



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

Spring 2022

EDSE 445 001: Clinical Practice and Seminar 1: General

CRN: 22982, 2 – Credits

Instructor: Dr. Christine McElwee	Meeting Dates: 1/24/22 – 5/18/22
Phone: 703-864-5776	Meeting Day(s): Tuesday
E-Mail: cmcelwee@gmu.edu	Meeting Time(s): 1:00 pm – 2:40 pm
Office Hours: By appointment only	Meeting Location: Fairfax; Finley 119
Office Location: Finley Hall, 208B	Other Phone: NA

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 individuals to classroom settings inclusive of students with disabilities who access the general curriculum. 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 individual and/or small groups of students with disabilities who access the general curriculum in K-12 classroom environments. 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 445 exposes individuals to classroom settings inclusive of students with disabilities who access the general 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 students with disabilities who access the general 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. 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

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

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

9. Reflect on and analyze instructional decisions observed and/or made and 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; CEC Standard 2: Learning Environments; CEC Standard 3: Curricular Content Knowledge; CEC Standard 4: Assessment; CEC Standard 5: Instructional Planning and Strategies; CEC Standard 6: Professional Learning and Ethical Practice; CEC Standard 7: Collaboration; (InTASC 1-10).

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>

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 445, 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)

Experiential Portfolio (100 points x2)

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 general 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.

Specific instructions will be posted on Blackboard and described during the first class session

**College Wide Common Assessment
(VIA submission required)
Dispositions Self-Assessment**

The required college-wide common assessment in EDSE 445 is the dispositions self-assessment. Towards the beginning of their licensure programs (in EDSE 241), all teacher candidates completed a self-rating of dispositions, which reflect one's attitudes and deeply held beliefs. Teacher Candidates in the Special Education-General Curriculum undergraduate licensure program complete the self-rating again towards the mid-point of the licensure program, in EDSE 445. 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 241 and this mid-point self-rating in EDSE 445, 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 482). In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. For more information on dispositions, see <https://cehd.gmu.edu/epo/candidate-dispositions>

Other Assignments

Performance-based Common Assignments (No VIA submission required)

Final Reflection Paper (100 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-General Curriculum rubric. Specifically, the teacher candidate will reflect on their growth in each area, indicating lessons learned and personal goals for the future.

Specific instructions will be posted on Blackboard and described during the first class session

Seminar Attendance & Participation (100 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

Assignments	% Points
Experiential Portfolio: <ol style="list-style-type: none"> 1. Log of Hours and Activities 2. Reflective Journal Entries 3. Lesson Planning and Instructional Reflection 4. Reflection Lesson Observation 	100 points = documents 100 points = activity completion
Final Reflection Paper	100 points
Seminar Attendance and Participation	100 points
Total percentage points averaged	____/100 points

Course Policies and Expectations

Attendance/Participation

Class/seminar attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time to class, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce and digitally submit during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products.

If you are unable to attend any class session during the semester, please contact the instructor by phone or e-mail **before** the class session that you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, **as long as the instructor is notified before the class session and in-class activities are**

completed on the student's own time and submitted via blackboard. In this case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. *Attendance points missed for more than one absence or any absence without instructor contact before class will be considered on an individual and case by case basis based on appropriate student documentation!* Two or more unexcused absences may result in no credit for attendance in class and will affect the course grade.

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.

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/polices-procedures/) (<https://cehd.gmu.edu/students/polices-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	Topics	Readings Due	Assignments Due
1 (1/24-28)	<ul style="list-style-type: none"> ● Seminar: Syllabus review, overview of clinical experience, professionalism expectations, standards, Roles and Responsibilities of Special Education teacher ● Clinical Experience (without students): Introductions, Meet MT 	Ensure successful access of Blackboard for this course	Introductory Email to be approved by instructor before on-site attendance at clinical site.
2 (1/31-2/4)	<ul style="list-style-type: none"> ● Seminar: Student characteristics and IEPs 	Archer & Hughes Chapters 4 & 8	
3 (2/7-11)	<ul style="list-style-type: none"> ● Clinical Experience Week 1: Observe 	TBD	Journal Entry #1
4 (2/14-18)	<ul style="list-style-type: none"> ● Clinical Experience Week 2: Observe ● Seminar: Learning Environment and Lesson Plans 	Archer & Hughes Chapter 5	Journal Entry #2
5 (2/21-25)	<ul style="list-style-type: none"> ● Clinical Experience Week 3: Observe 	TBD	Journal Entry #3

Week	Topics	Readings Due	Assignments Due
			Lesson Planning & Instructional Reflection: Part 1 Due
6 (2/28-3/4)	<ul style="list-style-type: none"> • Seminar: Assessment, Lesson Plans • Clinical Experience Week 4: Assist and Teach 	Archer & Hughes Chapters 6 & 7	Journal Entry #4 Lesson Planning & Instructional Reflection: Part 2 Lesson Plan Drafts due Schedule Lesson Observation with instructor and mentor teacher
7 (3/7-11)	<ul style="list-style-type: none"> • Clinical Experience Week 5: Assist and Teach 	TBD	Journal Entry #5 Lesson Planning & Instructional Reflection: Part 2 Lesson Plans Due
8 (3/14-18)	<ul style="list-style-type: none"> • Clinical Experience: Week 6 Assist and Teach • Seminar: Instructional Delivery 	TBD	Journal Entry #6
9 (3/21-25)	<ul style="list-style-type: none"> • Clinical Experience Week 7: Assist and Teach 	TBD	Journal Entry #7
10 (3/28-4/1)	<ul style="list-style-type: none"> • Seminar Meeting only: video analysis, feedback, goal setting 	TBD	Lesson Planning & Instructional Reflection: Part 3 Due
11 (4/4-8)	<ul style="list-style-type: none"> • Clinical Experience Week 8: Assist and Teach 	TBD	Journal Entry #8
12 (4/11-15)	<ul style="list-style-type: none"> • Clinical Experience Week 9: Assist and Teach • Seminar: TBD based on need 	TBD	Journal Entry #9 Last day possible for lesson observation
13 (4/18-22)	<ul style="list-style-type: none"> • Clinical Experience Week 10: Assist and Teach 	TBD	Journal Entry #10
14 (4/25-29)	<ul style="list-style-type: none"> • Seminar only: Discuss teaching strengths and areas of growth 	TBD	Experiential Portfolio Due

Week	Topics	Readings Due	Assignments Due
15 (5/2-6)	<ul style="list-style-type: none"> Seminar Meeting only: final reflections, key take-aways, future goals 		Final Reflection Paper 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
Experiential Assessment Rubric(s)

Criteria	Earned Points	Possible Points
<i>Log of Hours and Activities</i>		
All activities have been completed, as indicated by the log of hours. (13 activities @ 5 points/activity).		65
Log of hours has all required mentor teacher signatures.		5
Dispositions assessment completed and signed by mentor teacher. Ratings indicate positive, successful dispositions.		15
Dispositions assessment completed and signed by instructor. Ratings indicate positive, successful dispositions.		15
TOTAL FOR LOG OF HOURS AND 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		2

practice or change an ineffective practice for future instructional settings.		
TOTAL FOR EACH WEEK		10
	x 10 WEEKS	100 POSSIBLE POINTS