



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

Spring 2023

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

CRN: 15328, 2 – Credits

Instructor: Dr. Marci Kinas Jerome	Meeting Dates: 1/23/23 – 5/17/23
Phone: 703-993-8295	Meeting Day(s): Tuesday
E-Mail: mkinas@gmu.edu	Meeting Time(s): 10:30 am – 12:20 pm
Office Hours: By appointment	Meeting Location: Fairfax; Petersen 1106
Office Location: Finley Hall 205C	Other Phone: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s):

EDSE 381; C or EDSE 381; XS

Co-requisite(s):

None

Course Description

Exposes teacher candidates to K-12 classroom settings inclusive of students with disabilities who access the adapted curriculum and who have severe disabilities. Examines the professional realities, roles, and responsibilities of special education teachers based upon a foundation of theory and research designed to stimulate critical reflectivity. Engages with individuals and/or small groups of individuals with severe disabilities in the classroom environment. Assists in the planning and implementation of effective assessment, instruction, and behavior management across subject areas. Includes a 2-hour seminar held nine times throughout the semester and a total of 30 field experience hours.

Course Overview

EDSE 465 exposes individuals to classroom settings inclusive of students with disabilities who access the adapted curriculum so that the teacher candidate may examine the professional realities, roles, and responsibilities of special education teachers based upon a foundation of

theory and research designed to stimulate critical reflectivity. Teacher candidates engage with individuals and/or small groups of individuals with severe disabilities who access the adapted curriculum in K-12 classroom environments and assist in the planning and implementation of effective assessment, instruction, and behavior management across subject areas. Includes a 2-hour seminar held nine times throughout the semester and a total of 30 field experience hours.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

The Virginia Communication & Literacy Assessment (VCLA) and CPR/First Aid/AED should be completed during the summer between your Junior and Senior year. This is REALLY important. Passing scores for VCLA and certification for CPR/First Aid/AED have to be on record when you apply for internship, which you will do a semester in advance. It takes 4-6 weeks for Mason to receive scores after taking VCLA. Email speced@gmu.edu for access to a free VCLA prep program.

Course Delivery Method

Learning activities include the following:

1. Discussion activities and assignments
2. Application activities and assignments
3. Individual and/or small group activities and assignments
4. Video and other media supports
5. Reflective writing activities and assignments
6. Electronic supplements and activities via Blackboard

Learner Outcomes

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

1. Identify the varied activities and responsibilities of numerous professionals across a wide range of school-based settings and learning experiences in the school (e.g., general education teachers, special education teachers, art-music/PE teachers (or other content areas), guidance, and administrative personnel, etc.).
2. Demonstrate an understanding of development and individual differences by responding to the needs of individuals who have severe disabilities and providing meaningful and challenging learning experiences for individuals in the classroom setting.
3. Assist in the implementation of academic, behavioral, and social/emotional aspects of instruction in the classroom setting to advance the learning of students who have severe disabilities and who access the adapted curriculum.
4. Assist the mentor teacher in using multiple methods of assessment and data sources when evaluating daily student performance and making educational decisions for individuals who have severe disabilities and who access the adapted curriculum.

5. Observe and assist (if applicable) in the administration of formal and informal diagnostic testing.
6. Use knowledge of general and specialized curricula to provide individualized learning for individuals and/or small groups under the supervision of the mentor teacher.
7. Collaborate effectively with education professionals and engage in professional activities as a member of the learning community.
8. Demonstrate professional and ethical behavior in K-12 school settings and a commitment to developing educational success and quality of life for individuals who have severe disabilities and who access the adapted curriculum.
9. Engage in self-reflection to analyze instructional decisions observed and/or made and to apply insight gained to plans for future instruction.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 2: Learning Environments (InTASC 3); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9); CEC Standard 7: Collaboration (InTASC 10).

Required Texts

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

Recommended Texts

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

Additional Readings

As assigned and posted on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA/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 465, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment

(VIA submission required)

None

College Wide Common Assessment

(VIA submission required)

The required college-wide common assessment in EDSE 465 is the dispositions self-assessment. Towards the beginning of their licensure programs (in EDSE 361), all teacher candidates completed a self-rating of dispositions, which reflect one's attitudes and deeply held beliefs. Teacher Candidates in the Special Education-Adapted Curriculum undergraduate licensure program complete the self-rating again towards the mid-point of the licensure program, in EDSE 465. The self-assessment will be an online survey, which can be accessed via the Assessments page of the course Blackboard site. Your instructor will notify you when the link is available. The self-assessment has 12 items that ask you to reflect on your professional responsibility, collaboration and leadership, cultural responsiveness, and high expectations for learning. Please note that in addition to the initial self-rating in EDSE 361 and this mid-point self-rating in EDSE 465, your dispositions will also be assessed at least 1 other time during your program: an instructor-rated evaluation by a university supervisor during internship (EDSE 483). Instructors may complete instructor-rated disposition evaluations other times throughout your program. For more information on dispositions, see <https://cehd.gmu.edu/epo/candidate-dispositions>

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

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

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

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

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. 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 had a placement arranged for you. Towards the end of the semester, if you had a field experience arranged for you, 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.

Course Assignments

1. Experiential Portfolio (200 points)

You will complete 30 hours of clinical experience at your assigned school setting. The clinical experience entails observations and working with students under supervision in a K-12 school-based setting. Your clinical experience setting must include students with disabilities who access the adapted curriculum.

The experiential portfolio is an opportunity for you to organize your learning and provide evidence of your knowledge and skills. The portfolio will include (a) a Log of Hours to record completion (i.e., when completed, including signature of mentor teacher) of a series of activities during the clinical experience, (b) reflective journal entries, (c) lesson planning and instructional reflection, and (d) lesson observation.

A. Log of Hours and Activities (100 points) include the following:

(Note: please connect with the instructor if any of the items listed below are not applicable to your site.)

Before Clinical Experience

- a. Compose a professional introductory email to the principal/administrator and mentor teacher. Introduce yourself and what you hope to learn. Express your appreciation for being a guest in the building. Instructor should review email before sending.
- b. Complete a clinical observation calendar with your mentor teacher for hours of observations per weekly clinical observation to complete your hours. (signed by mentor teacher)

Clinical Experience Weeks 1-3: Observe

- a. Observe behavior management system(s) in effect in the classroom/school.
- b. Observe lesson plan(s) of your mentor teacher before implementation. Ask him/her to explain the components to you before implementation.
- c. Observe teaching methods and evidence-based instructional strategies used for individuals or small group instruction.
- d. Observe the roles and responsibilities of the special education teacher and other school-based professionals with whom the special education teacher collaborates.
- e. Examine IEP(s) for a student(s) with whom you regularly interact in the classroom.
- f. Examine curricular materials used by students and the teacher to implement instruction for students with disabilities who access the adapted curriculum.
- g. Observe students in non-classroom settings, such as the lunchroom, playground, hallways, during arrival/dismissal, or in art/music/physical education activities.
- h. Send introductory email that is approved by instructor and submit observation calendar.
- i. Complete the Lesson Planning and Instructional Reflection assignment (outlined below).

Clinical Experience Weeks 3-9: Assist and Teach

- a. Assist the teacher in planning instructional activities and preparing instructional materials for individuals or small groups.
- b. Assist the teacher in grading, analysis of student errors, collecting behavioral data, etc., and using that data to guide instructional decisions.
- c. Assist the teacher in implementing behavior management system(s) in effect in the classroom/school.
- d. Observe and/or participate in the administration of a formal or informal assessment (e.g., informal reading inventory).
- e. Plan for and/or provide explicit instruction when providing instruction 1:1 and/or in small groups under the supervision of the mentor teacher.
- f. Complete a Lesson Observation (outlined below).
- g. Mentor Teacher and instructor to complete Dispositions Assessment of teacher candidate's performance, which will be signed and submitted with the Log of Hours.

B. Reflective Journal Entries (10 points for each of the 5 journal entries; 50 points total)

Throughout the clinical experience, the teacher candidate will maintain Reflective Journal entries. Journal entries will be submitted to Blackboard. These entries include the following:

- a. *Entry 1*: Describe the classroom setting and critique the learning environment with respect to items such as physical features and the daily schedule that contributes to teaching effectiveness and student engagement. Use of technology? Responsive to individual interests, cultural and linguistic diversity? What type of student will be helped by this environment/would any be hindered by it?
- b. *Entry 2*: Describe the characteristics of students in the classroom. How do students respond to the lessons? If they are engaged, what evidence did they observe to draw that conclusion?
- c. *Entry 3*: Identify and reflect on the full range of tasks, responsibilities, and activities that the school-based professionals complete throughout their day. What surprises you? What are the challenges you see? How do school professionals collaborate? What are their roles within MTSS?
- d. *Entry 4*: Critique the textbook(s), classroom materials, and methods of teaching used to meet the needs of the students in the classroom. Provide specific evidence for your conclusions about the effectiveness of the instructional materials. Relate your observations to your current knowledge of explicit instruction.
- f. *Entry 5*: Identify how the teacher assesses student learning (formally and informally) and critique these practices. Are these practices effective? How do you know? How does the teacher's use of assessment link back to instruction?

C. Lesson Planning and Instructional Reflection (20 points total): The teacher candidate will obtain a lesson plan (for a small group or 1-on-1 lesson including students with disabilities who access the adapted curriculum) from their mentor teacher. The teacher candidate will observe the lesson plan being taught by the mentor teacher. The teacher candidate will then write a critique of the lesson plan to identify strengths and weaknesses of the lesson plan. Assignment directions and a rubric will be posted on Blackboard and discussed in class.

D. Lesson Observation (30 points): During Weeks 4-8 of the clinical experience, the teacher candidate will work with their mentor teacher to select a lesson to teach. The lesson must be an individual or small group lesson, and it must include students with disabilities who access the adapted curriculum. The teacher candidate will use one of the identified lesson plan templates to create a lesson plan. The teacher candidate will schedule a time for the instructor to observe the lesson. The instructor will observe the lesson. Following the lesson, the instructor will meet with the teacher candidate to reflect on the lesson and provide suggestions. The assignment will be evaluated for the lesson plan and for instructional delivery, using the Clinical Practice 1-Adapted

Curriculum rubric. Assignment directions and a rubric will be posted on Blackboard and discussed in class.

2. Final Reflection Assignment (30 points) Teacher candidates will complete a final reflection assignment in which they reflect on their knowledge and growth over the semester indicating lessons learned and personal goals for the future. An assignment description and grading rubric will be posted on Blackboard and discussed in class.

3. Seminar Attendance & Participation (10 points for each seminar – total 90 points) Teacher candidates will attend all seminars and actively participate in seminar activities. Candidates are responsible for all assigned readings prior to the seminar. An assignment description and grading rubric will be posted on Blackboard and discussed in class.

Assignment Summary

Course grades are calculated by summing the points earned on assignments and dividing by the total possible points. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

Experiential Portfolio • Log of Hours and Activities (100 points) • Reflective Journal Entries (10 points @ 5 entries; 50 points total) • Lesson Planning and Instructional Reflection (20 points) • Lesson Observation (30 points)	200 points
Final Reflection Paper	30 points
Seminar Attendance and Participation (10 points @ 9 sessions)	90 points
Total Points	320 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.)

Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the instructor in advance if there is a problem with submitting your work on time.

Grading

A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in

designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

Class Schedule

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

Week	Seminar	Clinical Experience	Readings	Assignments Due (Tuesdays by 10:30am)
1/24	Seminar 1: Overview, Expectations, Roles and Responsibilities			
1/31	Seminar 2: Student Characteristics and IEPs; Continuum of Placement, Lifespan and LRE		Blackboard Reading Review Archer & Hughes Ch. 2, 3	- Intro Email Draft
2/7	Seminar 3: Learning Environment and Lesson Plans		Review Archer & Hughes Ch. 4	
2/14	Seminar 4: Reflection, Analysis, and Goal Setting	Introductions, Meet Mentoring Teacher (without students)	Archer & Hughes Ch. 5	
2/21		Week 1: Observe		- Observation Calendar
2/28	Seminar 5: Progress Monitoring, Lesson Plans	Week 2: Observe	Archer & Hughes Ch. 6, 7	
3/7		Week 3: Observe / Assist		- Schedule Lesson Observation with instructor and mentor teacher
3/14	SPRING BREAK			
3/21	Seminar 6: Instructional Delivery	Week 4: Assist and Teach	Archer & Hughes Ch. 6, 7	- Log of Hours Notes Part 1
3/28		Week 5: Assist and Teach		
4/4	Seminar 7: Professional Development	FCPS Spring Break	Blackboard Reading Archer & Hughes Ch. 8	- Lesson Plan Reflection
4/11		Week 6: Assist and Teach		- 5 Journal Entries
4/18	Seminar 8: Peer Feedback and Next Steps	Week 7: Assist and Teach	Blackboard Reading	

4/25		Week 8: Assist and Teach		Last week possible for lesson observation
5/2	Seminar 9: Discuss Teaching Strengths and Areas of Growth	Week 9: Assist and Teach	Blackboard Reading	- Log of Hours Notes Part 2 - Signed Log of Hours Form - Dispositions Form - Final Course Evaluation
5/9	Reserved for make-up/catch-up of clinical experience hours			- Final Reflection Due

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

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

Campus Resources

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

Appendix

Assessment Rubric(s)

See rubrics posted on Blackboard.