

George Mason University
College of Education and Human Development
Graduate School of Education
Fall 2014 Syllabus

Course: EDPD 502 6R2: Clinical Faculty Supervision

Location: Colin Powell Elementary and Mosby Woods Elementary

Dates: Thursday, August 14, and Friday, August 15, 2014, 8:30 a.m.–3:30 p.m. (Colin Powell ES)
Tuesday, September 23, 4:30-8:30 p.m. (Providence ES)
Tuesday, September 30, 4:30-8:30 p.m. (Providence ES)
Tuesday, October 7, 4:30-8:30 p.m. (Providence ES)
Tuesday, October 14, 4:30-8:30 p.m. (Providence ES)
Tuesday, October 21, 4:30-8:30 p.m. (Providence ES)
Tuesday, October 28, 4:30-8:30 p.m. (Providence ES)

Instructor: Claudia Covington, GMU PDS University Facilitator
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Office hours/Location: 30 minutes prior to and following each class session at the school site.

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.

Prerequisites: Currently teaching in a school participating in the Mason Elementary PDS Network; Minimum of three years of teaching experience K-6; recommended by school administration

Referenced 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

Major Outcomes of the Course:

Participants will gain:

- a. An understanding of the philosophy, purposes and practices of professional development schools (PDS);
- b. Knowledge and skill in applying a variety of adult learning concepts and supervisory roles;
- c. Knowledge and application of assessment and evaluation strategies incorporated into the PDS school philosophy;
- d. Knowledge and application of applied research in the areas of differentiated curriculum; work sampling, communication, collaboration and inquiry;
- e. Knowledge and application of 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. Knowledge of GMU expectations and the development of professional dispositions for teacher candidates;
- g. Knowledge of the GMU clinical faculty roles, university and site facilitator roles and support services that can be utilized.

Participants will:

- a. Analyze and discuss the multiple roles and responsibilities of a clinical faculty member, site facilitator and university facilitator;
- b. Increase understanding and skills in assessment and evaluation, coaching and mentoring as well as developing a systematic line of inquiry;
- c. Increase awareness of best practices in the preparation of teacher candidates;
- d. Apply knowledge and skills to the assessment and evaluation of teacher candidate performance and provide timely feedback to improve;
- e. Increase understanding of ACEI standards;
- f. 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.

Course Evaluation Criteria:

1. **Exit Ticket Responses, Informed Class Participation at All Sessions (Outcomes A-F).** (15%)
Due: Each class.
2. **Self-Assessment/Philosophy (Outcome A)** (15%) Due: September 23, 2014. Based on ACEI standards provide a reflective self-assessment of your own teaching practice.
3. **Self-Selected Project (Outcomes A-F)** (20%) Due: October 20, 2014. 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
4. **Observational Assessment Project (Outcomes A-F)** (50%) Due: October 21, 2014
 - a. 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.
 - b. Write a brief reflection on the process; pre-conference, observation, and post-conference. 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?

Note: All assignments are required on the due date noted unless otherwise negotiated with the instructor prior to the deadline.

Note: If you have any learning needs or identified disabilities, please let the instructor know immediately in order to make suitable accommodations.

GRADING POLICIES

This is a pass/fail course. Students earning below 70 percent will receive an unsatisfactory in the course.

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/the-mason-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/>



Promoting Learning & Development Across the Lifespan

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

Tentative Outline of Weekly Topics:

- Session 1: What is a PDS?

 Review of ACEI standards

 Adult Learning versus Child Learning

 Personal reflections on student teaching

 What is effective teaching?

 Course expectations/paperwork

 Intern panel
- Session 2: Professional Dispositions

 Characteristics of beginning teachers

 Mentoring styles

 Calendars/handbooks/etc.

 CF panel

Philosophy assignment

Session 3: Gradual release of responsibility

Communication

Co-teaching models

Modeling reflective practices

Getting to know your school

Confidentiality

Session 4: Review Forms Guidebook

Review Bi-Weekly Reports

Purposes of observations

Pre-Observation (planning) conferences

Review 4th grade math lesson (with partner)

Review sample observation reports

View video/take notes

Share notes with partners

Feedback associated with observation

Post observation conferences

Importance of reflection

Session 5: Observation practice/video

Planning/Preparation

Importance of backwards design

Steps to successful planning (FCPS)

Review GMU and TPEP standards associated with planning

GMU expectations of interns/LEARN model

Planning scenarios

Differentiation

Session 6: Observation: Refinement of practices

Instructional delivery

Review GMU and TPEP standards associated with
instructional delivery

Modeling best practices

Differentiation

Use of technology

Instructional delivery scenarios

Session 7: Observations and projects due

Project presentations

Classroom management

Classroom organization

Classroom expectations – routines and procedures

Beyond the rules – recognizing extenuating circumstances

Consequences

Capturing and maintaining student attention

Managing group work

Transitions

Assessment

List assessments completed this week

Role of assessment in instructional decision-making

Review GMU and TPEP Standards associated with assessment

Session 8: Action Research

Writing recommendations for interns

Importance of school administrators observing in class (serve as
Intern's advocate)

Liability issues

Reflection on professional growth (as a result of this course)

Revisit initial questions

Complete course evaluation

Rubrics

Mentoring/Supervising Interns as Clinical Faculty: EDPD – 502 – 610 Fall 2014 Semester

Course Project

| Category | Exemplary | Proficient | Unsatisfactory |
|--|--|--|---|
| Supports the PDS program and demonstrates leadership | Originality and clear connection to the needs of an intern; demonstrates leadership | Supportive to the needs of an intern; demonstrates leadership | Supportive information not present. |
| Arrangement of the Concepts | Clear organization, main concept easily identified, effective use of supporting details | Organized, main concept identified; some supporting details | Main concept not clearly identified; subcontents don't consistently branch from main idea |
| Content | Reflects essential information; concepts succinctly presented; no misspellings or grammatical errors | Reflects most of the essential information; concepts presented without too many excess words; few misspellings or grammatical errors | Contains extraneous information; is not logically arranged; contains numerous spelling and grammatical errors |
| Text and Graphics | Easy to read; amount of text and graphics are appropriate for intended audience | Most text and graphics are easy to read; amount of text generally fits intended audience | Difficult to read; text amount is excessive for intended audience |