



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

Spring 2023

EDSE 445 001: Clinical Practice and Seminar 1

CRN: 18640, 2 – Credits

Instructor: Dr. Christine McElwee	Meeting Dates: 1/23/23 – 5/17/23
Phone: 703-864-5776	Meeting Day(s): Tuesday
E-Mail: cmcelwee@gmu.edu	Meeting Time(s): 10:30 am – 12:20 pm
Office Hours: By appointment only	Meeting Location: Fairfax; Horizon 3001
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).

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. 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>

Required Readings

Collins, L., Sweigart, C., Landrum, T., & Cook, B. (2017). Navigating common challenges and pitfalls in the first years of special education: Solutions for success. *Teaching Exceptional Children, 49* (4). 213-222. DOI: DOI: 10.1177/0040059916685064

Hensley, K. & Huddle, S. (2020). Know what you need: A special educator's guide to locating and asking for classroom curricular resources. *Teaching Exceptional Children, 53* (3). 226-233. DOI: 10.1177/0040059920983238

Lewis, T., Hatton, H., Jorgenson, C., & Maynard, D. (2017). What beginning special educators need to know about conducting functional behavioral assessments. *Teaching Exceptional Children, 49* (4). 231- 238. DOI: DOI: 10.1177/0040059916685064

Myers, D., Freeman, J., Simonsen, B., & Sugai, G. (2017). Classroom management with exceptional learners. *Teaching Exceptional Children*, 49, (4). 223 – 230. DOI: 101177/0040059916685064

Additional Readings

IRIS Center. (2022). *Accommodations: Instructional and testing supports for students with disabilities*. <https://iris.peabody.vanderbilt.edu/module/acc/>

IRIS Center. (2022). *Accessing the general education curriculum: Inclusion considerations for students with disabilities*. https://iris.peabody.vanderbilt.edu/module/agc/cr_assess/#content

IRIS Center. (2022). *Differentiated instruction: Maximizing the learning of all students*. <https://iris.peabody.vanderbilt.edu/module/di/>

IRIS Center. (2022). *IEPs: Developing high-quality Individualized Education Programs*. <https://iris.peabody.vanderbilt.edu/module/iep01/>

IRIS Center. (2022). *Progress monitoring: Mathematics*. <https://iris.peabody.vanderbilt.edu/module/pmm/>

IRIS Center. (2022). *Progress monitoring: Reading*. <https://iris.peabody.vanderbilt.edu/module/pmr/>

See schedule and/or Blackboard for other mandatory readings.

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 445, 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)

No assessment required for this course.

College Wide Common Assessment (VIA submission required)

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP). The college-wide common assessment in this course is: Midpoint Self-Rated Dispositions.

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

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.

Other Assignments

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

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: 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

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/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.

Other Requirements

Use of Computers, Cell Phones, PDAs, iPads and other electronic devices and materials:

Please be *fully present* in class. It is impossible to participate wholly in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. *Please use computers only for work related to the current class activity.* Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time **will not be permitted use of devices in class.** The breach will be considered as non-attendance for the class session. If, *for emergency reasons*, you must be available via cell phone, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

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	Topics	Readings Due	Assignments Due
Week 1 (1/23-27) Seminar 1 1/24/23	<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 	<ul style="list-style-type: none"> ● Ensure successful access of GMU email and Blackboard for this course 	

Week	Topics	Readings Due	Assignments Due
	MT – if have placement		
Week 2 (1/30-2/3) Seminar 2 1/31/23	<ul style="list-style-type: none"> ● Seminar: <ul style="list-style-type: none"> ✓ Email to MT ✓ Class setting and environment 	<ul style="list-style-type: none"> ● “Know What You Need...” (Hensley & Hubble, 2020) 	Introductory Email to be approved by instructor before on-site attendance at clinical site.
Week 3 (2/6-10) No Seminar	<ul style="list-style-type: none"> ● Clinical Experience <u>Week 1:</u> Observe 		Journal Entry #1
Week 4 (2/13-17) Seminar 3 2/14/23	<ul style="list-style-type: none"> ● Seminar: <ul style="list-style-type: none"> ✓ Characteristics of students ✓ Tasks and Responsibilities of the special education teacher ● Clinical Experience <u>Week 2:</u> Observe 	<ul style="list-style-type: none"> ● IRIS Module: Differentiated Instruction 	Journal Entry #2
Week 5 (2/20-24) No Seminar	<ul style="list-style-type: none"> ● Clinical Experience <u>Week 3:</u> Observe 		Journal Entry #3 Lesson Planning & Instructional Reflection: Part 1 Due
Week 6 (2/27-3/3) Seminar 4 2/28/23	<ul style="list-style-type: none"> ● Seminar: <ul style="list-style-type: none"> ✓ Methods of Teaching ✓ Professional and Ethical behavior ● Clinical Experience <u>Week 4:</u> Assist and Teach 	<ul style="list-style-type: none"> ● Review Archer & Hughes Chapters 4 & 8 ● IRIS module: Accessing the General Educ. Curriculum 	Journal Entry #4 Schedule Lesson Observation with instructor and mentor teacher
Week 7 (3/6-10) No Seminar	<ul style="list-style-type: none"> ● Clinical Experience <u>Week 5:</u> Assist and Teach 		Journal Entry #5 Lesson Planning & Instructional Reflection: Part 2 Lesson Plans Due

Week	Topics	Readings Due	Assignments Due
Week 8 (3/13-17) Seminar 5 3/21/23	<ul style="list-style-type: none"> • Seminar: <ul style="list-style-type: none"> ✓ Instructional Delivery ✓ Assessment • Clinical Experience: <u>Week 6</u>: Assist and Teach 	<ul style="list-style-type: none"> • Review Archer & Hughes Chapter 5 • “Classroom Management with Exceptional Learners” (Myers, Freeman, Simonsen, & Sugai, 2017) 	Journal Entry #6
Week 9 (3/20-24) No Seminar	<ul style="list-style-type: none"> • Clinical Experience Week 7: Assist and Teach 		Lesson Planning & Instructional Reflection: Part 3 Due
Week 10 (3/28-4/1) No Seminar	<ul style="list-style-type: none"> • Clinical Experience Week 8: Assist and Teach 		Journal Entry #7
Week 11 (4/3-7) Seminar 6 (4/4/23)	<ul style="list-style-type: none"> • Seminar Meeting only: video analysis, feedback, goal setting <ul style="list-style-type: none"> ✓ IEP 	<ul style="list-style-type: none"> • Review Archer & Hughes Chapters 6 & 7 • IRIS Module: IEPs • IRIS module: Accommodations 	Journal Entry #8
Week 12 (4/10-14) Seminar 7 (4/11/23)	<ul style="list-style-type: none"> • Clinical Experience Week 9: Assist and Teach • Seminar: <ul style="list-style-type: none"> ✓ Discussion of the Journal Entry #9 event described 	<ul style="list-style-type: none"> • “What Beginning Special Educators Need...” (Lewis, Hatton, Jorgenson, & Maynard, 2017) 	Journal Entry #9 Last day possible for lesson observation
Week 13 (4/17-21) No Seminar	<ul style="list-style-type: none"> • Clinical Experience Week 10: Assist and Teach 		Journal Entry #10

Week	Topics	Readings Due	Assignments Due
Week 14 (4/24-28) Seminar 8 4/25/23	<ul style="list-style-type: none"> Seminar only: Discuss teaching strengths and areas of growth 	<ul style="list-style-type: none"> “Navigating Common Challenges and...” (Collins, Sweigart, Landrum, & Cook, 2017) 	Experiential Portfolio Due
Week 15 (5/2/23) Seminar 9	<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/>).
- [Learning Services \(learningservices@gmu.edu\)](mailto: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)

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 practice or change an ineffective practice for future instructional settings.		2
TOTAL FOR EACH WEEK		10
	x 10 WEEKS	100 POSSIBLE POINTS