



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

Fall 2021

EDSE 466 001: Clinical Practice and Seminar 2: Adapted (Severe Disabilities)

CRN: 83024, 2 – Credits

Instructor: Dr. Melissa Ainsworth	Meeting Dates: 8/23/2021 – 12/15/2021
Phone: 703-993-5469	Meeting Day(s): Tuesday
E-Mail: mainswor@gmu.edu	Meeting Time(s): 1 pm – 2:40 pm
Office Hours: By Appointment	Meeting Location: Fairfax; Finley 114
Office Location: 206A Finley Bldg	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 465

Co-requisite(s):

None

Course Description

Applies coursework in Special Education-Adapted Curriculum (Severe Disabilities) to planning and supervised instruction of students with severe disabilities who access the adapted curriculum in K-12 school settings. Engages in reflection to analyze instruction within the clinical experience setting. Includes a 2-hour seminar held seven times throughout the semester and a minimum of 75 hours of fieldwork in a K-12 clinical experience setting.

Course Overview

In EDSE 466, teacher candidates apply coursework in Special Education-Adapted Curriculum (Severe Disabilities) within a supervised clinical experience in K-12 school settings. This course allows candidates to plan for and implement instruction to students with severe disabilities who access the adapted 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 75 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).

Course Delivery Method

Learning activities include the following:

1. Class lecture and assigned readings
2. Discussion activities and assignments
3. Application activities and assignments
4. Individual and/or small group activities
5. Individual and/or small group presentations
6. Research-based writing activities and assignments
7. Video and other media supports
8. Electronic supplements and activities via Blackboard
9. In person and virtual seminar meetings as posted in the syllabus

Learner Outcomes

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

1. Identify and implement evidence-based practices for students with severe disabilities who access the adapted curriculum in small group or one-on-one instruction.
2. Plan for small group instruction of students with severe disabilities who access the adapted curriculum using effective lesson planning techniques, 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 severe disabilities who access the adapted 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 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 severe disabilities who access the adapted curriculum.
9. Engage in self-reflection to 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); CECStandard 5: Instructional Planning and Strategies(InTASC 7,8); CECStandard 6: Professional Learning and Ethical Practice(InTASC 9).

Required Texts

deBettencourt, L. U., & Howard, L. A. (2015). *The effective special education teacher: A practical guide for success*. Waveland Press, Inc

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 Blackboard and GMU email

Additional Readings

As required, posted on the syllabus and available 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 466 is (NO ASSESSMENT REQUIRED FOR THIS COURSE). 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)**

NA

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

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). 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 arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, 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 Educator Preparation Office (EPO). 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.

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 will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for 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. 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. 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

Experiential Portfolio (520 points total)

A main component of this course is a clinical experience working with students with disabilities who access the adapted curriculum in K-12 school settings. Teacher candidates are required to complete a minimum of **75 hours** in an assigned clinical experience placement. Across the semester, at least 40 of the clinical experience hours must be completed in direct instruction with student(s) 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) clinical experience student journal, and (c) lesson observations and instructional reflections.

1. *Log of Hours* (100 points)

All hours will be documented on the Clinical Experience Log of Hours and signed by the mentor teacher. The Clinical Experience Log of Hours is worth 100 points. The Log of Hours must be submitted to Blackboard by the last seminar session. You must log at least 75 hours in your clinical experience placement, with at least 40 of those hours in direct instruction with students with disabilities who access the adapted curriculum, including small group or one-on-one instruction in reading, math, and/or writing.

2. *Clinical Experience Student Journal* (20 points @ 6 entries; 120 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 adapted curriculum for this assignment; if possible, the student should also be an English language learner. The candidate will summarize observations about the selected student and will reflect on aspects of the student's academic, behavioral, and social-emotional progress.

Specifically, journal entries will include:

- a. **Journal #1:** With your mentor teacher's guidance and approval, select a student with *moderate to severe* disabilities who accesses the adapted curriculum. Read his/her IEP, and ask your mentor teacher about the student's current level of performance. What is their disability? What are their (academic, behavior, or

social-emotional) strengths? What are their (academic, behavior, or social-emotional) needs? What accommodations does the student receive? What is this student's least restrictive environment?

- b. Journal #2: Observe the student in different types of instruction (e.g., whole group, small group, one-on-one). What are their strengths and needs during instruction? What accommodations does the student receive? How does the teacher assess their learning?
- c. Journal #3: Observe and/or provide explicit instruction to your student in a small group setting. What do you notice about the student's academic skill level in small group instruction? How do you and/or the mentor teacher differentiate instruction to meet this student's needs?
- d. Journal #4: Observe the student's behavior and social-emotional skills. What are their strengths and areas of need? What behavioral strategies work well for the student? How do you and/or the mentor teacher establish rapport with the student?
- e. Journal #5: Observe/ask how your mentor teacher evaluates the student's learning. Use formal and informal assessment to evaluate the student's learning. What types of formal and informal assessments do you and/or the mentor teacher use to evaluate the student's progress? How is data collected and gathered? How is data examined to make instructional decisions?
- f. Journal #6: Think back on this student's progress across the weeks of your clinical experience placement. How have they made progress? What areas of need still exist? What would you plan next to help meet this student's needs? How would you advocate to make sure this student's needs are met? How have you developed professionally as an educator while working with this student?

The journal will be submitted to Blackboard. To maintain confidentiality, no names are to be used on this or any assignment in the course. The target student will be referred to in all journal entries by using a pseudonym. A grading rubric for journal entries will be posted on Blackboard and discussed in the seminar. Each journal entry is worth 20 points.

3. Lesson Observations and Instructional Reflections (100 points @ 3 observations & reflections; 300 points total)

Throughout the semester, the university supervisor will complete three observations of the teacher candidate providing small group or one-on-one instruction with student(s) with disabilities who access the adapted curriculum. The teacher candidate will select one Archer and Hughes (2010) element of instruction to focus on in their lesson and associated instructional reflection. At least one observation must include instruction using technology. The first lesson observation can be a lesson provided by the mentor teacher, and the second and third observations should be written by the teacher candidate.

The teacher candidate will submit a lesson plan (using the Special Education-Adapted Curriculum lesson plan template) to the university supervisor 48 hours before the scheduled observation. The teacher candidate will complete a pre-observation conference with the university supervisor. During the lesson, the teacher candidate

will video themselves teaching the lesson. Within 24 hours of teaching the lesson, the teacher candidate will watch the video and complete a Reflection Matrix, which will be focused on the selected element of instruction. For each lesson, the candidate will also select a clip of the video that demonstrates the selected element of instruction, and the video clip and Reflection Matrix will be submitted to the university supervisor on Blackboard. One of the lessons selected for reflection must include the use of technology, and the teacher candidate will reflect on how technology impacted their use of the selected element of instruction. The teacher candidate will complete a post-observation conference with the university supervisor. The university supervisor will document the observation on the EDSE 446 Clinical Experience Observation Summary Form. All documents from the lesson observations will be uploaded to Blackboard. A grading rubric for lesson observations and instructional reflections will be posted on Blackboard and discussed in the seminar. Each lesson observation and associated instructional reflection is worth 100 points total.

Seminar Attendance & Participation (15 points @ 7 seminars; 105 points total)

Teacher candidates will attend all seminars and actively participate in seminar activities. Candidates are responsible for all assigned readings prior to the seminar. Teacher candidates are expected to display appropriate professional skills and dispositions throughout the clinical experience. Candidates are expected to adhere to all school rules and policies, CEHD and program expectations, and the CEC code of ethics. Candidates can earn up to 15 points per seminar for attendance, active participation in seminar activities, and professional behavior in the seminar and in the clinical experience classroom. A grading rubric for seminar participation and professionalism will be posted on Blackboard and discussed in the seminar.

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: 1. Log of Hours (100 points) 2. Clinical Experience Student Journal (120 points; 6 @ 20 points) 3. Lesson Observations and Instructional Reflections (300 points; 3 @ 100 points)	520 points
Seminar Attendance, Participation & Completion of Activities in class and completed for class discussion (7 @ 15 points)	105 points
Total Points	625 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 seminars during the course, (b) arrive on time, (c) remain in class for the duration of each seminar, (d) actively participate and demonstrate professional behavior in the classroom and the clinical experience setting, 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 complete this course successfully, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the instructor in advance if there is a problem with submitting your work on time.

Other Requirements

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/>). 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 of	Topics	Readings Due	Assignments Due
1 8/23-	<ul style="list-style-type: none"> Seminar 1 August 24th: Syllabus review, overview of clinical experience, professionalism expectations, standards Clinical Experience: Check email; complete all requirements (e.g. fingerprinting) 	deBettencourt & Howard Chapter 1	
2 8/30 -	<ul style="list-style-type: none"> Seminar 2 August 31st: Reflection; Review CEC internship rubric and VDOE evaluation Clinical Experience: Email mentor teacher introductory email and arrange initial meeting. 	deBettencourt & Howard Chapters 2	<ol style="list-style-type: none"> 1. Check list of completed clinical practice requirements turned in. 2. In – class preparation activity found in this week’s blackboard folder.

Week of	Topics	Readings Due	Assignments Due
3 9/6	<ul style="list-style-type: none"> • Seminar 3 September 7th: • Clinical Experience: Meet MT, arrange schedule, conduct initial visit/observation Instruction with mentor teacher 	deBettencourt & Howard Chapters Review of remaining chapters	1. A list of the chapters you feel are most important and your analysis as to why – bring to class. See BB for details.
4 9/13	<ul style="list-style-type: none"> • Seminar 4 September 14th: TBD • Clinical Experience: Observe in classroom Instruction 	deBettencourt & Howard Chapters TBD	Journal #1
5 9/20	<ul style="list-style-type: none"> • Seminar: None • Clinical Experience: Instruction 		Lesson Observation & Instructional Reflection 1 (scheduled Week 5 - 7)
6 9/27	<ul style="list-style-type: none"> • Seminar 5 September 28th: Classroom & behavior management • Clinical Experience: Instruction 	deBettencourt & Howard Chapters TBD	
7 10/4	<ul style="list-style-type: none"> • Seminar : none • Clinical Experience: Instruction 		Journal #2
8 10/11	<ul style="list-style-type: none"> • Seminar: None • Clinical Experience: Instruction 		Lesson Observation & Instructional Reflection 2 (scheduled Week 8-10) Journal #3
9 10/18	<ul style="list-style-type: none"> • Seminar: None • Clinical Experience: Instruction 		
10 10/25	<ul style="list-style-type: none"> • Seminar: none • Clinical Experience: Instruction 		Lesson Observation & Instructional Reflection 2 (scheduled Week 8-10)
11 11/1	<ul style="list-style-type: none"> • Seminar: None • Clinical Experience: Instruction 		Journal #4

Week of	Topics	Readings Due	Assignments Due
12 11/8	<ul style="list-style-type: none"> • Seminar 6 November 12^h ZOOM: Professional development • Clinical Experience: Instruction 	TBD	Lesson Observation & Instructional Reflection 3 (scheduled Week 12 - 14) Journal #5
13 11/15	<ul style="list-style-type: none"> • Seminar: none • Clinical Experience: Instruction 		Lesson Observation & Instructional Reflection 3 (scheduled Week 12 - 14)
14 11/22	<ul style="list-style-type: none"> • Seminar: None • Clinical Experience: Instruction 		Journal #6
15 11/29	<ul style="list-style-type: none"> • Seminar 7 November 30th ZOOM : Preparing for internship • Clinical Experience: Observation 	deBettencourt & Howard Chapters 8 & 9	

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See

[Disability Services \(https://ds.gmu.edu/\)](https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

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

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

- As a faculty member, I am designated as a “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 the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).**
- For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

