



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

Fall 2024

EDSE 446 001: Clinical Practice and Seminar 2

CRN: 80009, 3 – Credits

<b>Instructor:</b> Dr. Margaret Weiss	<b>Meeting Dates:</b> 8/26/24 – 12/18/24
<b>Phone:</b> 703.993.5732 or Zoom <a href="https://gmu.zoom.us/j/6951566140">https://gmu.zoom.us/j/6951566140</a>	<b>Meeting Day(s):</b> 8/27; 9/3, 9/17, 10/8, 10/29, 11/19, 12/3 Field component: Ongoing
<b>E-Mail:</b> <a href="mailto:mweiss9@gmu.edu">mweiss9@gmu.edu</a>	<b>Meeting Time(s):</b> 1:30 pm – 3:20 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Fairfax; Finley 119
<b>Office Location:</b> 213 Finley	<b>Other Phone:</b> 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 their LMS (Learning Management System).

**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](mailto: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**

This course will be delivered using a face to face format.

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 your LMS

### **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 (Available in our Canvas course materials)**

Aceves, T. C. and Kennedy, M. J. (Eds.) (2024, February). *High-leverage practices for students with disabilities*. 2nd edition. Arlington, VA: Council for Exceptional Children and CEEDAR Center.

Archer, A. L., & Hughes, C. A. (2011). *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>

### **Required Resources**

Access to Canvas. Other readings available in Canvas.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, 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**

There are two components to the course grade in EDSE 446. These are the Clinical Practice Portfolio and Professionalism and Participation.

The portfolio consists of seven elements. Each element is to be submitted and will be graded separately. Brief descriptions are provided here. Detailed instructions and rubrics are included in our Canvas course.

Element 1: Draft introductory email to your Mentor Teacher and a separate one to the building principal.

Element 2: Script of first meeting with Mentor Teacher, to include specifics about course requirements and responsibilities for the experience.

Element 3: A crosswalk of the uniform standards for teacher evaluation in Virginia, the high leverage practices, and CEC standards. Include an example activity/lesson from your field placement with annotations about included elements.

Element 4: Draft of your writing intervention plan, including student data, goal, and lesson plan.

#### Element 5

- *Part A:* In concert with your Mentor Teacher, create a plan to take over a designated class for one class session. Provide a description of student characteristics, current behavioral routines and expectations.
- *Part B:* Write a lesson plan (with your Mentor Teacher) for the class session.
- *Part C:* Videotape the lesson

Element 6: Upload the lesson to COACHED (explanation provided in Canvas). Meet with Dr. Weiss to reflect and review feedback on the lesson.

Element 7: Provide progress monitoring data with commentary for the student in your writing intervention project.

Element 8: Specific class assignments, including a presentation on the school faculty handbook, microteaching a lesson from the EI book, and creating an asynchronous version of a lesson from the VDOE standards.

## Professionalism and Participation

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.

### **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 about your assigned placement from the Clinical Practice Coordinator in the College’s Office of Teacher Preparation. 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. 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.

4. Complete the field experience end-of-semester survey. If you complete your field experience at a placement arranged by GMU, 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.

5. If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason’s Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

**Assignment Summary**

Clinical Practice Portfolio	Element 1	10 points
	Element 2	10 points
	Element 3	15 points
	Element 4	10 points
	Element 5	A: 15 points B: 15 points C: 5 points
	Element 6	20 points

Clinical Practice Portfolio	Element 1	10 points
	Element 7	10 points
	Element 8	20 points
Attendance and Participation	5 points each session	35 points
	Total Points:	165 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 LMS 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**

Part of the purpose of EDSE 446 is to develop professional habits that will help students be successful in teaching positions. To that end, attendance in class is required. As a teacher, you are responsible for the instruction of the students in your care. If you do not show up to school one day, they are without instruction and the school is without a teacher. You must notify the school and make alternative arrangements for someone to take over your responsibilities. The same is true for class—instruction is planned with you as a participant. You must notify Dr. Weiss if you are not going to be there.

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.)

Professionalism and participation points are earned through in class participation; however, emergencies might happen. 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. All readings must be completed by the class session they are assigned.

## 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:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards \(http://academicstandards.gmu.edu/\)](http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

## Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide \(https://cehd.gmu.edu/current-students/cehd-student-guide\)](https://cehd.gmu.edu/current-students/cehd-student-guide). 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 undergraduate 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.

### **Use of Generative AI**

Generative AI tools should follow the principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

### **Other AI Information**

Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

## Class Schedule

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

\*\*Shaded weeks are when we meet in seminar

Date	Topic	Readings	Assignment Due
8.27	Introductions; Review of topics; Professionalism		
9.3	What are HLPs and why we use them	Course requirements, HLP book chps 1 & 2	Elements 1 and 2 (submit before class; review and feedback in class)
9.10			
9.17	Understanding the intersection of the internship rubric, uniform standards for evaluation, and HLPs	Internship rubric, Uniform standards; faculty handbook from your assigned school	Element 3 crosswalk (at end of class session) Class assignment (Present faculty handbook)
9.24			
10.1			Element 3
10.8	HLPs Domain Three	HLP book domain 3 overview, chapters 7, 8, and 9, putting it all together	Plan for Elements 5 and 6
10.15			Element 4
10.22			
10.29	HLPs Domain Two	HLP book domain 2 overview, chapters 5, 6, putting it all together	Class assignment (Microteach lesson from EI book)
11.5			Element 5
11.12			

Date	Topic	Readings	Assignment Due
11.19	HLPs Domain Four	HLP book domain four: overview, chapter 10, putting together; small group debrief about elements 5 and 6	Element 6
11.26			
12.3	Preparing for internship	Internship handbook	Class assignment (asynchronous lesson presentation) Element 7

## CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: [Culture \(https://cehd.gmu.edu/about/culture/\)](https://cehd.gmu.edu/about/culture/)

## GMU Policies and Resources for Students

### Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/).
- 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](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - o [Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/)
  - o [Canvas: https://its.gmu.edu/service/canvas/](https://its.gmu.edu/service/canvas/)
- For information about [student support resources](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

- o [TimelyCare](https://caps.gmu.edu/timelycare-services/): <https://caps.gmu.edu/timelycare-services/>
- o [Writing Center](https://writingcenter.gmu.edu/): <https://writingcenter.gmu.edu/>

**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](mailto: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/).**

**Student and Faculty Names and Pronouns**

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [faculty insert your specific pronouns here] for myself and you may address me as “[YOUR NAME]”, “Dr./Prof. [NAME]” or “Mr./Ms./Mx. [NAME]” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

**Diversity and Inclusion Statement**

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

## Appendix

### Assessment Rubric(s)

#### Clinical Practice Portfolio

#### Rubric

Element	Description	Details	Possible Points
Element 1	Introductory email to Mentor Teacher Introductory email to Principal	<ul style="list-style-type: none"> <li>• Appropriate salutation</li> <li>• Body of email includes:               <ul style="list-style-type: none"> <li>○ Name and brief description of self</li> <li>○ Purpose of email (brief description of field experience)</li> <li>○ Request (meeting to discuss)</li> <li>○ Appropriate closing</li> </ul> </li> </ul>	10
Element 2	Script of first meeting with Mentor Teacher	<ul style="list-style-type: none"> <li>• Appropriate salutation</li> <li>• Purpose of meeting statement</li> <li>• Getting to know MT schedule and student population</li> <li>• Table or other document that provides brief description of course requirements and how MT can assist in completion</li> <li>• Request for planning completion of assignments</li> <li>• Request for regular meeting/planning/feedback time</li> <li>• Closing (with thank you for time)</li> </ul>	10
Element 3	Crosswalk of HLPs, uniform standards of teacher evaluation, CEC standards with example	<ul style="list-style-type: none"> <li>• Crosswalk document that is organized by similar elements across three elements</li> <li>• Elements are appropriately organized in crosswalk document</li> <li>• Document includes a description of examples from placement classroom for each area (as available)</li> </ul>	15
Element 4	Draft of writing intervention plan	<ul style="list-style-type: none"> <li>• Includes:               <ul style="list-style-type: none"> <li>○ Student information related to writing performance</li> <li>○ Goal for intervention</li> </ul> </li> </ul>	10

Element	Description	Details	Possible Points
		<ul style="list-style-type: none"> <li>○ Outline of lesson plans for intervention</li> </ul>	
Element 5	Taking over instruction from your Mentor Teacher for at least one class session	Part A: <ul style="list-style-type: none"> <li>● Date of instruction</li> <li>● Describe students in class session (e.g., number of students, their specific learning characteristics related to the topic, how they typically participate)</li> <li>● Describe behavioral routines and expectations for the classroom</li> </ul>	15
		Part B: <ul style="list-style-type: none"> <li>● Explicit instruction lesson plan for the session (scripted)</li> <li>● Includes subject area, learning objective(s), warm up, modeling, guided practice, independent practice, closing</li> <li>● Includes description of student engagement strategies (e.g., OTR)</li> </ul>	15
		Part C: Lesson is videotaped in its entirety	5
Element 6		<ul style="list-style-type: none"> <li>● Lesson uploaded to COACHED</li> <li>● Completed meeting with Dr. Weiss to review feedback</li> <li>● Completed reflection on lesson and feedback</li> </ul>	20
Element 7	Progress monitoring data with commentary from your writing intervention project	<ul style="list-style-type: none"> <li>● Includes:               <ul style="list-style-type: none"> <li>○ Student description</li> <li>○ Graph of performance</li> <li>○ Commentary on response to intervention</li> </ul> </li> </ul>	10
Element 8	In class assignments	<ul style="list-style-type: none"> <li>● Presentation on faculty handbook</li> <li>● Microteaching lesson from EI book</li> <li>● Asynchronous lesson from VDOE standard</li> </ul>	20