintain Reflective Journal entries. Each week, the teacher candidate will reflect on the activities that were completed. Weekly journal entries will be submitted to Blackboard. These entries include the following:

- a. Entry 1: Describe the classroom setting and critique the learning environment with respect to items such as physical features and the daily schedule that contributes to teaching effectiveness and student engagement. Use of technology? Responsive to individual interests, cultural and linguistic diversity? What type of student will be helped by this environment/would any be hindered by it?
- b. Entry 2: Describe the characteristics of students in the classroom. How do students respond to the lessons? If they are engaged, what evidence did they observe to draw that conclusion?
- c. Entry 3: Identify and reflect on the full range of tasks, responsibilities, and activities that the school-based professionals complete throughout their day. What surprises you? What are the challenges you see? How do school professionals collaborate? What are their roles within MTSS?
- d. Entry 4: Critique the textbook(s), classroom materials, and methods of teaching used to meet the needs of the students in the classroom. Provide specific evidence for your conclusions about the effectiveness of the instructional materials. Relate your observations to your current knowledge of explicit instruction.
- e. Entry 5: Evaluate how the mentor teacher engages in professional and ethical behavior. How does the mentor teacher demonstrate professionalism? How does the mentor teacher maintain professional growth? How does the mentor teacher advocate for the needs of students with disabilities?
- f. Entry 6: Identify how the teacher assesses student learning (formally and informally) and critique these practices. Are these practices effective? How do you know? How does the teacher's use of assessment link back to instruction?
- g. Entry 7: Evaluate the specific IEP objectives and the assessment techniques used to monitor student progress towards these IEP goals.
- h. Entry 8: Identify how theory works in practice when observing effective or ineffective classroom routines, procedures, rules and handling of discipline, and behavior management techniques used by teachers in the classroom environment. Consider how theory is applied accurately or inaccurately.
- i. Entry 9: Reflect on an event you observed in the classroom and discuss how this particular observation has shifted, evolved, shaped, or supported your thinking about the profession.



- j. Entry 10: Reflect on an event you observed in the classroom and discuss how this particular observation has shifted, evolved, shaped, or supported your thinking about the profession.

**C. Lesson Planning and Instructional Reflection** (40 points total): The teacher candidate will complete a Lesson Planning and Instructional Reflection assignment during their clinical experience. There are 3 parts to this assignment, and assignment directions and grading rubrics will be posted on Blackboard and discussed in class:

- **Part 1** (10 points): The teacher candidate will obtain a lesson plan (for a small group of 1-on-1 lesson including students with disabilities who access the general curriculum) from their mentor teacher. The teacher candidate will observe the lesson plan being taught by the mentor teacher. The teacher candidate will then write a critique of the lesson plan to identify strengths and weaknesses of the lesson plan.
- **Part 2** (10 points) : The teacher candidate will then write a follow-up lesson plan for the small group of 1-on-1 lesson that was observed. Using the one of the identified lesson plan templates, provide a copy of this lesson plan and any relevant material(s) to the instructor.
- **Part 3** (20 points): The teacher candidate will use the lesson plan he/she developed to video him/herself teaching the lesson to a mock audience (your audience can be imaginary students, can be stuffed animals, can be a family member, etc.). The teacher candidate will then watch the video of the instruction, focus on a twenty-minute segment of the recording, and complete one instructional reflection around that segment. The teacher candidate will select one of the Archer and Hughes (2010) elements of instruction to focus on in their reflection. The teacher candidate will complete a Reflection Matrix, which will be focused on the selected element of instruction. We will watch these videos in small groups during seminar as a way for you to receive feedback.

**D. Lesson Observation** (30 points): During Weeks 4-10 of the clinical experience, the teacher candidate will work with their mentor teacher to select a lesson to teach. The lesson must be an individual or small group lesson, and it must include students with disabilities who access the adapted curriculum. The teacher candidate will use one of the identified lesson plan templates to create a lesson plan. The teacher candidate will schedule a time for the instructor to observe the lesson. The instructor will observe the lesson. Following the lesson, the instructor will meet with the teacher candidate to reflect on the lesson and provide suggestions. The assignment will be evaluated for the lesson plan and for instructional delivery, using the Clinical Practice 1-Adapted Curriculum rubric. Assignment directions and a rubric will be posted on Blackboard and discussed in class.

### **Field Experience Requirement**

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe,

assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016).

Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

\*Please note that due to barriers with accessing field experience placements in Spring 2021 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified by their instructors with field experience options in their course. If the instructor allows field experiences to be completed on-the-job for students working in schools, you must have administrator approval and access to all field experience-related tasks and requirements. Please note that if you are not completing your field experience on-the-job or if your worksite does not meet the necessary requirements, you will use an alternative option provided by your instructor; you may NOT arrange your own field experience placement (i.e., do NOT reach out to teachers or administrators on your own). Check your Mason email regularly for important information regarding your field experience.

### Other Assignments

#### 2. Final Reflection Paper (40 points)

This assignment is a two-part assignment. In Part 1 of the reflection paper, the teacher candidate will reflect on the roles and responsibilities of a special education teacher. Drawing upon experiences gained from this course, the teacher candidate will write (a) a summary of the roles and responsibilities of a special education teacher and (b) a description of what they need to know more about regarding the roles and responsibilities of a special education teacher (such as remaining questions and/or goals for future learning). In Part 2 of the reflection paper, the teacher candidate will reflect on the CEC standards and items in the Clinical Practice 1-Adapted Curriculum rubric. Specifically, the teacher candidate will reflect on their growth in each area, indicating lessons learned and personal goals for the future. An assignment description and grading rubric will be posted on Blackboard and discussed in class.

#### 3. Seminar Attendance & Participation (10 points for each seminar – total 90 points)

Teacher candidates will attend all seminars and actively participate in seminar activities. Cameras must be turned on throughout the duration of class. Candidates are responsible for all assigned readings prior to the seminar. An assignment description and grading rubric will be posted on Blackboard and discussed in class.

### Assignment Summary

Course grades are calculated by summing the points earned on assignments and dividing by the total possible points. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

Experiential Portfolio	270 points
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<ul style="list-style-type: none"> <li>• Log of Hours and Activities (100 points)</li> <li>• Reflective Journal Entries (10 points @ 10 entries; 100 points total)</li> <li>• Lesson Planning and Instructional Reflection (40 points)</li> <li>• Lesson Observation (30 points)</li> </ul>	
Final Reflection Paper	40 points
Seminar Attendance and Participation (10 points @ 9 sessions)	90 points
<b>Total Points</b>	<b>400 points</b>

## **Course Policies and Expectations**

### **Attendance/Participation**

[See description above under assignments] Teacher candidates will attend all seminars and actively participate in seminar activities. Candidates are responsible for all assigned readings prior to the seminar. An assignment description and grading rubric will be posted on Blackboard and discussed in class.

### **Late Work**

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the instructor in advance if there is a problem with submitting your work on time.

### **Other Requirements**

Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.)

### **Grading Scale**

A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%

C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

### Professional Dispositions

**\*Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

### Class Schedule

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### Class Schedule

Week	Topics	Readings Due	Assignments Due
1	<b>Seminar: January 26</b> Syllabus review, overview of clinical experience, professionalism expectations, standards, Roles and Responsibilities of Special Education teacher	Ensure successful access of Blackboard for this course	Introductory Email to be approved by instructor before on- site attendance at clinical site

2	<b>Seminar: February 2</b> Student characteristics and IEPs; continuum of placement and lifespan and LRE	<b>Clinical Experience</b> (without students): Introductions, Meet MT	Article available on BB <i>Collins et. Al (2017)</i> <i>Navigating common challenges and pitfalls in the first years of special education</i>	<b>Clinical experience calendar due</b>
3		<b>Clinical Experience</b> Week 1: Observe		Journal Entry #1
4	<b>Seminar: February 16</b> Learning Environment and Lesson Plans	<b>Clinical Experience</b> Week 2: Observe	Archer & Hughes Chapter 5	Journal Entry #2
5		<b>Clinical Experience</b> Week 3: Observe	Archer & Hughes Chapter 2 & 3	Journal Entry #3 <b>Lesson Planning &amp; Instructional Reflection: Part 1 Due</b>
6	<b>Seminar: March 2</b>  Progress monitoring, Lesson Plans	<b>Clinical Experience</b> Week 4: Assist and Teach	Archer & Hughes Chapters 4	Journal Entry #4 Lesson Planning & Instructional Reflection: Part 2 Lesson Plan Drafts due Schedule Lesson Observation with instructor and mentor teacher
7		<b>Clinical Experience:</b> Week 5 Assist and Teach	Article available on BB <i>Myers et al (2017)</i> <i>Classroom management with exceptional learners</i>	Journal Entry #5 <b>Lesson Planning &amp; Instructional Reflection: Part 2 Lesson Plans Due</b>
8	<b>Seminar: March 16</b> Instructional Delivery	<b>Clinical Experience:</b> Week 6 Assist and Teach	Archer & Hughes Chapter 6 & 7	Journal Entry #6
9		<b>Clinical Experience</b> Week 7: Assist and Teach		Journal Entry #7
10	<b>Seminar: March 23</b>	<b>Clinical Experience</b> Week 8: Assist and Teach	Archer & Hughes Chapter 8	Journal Entry #8

	Meeting only: video analysis, feedback, goal setting			
11	<b>Seminar: March 30</b> Getting the most out of professional development		Article available on BB <i>A special educator's guide to locating and asking for classroom curricular resources (Hensley, 2021)</i>	<b>Lesson Planning &amp; Instructional Reflection: Part 3 Due</b>
12		<b>Clinical Experience</b> Week 9: Assist and Teach		Journal Entry #9 <b>Last day possible for lesson observation</b>
13	<b>Final Clinical Experience</b> Week 10: Assist and Teach			Journal Entry #10
14	<b>Seminar: April 20</b>  <b>READINGS DUE for today</b>  3 Articles available on BB 1. <i>What beginning special education teachers need to know about writing FBA's - Lewis et al (2017)</i> 2. <i>"The Rising Tide" Harris (2018)</i> 3. <i>The effects of poverty on lifelong learning: important lessons for educators. (Baotwright &amp; Midcalf, 2019)</i>			<b>Experiential Portfolio Due</b>
15	<b>Final Seminar April 27:</b>  Discuss teaching strengths and areas of growth			<b>Final Reflection Due</b>

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See [Core Values \(http://cehd.gmu.edu/values/\)](http://cehd.gmu.edu/values/).

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing \(http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/\)](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services \(https://ds.gmu.edu/\)](https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

**Campus Resources**

- Support for submission of assignments to either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).**
- For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

**Appendix**

**Assessment Rubric(s)**

**Grading Rubric: Experiential Portfolio**

Criteria	Earned Points	Possible Points
<i>Log of Hours and Activities</i>		

All activities have been completed, as indicated by the log of hours. (13 ongoing activities @ 5 points/activity)		65
Log of hours has all required mentor teacher signatures		5
Dispositions assessment completed and signed by mentor teacher. Ratings indicate positive, successful dispositions.		15
Dispositions assessment completed and signed by instructor. Ratings indicate positive, successful dispositions.		15
<b>TOTAL FOR LOG OF HOURS &amp; ACTIVITIES</b>		<b>100</b>
<i>Reflective Journal Entries</i>		
Entry clearly introduces the context of the situation, and the selected activity corresponds with the written response.		2
Clear description of what happened is provided and specific elements of the event are detailed.		2
A thoughtful analysis of the event is provided and consideration of reasons as to why the teacher (or you) made a teaching decision is discussed.		2
A thoughtful discussion of any impact on the students or other individuals is provided given the decisions observed (or made).		2
Applies insight from the experience by considering how to extend an effective practice or change an ineffective practice for future instructional settings.		2
<b>TOTAL FOR EACH WEEK</b>		<b>10</b>
<i>Lesson Planning and Instructional Reflection</i>		
Part 1: Observation and thoughtful critique of a lesson plan's strengths and challenges as taught by the mentor teacher.		10
Part 2: A well-crafted follow up lesson plan based upon the mentor teacher's lesson in part 1 using one of the lesson plan templates identified.		10
Part 3: A video recording of the implementation of the follow-up lesson plan and a completed reflection matric focused on one element of instruction as identified by Archer and Hughes (2010)		20
<b>TOTAL FOR LESSON PLANNING &amp; INSTRUCTIONAL REFLECTION</b>		<b>40</b>
<i>Lesson Observation</i>		
Schedules observation time by contacting instructor with a professional email.		5
Lesson plan for lesson is provided to instructor prior to observation		1



Lesson plan is complete and reflects understanding of how to create a lesson for students with severe disabilities		10
Meets with instructor at scheduled time		4
Lesson delivery reflects understanding of explicit instruction and active engagement.		10
TOTAL FOR LESSON OBSERVATION		30
<i>Totals per section of Experiential Portfolio</i>		
A Log of Hours		100
B Reflective Journal Entries		100
C Lesson Planning & Instructional Reflection		40
D Lesson Observation		30
TOTAL FOR ASSIGNMET		270