

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education**  
**Elementary Education**  
Fall 2013 Syllabus

EDPD 502.619: Mentoring/Supervising Interns as Clinical Faculty  
3 credit hours, Fall 2013

**Location:** George Mason University (main campus) and school site (TBD)

**Dates:** Thursday, August 15, and Friday, August 16, 2013, 8:30 a.m.–3:30 p.m.  
Thursday, September 19th, 4:30-8:30 p.m.  
Thursday, September 26th, 4:30-8:30 p.m.  
Thursday, October 3rd, 4:30-8:30 p.m.  
Thursday, October 10th, 4:30-8:30 p.m.  
Thursday, October 17th, 4:30-8:30 p.m.  
Thursday, October 24th, 4:30-8:30 p.m.

**Professor(s):**

Name: Brian Hull, GMU PDS University Facilitator  
Office hours: By appointment  
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**COURSE DESCRIPTION:**

- A. Prerequisites/Co-requisites:** Must hold Virginia licensure suitable for teaching in Virginia's elementary schools and be recommended by principal for clinical faculty training.
- B. University Catalog Course Description:** This three-hour graduate course examines the GMU philosophy for the preparation of teacher candidates through the lens of professional development settings. Critical to the creation of a professional development setting is the preparation of clinical faculty as they mentor/supervise interns in partnership schools. Topics will include: professional dispositions, assessments and evaluation, differentiation of curriculum, mentoring, counseling and communication, observation, providing critical feedback, reflection, classroom management, action research, and inquiry into the profession.
- C. Expanded Course Description:** This course is for faculty in PDS settings with at least three years of teaching experience who have been recommended by their principals based on effective teaching and teacher leader characteristics that include contributions to professional development within the school, a positive outlook on teaching, being highly collaborative with colleagues, a demonstrated ability to co-teach with school specialists, being a risk-taker in his/her own instructional practice, seeking out opportunities to further their own professional development, and a demonstrated ability to differentiate instruction for learners.

**LEARNER OUTCOMES:**

This course is designed to enable students to:

- a. Develop an understanding of the philosophy, purposes and practices of professional development schools (PDS);
- b. Apply knowledge and skill of variety of adult learning concepts and supervisory roles;
- c. Apply knowledge of assessment and evaluation strategies incorporated into the PDS school philosophy and provide timely feedback to improve
- d. Apply knowledge of research in the areas of differentiated curriculum; work sampling, communication, collaboration and inquiry;
- e. Use coaching strategies which include critical friend, mentoring, and feedback that increase the opportunity for teacher candidates to improve performance, increase student (K-12) learning and foster a collaborative learning environment;
- f. Describe expectations and the development of professional dispositions for teacher candidates;
- g. Identify GMU clinical faculty roles, university and site facilitator roles and support services that can be utilized.
- h. Analyze and discuss the multiple roles and responsibilities of a clinical faculty member, site facilitator and university facilitator
- i. Increase understanding and skills in assessment and evaluation, coaching and mentoring as well as developing a systematic line of inquiry
- j. Increase awareness of best practices in the preparation of teacher candidates;
- k. Use ACEI standards for novice teachers and NCATE performance assessment standards in evaluating teacher candidates;
- l. Provide support for teacher candidates in the areas of work sampling, differentiated curriculum, and assessment of student (K-12) performance as well as planning, instruction and management of the classroom.

## **PROFESSIONAL STANDARDS**

### **InTASC**

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **NBPTS**

#### *Early Childhood:*

Standard IX: Reflecting on Teaching Young Children: Accomplished early childhood teachers engage in systematic reflection on their teaching to enhance their professional knowledge and skill and to benefit young children's development and learning.

Standard X: Exemplifying Professionalism and Contributing to the Profession: Accomplished early childhood teachers are leaders, collaborators, and advocates in improving early childhood programs, practices, and policies.

#### *Middle Childhood:*

Standard VII: Professionalism, Leadership and Advocacy: Accomplished teachers are leaders who advocate for the teaching profession and student learning.

Standard VIII: Accomplished teachers are cognizant of the changes that occur in society and in education. They thoughtfully and proactively analyze and respond to change as it affects their students and their profession.

Standard IX: Reflective Practice: Accomplished teachers reflect on their practice continually to improve the quality and effectiveness of teaching and learning.

#### **REQUIRED TEXTS:**

Ebert, E., Ebert, C., Bentley, M. (2011), *The Educator's Field Guide*, Thousand Oaks, CA: Corwin  
Daniels, K., Patterson, G., Dunston, Y. (2011), *The Ultimate Student Teaching Guide*, Thousand Oaks, CA: Sage

Other required readings will be distributed during class sessions.

#### **COURSE ASSIGNMENTS AND EXAMINATIONS:**

##### **1. Assignment Descriptions**

**Exit Ticket Responses, Informed Class Participation at All Sessions.** (15%) Due: Each class.

**Self-Assessment/Philosophy** (15%) Due: September 19, 2013. Based on ACEI standards provide a reflective self-assessment of your own teaching practice.

**Self-Selected Project** (20%) Topic Due: September 19th, 2013. Project Due: October 17, 2013.

Based on your own professional development goals, select one of the following topics to:

- a. Create something that would support yourself as a clinical faculty member
- b. Create something that would support a teacher candidate
- c. Provide leadership within your school that enhances understanding of mentoring/supervising interns
- d. Provide leadership for the discussion of a best practice topic with the class.  
Possible topics include: assessment driven instruction, differentiation, culturally responsive classrooms, effective management strategies, technology, inclusive practices, school resources.

**Observational Assessment Project** (50%) Due: October 17, 2013

- e. Observe two interns/colleagues in your building during an independent or co-teaching experience.
  1. Write an observation based on ACEI standards of these instructors.
  2. Conduct a pre/post conference session with the interns/colleagues to discuss your observation.
- f. Write a reflection on the process, pre-conference, observation, and post-conference for one of the two experiences. Focused questions to address are as follows:
  - What have you learned about your skills as a classroom observer?
  - What would you do differently when you host and observe your intern?
  - Where do you need further information/assistance?) Provide examples.

## 2. Assignment and Examination Weighting

<i>Course Learning Outcomes</i>	<i>Assignments</i>	<i>Points</i>
All (A-L)	<b>Exit Ticket Responses, Informed Class Participation at All Sessions.</b>	15%
A, K	<b>Self-Assessment/Philosophy</b>	15%
A, B, D, E, I	<b>Self-Selected Project</b>	20%
B, C, D, E, I, K, L	<b>Observational Assessment Project</b>	50%

## 3. Grading Policies

A=93-100; A-=90-92; B+=87-89; B=80-86; C=70-79; F=below 70

## 4. Other Expectations

- All assignments are required on the due date noted unless otherwise negotiated with the instructor prior to the deadline.
- If you have any learning needs or identified disabilities, please let the instructor know immediately in order to make suitable accommodations.
- **Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service.

[http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

## TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment (designated as such in the syllabus) is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

## GMU POLICIES AND RESOURCES FOR STUDENTS

- a) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

- c) Students are responsible for the content of university communications sent to their George Mason University 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.
- d) The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e) Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g) The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

**PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

**CORE VALUES COMMITMENT**

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

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

**PROPOSED CLASS SCHEDULE:**

Date	Topic/Guiding questions	Reading/Assignment Due