



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

Fall 2023

EDSE 446 002: Clinical Practice and Seminar 2

CRN: 83676, 3 – Credits

Instructor: Dr. Margaret Weiss	Meeting Dates: 8/21/23 – 12/13/23
Phone: 703.993.5732 Zoom: https://gmu.zoom.us/j/6951566140	Meeting Day(s): 8/22, 8/29, 9/12, 10/3, 10/24, 11/14, 11/28 Field component: Ongoing
E-Mail: mweiss9@gmu.edu	Meeting Time(s): 1:30-3:20
Office Hours: Tuesdays at 12 or by appointment	Meeting Location: Finley 119
Office Location: 213 Finley	Other Phone:

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 445 with a minimum grade of "C" or "XS".

Co-requisite(s):

None

Course Description

Applies coursework in Special Education-General Curriculum to planning for, and supervised instruction of, students with disabilities who access the general curriculum in K-12 school settings. Engages candidates in reflection to analyze instruction within the clinical experience setting. Requires a 2-hour seminar held seven times throughout the semester and a minimum of 40 hours of fieldwork in a K-12 clinical experience setting.

Course Overview

In EDSE 446, teacher candidates apply coursework in Special Education-General Curriculum within a supervised clinical experience in K-12 school settings. This course allows candidates to plan for and implement instruction to students with disabilities who access the general curriculum and to reflect on and analyze instruction within the clinical experience. EDSE 446

includes a 2-hour seminar that will meet seven times throughout the semester and a minimum of 40 hours of fieldwork in the K-12 clinical experience setting.

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).

Advising Tip

Applications for internship must be submitted a semester in advance. For details, visit <https://cehd.gmu.edu/epo/student-internship>. BEWARE: Missing the application deadline will push your program back a full year.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

This course is designed to enable students to do the following:

1. Identify and implement evidence-based practices for students with disabilities who access the general curriculum in small group or one-on-one instruction.
2. Plan for small group instruction of students with disabilities who access the general curriculum using effective lesson planning techniques and explicit instruction, including differentiating instruction and planning for accommodations to meet student IEPs, and in content areas (e.g., reading, math, writing).
3. Use technology to achieve instructional objectives in small group or one-on-one instruction for students with disabilities who access the general curriculum.
4. Gather (e.g., through continual observations, formal and informal assessments) and analyze data to assess understanding and mastery and to make responsive adjustments to small group or one-on-one instruction.
5. Observe and create a safe, equitable, positive, and supportive learning environment by managing routines, behaviors, time, space, materials, and classroom activities to keep students actively involved in learning.
6. Observe and use effective, non-aversive behavior management strategies to handle problem behaviors firmly and fairly.
7. Establish rapport with students and demonstrate respect and value of individual differences and cultural diversity.
8. Demonstrate professional and ethical behavior in K-12 school settings and a commitment to developing educational success and quality of life for students with disabilities who

- access the general curriculum.
9. Reflect on and analyze instructional decisions and apply insight gained to plans for future instruction.
 10. Identify Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria.

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 2: Learning Environments (InTASC 3), CEC Standard 4: Assessment (InTASC 6), Standard 5: Instructional Planning and Strategies (InTASC 7, 8), CEC Standard 6: Professional Learning and Ethical Practice(InTASC 9).

Required Texts

No required text. All readings will be posted on Blackboard.

Recommended Texts

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

Required Resources

All required readings and resources will be 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/SLL (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/SLL.

For EDSE 446: No requirement to upload a Performance-based Assessment (PBA) to VIA/SLL.

Assignments and/or Examinations

Performance-based Assessment

(VIA submission required)

N/A

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

N/A

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 form, regardless of whether you need assistance in locating a field experience placement or not. 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 to be arranged, you will receive information via your GMU email account 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 will 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.

6. 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."

Other Assignments

A main component of this course is a clinical experience working with students with disabilities who access the general curriculum in K-12 school settings. Teacher candidates are required to complete a minimum of 40 hours in an assigned clinical experience placement. Across the semester, at least 20 of the clinical experience hours must be completed in direct instruction with student(s) with disabilities who access the general curriculum.

1. *Log of Hours* (9 points)

All hours spent in field placement must be documented on the Clinical Experience Log of Hours and signed by the mentor teacher. You must log at least 40 hours in your clinical experience placement, with at least 20 of those hours in direct instruction with students with disabilities who access the general curriculum, including small group or one-on-one instruction in reading, math, and/or writing. The course calendar includes checkpoints for log submission. The final completed Log of Hours must be signed by your mentor teacher and submitted to Blackboard by the due date.

2. *Clinical Experience Journal* (6 points @ 5 entries; 30 points total)

Throughout the clinical experience, the teacher candidate will maintain a Clinical Experience Student Journal. The candidate, with guidance and approval from the mentor teacher, will select a student with a disability who accesses the general curriculum. If possible, choose a student who is also an English language learner. The candidate will use the journal to summarize observations about the selected student and reflect on aspects of the student's academic, behavioral, and social-emotional progress.

Specifically, journal entries will be:

Journal #1: With your mentor teacher's guidance and approval, select a student with a high incidence disability who accesses the general curriculum. Assign that student a pseudonym. Read his/her IEP and answer the following questions:

- a. From your mentor teacher, what is the student's current level of performance?
- b. What is their disability?
- c. What are their academic, behavioral, and social/emotional strengths? What are their interests and/or goals? What are their academic, behavioral, and social/emotional needs?
- d. What accommodations do they receive?
- e. What is the student's schedule?
- f. What instructional supports/specialized instruction do they receive?

Journal #2: Observe the student during whole group instruction and during independent practice in a lesson. Answer the following:

- a. What was the student doing during whole group instruction? Talk about the student's participation in opportunities to respond and whether they received feedback during the whole group instruction part of the lesson.
- b. How did the teacher assess student learning during whole group instruction?
- c. What did the student do during independent practice? How long did it take the student to start the task? Did the student have all necessary materials? Did they complete the task? Were they on task during independent practice?
- d. Reflect on the student performance during these parts of instruction. What are your takeaways/questions when thinking about how you might instruct the student in small group or one-on-one situations?

Journal #3: Observe a lesson where the student receives explicit instruction in a small group setting. Answer the following:

- a. What was the student doing during instruction? What do you notice about the student's academic skill level in small group instruction?
- b. How did the mentor teacher (or other) engage the student, provide practice opportunities, and assess student learning?
- c. What takeaways do you have about how you can engage the student in your small group or individual lesson?

Journal #4: With your mentor teacher, set up a time that you can talk with your selected student individually. After establishing rapport, ask them questions to answer the following:

- a. What are the student's favorite things to do? What do they identify as their strengths? Areas of need?
- b. What do they know about their own learning? What makes learning easier/harder for them? What works in your mentor teacher's classroom?
- c. Reflect on what the student said and how they were able to articulate (or not) what contributed to their learning. Did they mention anything about accommodations, IEP goals, anything else you read about in the IEP? How will their responses impact your lesson planning?

Journal #5: Think back on this student's progress across the weeks of your clinical experience placement. Answer the following:

- a. How have they made progress? How do you know?
- b. What areas of need still exist? How do you know?
- c. What would you plan next to help meet this student's needs?
- d. How would you advocate to make sure this student's needs are met?
- e. What have you learned about/thought about related to your own teaching while observing this student?

3. *Lesson Study* (40 points total)

In consultation with the mentor teacher, the teacher candidate will identify a lesson topic and learning objectives for a lesson that the teacher candidate will plan and implement with the target student in *either* a small group or one-on-one setting. Specifically, the teacher candidate will:

Step 1: Develop a roughly 20-minute lesson (using the lesson plan format given in

class) to address the learning objectives, using evidence-based and high leverage practices and technology (in some form).

Step 2: Bring the lesson to EDSE 446 class session (10.3) to share with your peers and discuss. Be prepared to tell them about your student's learning characteristics. Revise based on the feedback received from peers.

Step 3: Submit the lesson plan (using the format given in class) to Dr. Weiss at least 48 hours before the scheduled class session.

Step 4: Complete a pre-observation conference with Dr. Weiss to receive feedback. Revise as indicated. Schedule time to implement the lesson. Select one element of instruction from Archer and Hughes (2010; p. 2-3) to focus your reflection on the lesson.

Step 5: Implement the lesson. Videotape your instruction and have Dr. Weiss observe the lesson.

Step 6: Within 24 hours of teaching the lesson, watch the video and complete the Reflection Matrix on the one identified Archer and Hughes (2010; p. 2-3) element of instruction. Select a clip of the video that illustrates this element. Upload the completed Reflection Matrix and selected clip to Blackboard.

Step 7: Complete a post-observation conference with Dr. Weiss using the Clinical Experience Observation Summary form.

Step 8: Share summary and reflections of lesson with peers in EDSE 446 class session (11.28)

4. *Professionalism and Participation* (7 sessions @ 3 points/session; 21 points total). Attendance, punctuality, and active participation during each class session and assigned activity are expected. For each session, students will earn up to five Professionalism checks for the following expectations:
- Attendance: Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Refer to the Attendance Policy below for detailed expectations.
 - Participation & Professional Behavior: Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students are expected to read all assigned readings prior to class and to actively participate in discussions and activities during class sessions.

Professionalism and participation will be documented using an in-class folder. At the end of each class, candidates will reflect on class activities. I will respond and assign participation points based on the rubric found on Blackboard.

Assignment Summary

Completed Log of Hours	9 points
Clinical Experience Journal	30 points
Lesson Study	40 points
Participation and Professionalism	21 points
Total Points:	100 points

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

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.)

If you must miss class due to an emergency or other unforeseen circumstance, contact Dr. Weiss immediately.

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. See Policies and Procedures (<https://cehd.gmu.edu/students/policies-procedures/>). 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 VIA/SLL 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, students, instructors, and/or mentor teachers may complete program disposition assessments as part of other courses. Instructors and mentor teachers may complete observer-rated disposition assessments other times throughout the program, as needed. 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.

Class Schedule

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

Date	Topic	Readings	Assignments due
8.22 (F2F)	<ul style="list-style-type: none"> • Introductions • Expectations/integration (teaching and reflecting) • Scheduling time 	Online materials	
8.29 (F2F)	<ul style="list-style-type: none"> • Internship discussion (Jancy Templeton) • Internship documents • Ethics and CEC 	Online materials	
9.5			Meet your mentor teacher Discuss expectations and requirements for semester
9.12 (F2F)	<ul style="list-style-type: none"> • Collaboration and accepting feedback • Lesson planning (objectives, EI) 	Online materials	Report on meetings with mentor teachers
9.19			Identify student. Complete and submit Journals #1 and 2
9.26			Complete and submit Journal #3
10.3 (F2F)	<ul style="list-style-type: none"> • Lesson planning • Video analysis and reflection • Lesson study step 2 	Online materials	Lesson study: Steps 1 and 2 due
10.10			Lesson study: Steps 3 and 4 due Journal #4
10.17			Lesson study: Should be doing Steps 5-7
10.24 (F2F)	<ul style="list-style-type: none"> • IEPs • Behavior 	Online materials	Lesson study: Should be doing Steps 5-7
10.31			Lesson study: Should be doing Steps 5-7
11.7			Lesson study: Should be doing Steps 5-7
11.14 (F2F)	<ul style="list-style-type: none"> • Problem solving • Student choice 	Online materials	
11.21			
11.28 (F2F)	<ul style="list-style-type: none"> • Problem solving/reflection • Lesson study 	Online materials	Lesson study: Step 8

Date	Topic	Readings	Assignments due
12.5			1. Lesson study 2. Journal #5 3. Log of hours Due by 11:59pm

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/>).
- [Learning Services](mailto:learningservices@gmu.edu) (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study

strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures 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/).