



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

Spring 2022

EDSE 465 001: Clinical Practice and Seminar 1: Adapted (Severe Disabilities)

CRN: 17338, 2 – Credits

Instructor: Dr. Marci Kinas Jerome	Meeting Dates: 1/24/22 – 5/18/22
Phone: 703-993-8295	Meeting Day(s): Tuesday
E-Mail: mkinas@gmu.edu	Meeting Time(s): 1 pm – 2:40 pm
Office Hours: By appointment	Meeting Location: Fairfax; Finley 114
Office Location: Finley Hall 205C	Other Phone: N/A

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; C or EDSE 381; XS

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 curriculum 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 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

Learner Outcomes

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

1. Identify the varied activities and responsibilities of numerous professionals 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.
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. Use knowledge of general and specialized curricula to provide individualized learning 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. Engage in self-reflection to analyze instructional decisions observed and/or made and to apply insight gained to plans for future instruction.

Professional Standards

(Council for Exceptional Children [CEC] 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*. Guilford Press.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

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)

The performance-based assessment for this course is the *Experiential Portfolio*. See full assignment description under *Course Assignments*.

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>

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 teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are **REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.**

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the required form, as this information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

· If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

· If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video

presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies to complete this packet. Once you have received your field experience placement, complete and submit this packet to the provided link.

4. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

5. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Course Assignments

1. Experiential Portfolio (270 points)

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 3-9: 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 or 1-on-1 lesson including students with disabilities who access the adapted 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 or 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 4-8 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.

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. 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 • Log of Hours and Activities (100 points) • Reflective Journal Entries (10 points @ 10 entries; 100 points total) • Lesson Planning and Instructional Reflection (40 points) • Lesson Observation (30 points)	270 points
Final Reflection Paper	40 points
Seminar Attendance and Participation (10 points @ 9 sessions)	90 points
Total Points	400 points

Course Policies and Expectations

Attendance/Participation

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.)

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.

Grading

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%

***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. Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in designated

courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” 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.

Week	Seminar	Clinical Experience	Readings	Assignments Due (Tuesdays by 1:00pm)
1/25	Seminar 1: Overview, Expectations, Roles and Responsibilities			
2/1	Seminar 2: Student Characteristics and IEPs; Continuum of Placement, Lifespan and LRE		Blackboard Reading Review Archer & Hughes Ch. 2, 3	- Intro Email Draft
2/8	Seminar 3: Learning Environment and Lesson Plans		Review Archer & Hughes Ch. 4	
2/15	Seminar 4: Reflection, Analysis, and Goal Setting	Introductions, Meet Mentoring Teacher (without students)	Archer & Hughes Ch. 5	
2/22		Week 1: Observe		- Observation Calendar - Journal 1
3/1	Seminar 5: Progress Monitoring, Lesson Plans	Week 2: Observe	Archer & Hughes Ch. 6, 7	- Journal 2
3/8		Week 3: Observe / Assist		- Lesson Plan Part 1 - Journal 3
3/15	SPRING BREAK			
3/22	Seminar 6: Instructional Delivery	Week 4: Assist and Teach	Archer & Hughes Ch. 6, 7	- Journal 4 - Journal Entry #4 Lesson Planning & Instructional Reflection: Part 2 Lesson Plan Draft - Schedule Lesson Observation with instructor and mentor teacher
3/29		Week 5: Assist and Teach		- Lesson Plan Part 2 - Journal 5
4/5	Seminar 7: Professional Development	FCPS Spring Break PWCS Week 6: Assist and Teach	Blackboard Reading Archer & Hughes Ch. 8	- Journal 6

4/12		PWCS Spring Break FCPS Week 6: Assist and Teach		- Lesson Plan Part 3 - Journal 7
4/19	Seminar 8: Peer Feedback and Next Steps	Week 7: Assist and Teach	Blackboard Reading	- Journal 8
4/26		Week 8: Assist and Teach		- Last week possible for lesson observation - Journal 9
5/3	Seminar 9: Discuss Teaching Strengths and Areas of Growth	Week 9: Assist and Teach	Blackboard Reading	- Experiential Portfolio Due - Journal 10 - Final Course Evaluation
5/10	Reserved for make-up/catch-up of clinical experience hours			- Final Reflection Due

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 VIA should be directed to viahelp@gmu.edu or <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 “Non-confidential 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 titleix@gmu.edu.

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): Experiential Portfolio Grading Rubric

Criteria	Earned Points	Possible Points
<i>Log of Hours and Activities</i>		
All activities have been completed, as indicated by the log of hours. (12 ongoing activities @ 5 points/activity)		60
Log of hours has all required mentor teacher signatures.		10
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
TOTAL FOR LOG OF HOURS & ACTIVITIES		100
<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
TOTAL FOR EACH WEEK		10 (100 Total)
<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 matrix focused on one element of instruction as identified by Archer and Hughes (2010).		20
TOTAL FOR LESSON PLANNING & INSTRUCTIONAL REFLECTION		40
<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