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

Spring 2024
EDSE 445 001: Clinical Practice Seminar 1
CRN: 16186, 3 – Credits

Instructor: Dr. Margaret Weiss	**Meeting Dates:** 1/16/24 – 5/8/24
Phone: 703.993.5732 **Zoom Room** https://gmu.zoom.us/j/6951566140	**Instructional Method:** Mix of face-to-face meetings and online instruction. See the face-to-face meeting dates below. All other meeting dates will be synchronous online video meetings supplemented by asynchronous online coursework or purely asynchronous.
E-Mail: mweiss9@gmu.edu	**Meeting Day(s):** Tuesday Face to Face sessions: 1/16 3/12 1/23 3/26 1/30 4/9 2/6 4/23 2/20
Office Hours: 12:45-1:45 Tuesdays or by appointment	**Meeting Time(s):** 10:30 am – 12:20 pm
Office Location: 213 Finley	**Meeting Location:** Fairfax; HORIZON 1007

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 with a minimum grade of "C" or EDSE 381 "XS".

Co-requisite(s):
None

Course Description
Provides opportunities in K-12 classrooms to assist in the planning and implementation of effective assessment and instruction for students with disabilities who access the general classroom. Engages candidates in an examination of and reflection on the professional expectations of special education teachers. Requires 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

A percentage of this course will be delivered online using synchronous and asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 14, 2024.

Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, online participation requires undivided attention to course content and communication.

Technical Requirements
> To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
  - The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week:
  For weeks that have an asynchronous component, the week will start on Tuesday and finish on Monday at midnight. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is <u>not self-paced</u>. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Service.

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. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

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

Required Resources
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).

Please note: To successfully complete this course, the teacher candidate must complete:
1. *All assignments outlined in the syllabus*
2. *30 field experience hours (with activities as described in the syllabus) as evidenced by a completed and signed Log of Hours*

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: No requirement to upload a Performance-based Assessment (PBA) to VIA/SLL.

Assignments and/or Examinations
    Performance-based Assessment
    (VIA submission required)
    N/A

    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. Directions will be included in the Blackboard site.

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 THS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

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

If you request a field experience placement to be arranged, you will receive information via your GMU email account 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. Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies to complete this packet. Once you have received your field experience placement, complete and submit this packet to the provided link.

4. Document your field experience hours. Your instructor will 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.

5. 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.

6. 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 (150 points)
    The experiential portfolio consists of two parts:
1. You will complete 30 hours of clinical experience at your assigned school setting. You will keep a <u>log of hours</u> to indicate completion of hours and activities. This log of hours must be signed by the Mentor Teacher. This component of the portfolio is graded Complete/Incomplete. If a teacher candidate does not complete the hours and activities for the clinical experience, they cannot pass the course.
2. Part 2 of the experiential portfolio will include: (a) reflective journal entries, (b) video lesson planning and instructional reflection, and (c) observation lesson planning and instructional reflection.

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

    Final Reflection Paper (50 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 (70 points; 5pts each for 14 sessions)
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

Assignment	Description	Points each	Points total
Log of hours	Hours and activities	Complete/incomplete	Complete/Incomplete (if not complete, student cannot pass course)
Reflective journal entries	To accompany activities in log of hours	5 pts	50
Video lesson planning and instructional reflection	Lesson plan, video of delivery, reflection	50 pts	50
Observation lesson planning and instructional reflection	Lesson plan, observation, debrief/feedback	50 pts	50
Final reflection paper	Two parts: (1) job of special educator, (2) reflection on your observations and instruction	50 pts	50
Seminar participation	Participation in class sessions; completion of Blackboard and in class activities	5 pts	70
		TOTAL POSSIBLE	270

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. Participation will be evaluated by on-time completion of assignments as described on Blackboard as well attendance, participation, and engagement in seminar tasks sessions. For full participation 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 absences from seminar will result in no credit for participation 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 midnight the night before the class 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: It is impossible to participate completely in class while texting, engaging in social media, working

on documents, checking email, etc. 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 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 reminder: To successfully complete this course, the student must (1) complete all field placement requirements and (2) complete all seminar requirements.

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/) and Honor Code and 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/). Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in VIA/SLL at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education undergraduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, students, instructors, and/or mentor teachers

may complete program disposition assessments as part of other courses. Instructors and mentor teachers may complete observer-rated disposition assessments other times throughout the program, as needed. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator.

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

Week	Field Experience Activity	Topic	Readings to complete before class	Assignments due before class
1/16-1/22 Seminar 1 1/16 F2F	Introduction	Class overview	None	See Blackboard
1/23-1/29 Seminar 2 1/23 F2F	Observe	Lesson planning	1. Archer and Hughes Chapter 2 2. Park et al., 2021	See Blackboard
1/30-2/5 Seminar 3 1/30 F2F	Observe	Lesson planning	1. Archer and Hughes Chapter 3 2. Hughes et al., 2016	See Blackboard
2/6-2/12 Seminar 4 2/6 F2F	Assist/teach	SOLs and lesson planning	1. Archer and Hughes Chapter 6 2. Nagro et al., 2019	See Blackboard
2/13-2/19 Asynchronous (no seminar)	Assist/teach	Lesson revision	1. Archer and Hughes Chapter 8 2. Morano et al., 2021	See Blackboard
2/20-2/26 Seminar 5 2/26 F2F	Assist/teach	Lesson revision	Powell et al., 2022	See Blackboard
2/27-3/1 Asynchronous (no seminar)	Assist/teach	Lesson creation	Hughes et al., 2023	See Blackboard
3/4-3/10 (no seminar)	*Spring Break for Mason*			*Be in field placement*

Week	Field Experience Activity	Topic	Readings to complete before class	Assignments due before class
3/12-3/18 Seminar 6 3/12 online synchronous	Assist/teach	Lesson creation	Park et al., 2023	See Blackboard
3/19-3/25 Asynchronous (no seminar)	Assist/teach	Reflection	Nagro et al., 2020	See Blackboard
3/26-4/1 Seminar 7 3/26 F2F	Assist/teach	Routines and procedures	Johnson et al., 2021	See Blackboard
4/2-4/8 Asynchronous (no seminar)	Assist/teach	Dispositions	Combes et al., 2016	See Blackboard
4/9-4/15 Seminar 8 4/9 F2F	Assist/teach	Individual meetings	Dobbins et al., 2023	See Blackboard
4/16-4/22 Asynchronous (no seminar)	Assist/teach	Individual meetings	Lesh, 2020(a)	See Blackboard
4/23-4/29 Seminar 9 4/23 F2F	Assist/teach	Bringing it all together	Lesh, 2020(b) Walker et al., 2021	See Blackboard
4/30				All assignments due no later than midnight 4/30

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/).

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/).

- 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/).

- 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/).

- 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/).

- Learning Services (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/).

Appendix
Assessment Rubric(s)
    See Blackboard