

George Mason University  
College of Education and Human Development  
Division of Elementary, Literacy and Secondary Education

Spring 2015 Syllabus

**Course:** EDPD 502-605: Clinical Supervision

**Location:** Colin Powell Elementary School and online

**Dates:** Tuesday, January 20, 2015, 4:30 – 8:30 pm (Colin Powell ES)  
Tuesday, January 27, 2015, 4:30-8:30 p.m. (online)  
Tuesday, February 3, 2015, 4:30-8:30 p.m. (online)  
Tuesday, February 10, 2015, 4:30-8:30 p.m. (online)  
Tuesday, February 17, 2015, 4:30-8:30 p.m. (online)  
Tuesday, February 24, 2015, 4:30-8:30 p.m. (online)  
Tuesday, March 3, 2015, 4:30-8:30 p.m. (online)  
Tuesday, March 10, 2015, 4:30 – 8:30 p.m. (online)  
Tuesday, March 17, 2015, 4:30 – 8:30 p.m. (online)  
Tuesday, March 24, 2015, 4:30 – 8:30 p.m. (Colin Powell ES)

**Instructors:** Brian Hull, GMU PDS University Facilitator      bmh05@verizon.net  
Nicole Pritchett, GMU Doctoral Candidate                      npricket@masonlive.gmu.edu  
Suzanne Sorensen, GMU PDS Site Facilitator                  smsorensen@fcps.edu

Office hours/Location: 30 minutes prior to and following each class session at the school site or through phone or email contact.

**Description:** This three-hour graduate hybrid 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 student teachers/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: 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 university/school partnerships including the professional development schools (PDS) model;
- 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 university/school partnership programs;
- 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 or CEC 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, Online Discussion Board Responses, Informed Class Participation at All Sessions (Outcomes A-F).** (20%) Due: Each class session.
2. **Reflection Journal (Outcomes A-F)** (40%) Maintenance of journal focusing on reflections of your hosting an intern/student teacher and how that is impacting your teaching.
3. **Observational Assessment Project (Outcomes A-F)** (40%) Due: March 17, 2015
  - a. Observe one intern in your building during an independent or co-teaching experience.
    1. Write an observation based on ACEI or CEC 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://academicintegrity.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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**

- a) Students are expected to exhibit professional behaviors and dispositions at all times. [http://cehd.gmu.edu/assets/docs/forms/secondary\\_ed/sec\\_ed\\_handbook.pdf](http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf)
- b) 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/>

**Hardware:** You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required to take a distance education course consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you are considering the purchase of a new computer, please go to <http://compstore.gmu.edu/pdfs/TechGuide.pdf> to see recommendations.

**Software:** Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See [supported browsers and operating systems](#). Log in to [myMason](#) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use [Acrobat Reader](#), [Flash](#), [Java](#), and [Windows Media Player](#), [QuickTime](#) and/or [Real Media Player](#). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free at <http://antivirus.gmu.edu>.

- a) Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch [http://support.apple.com/kb/VI54?viewlocale=en\\_US](http://support.apple.com/kb/VI54?viewlocale=en_US) about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.
- b) **Note:** If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

## **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: (Face to face format) *This session focuses on an introduction to course content, program, and technology expectations. Clarity on the school/university partnership, including roles and responsibilities will also be covered.*

Course overview

Clarifying and practicing the online process and procedures

Establishing online norms

Defining the university/school partnership

Review of ACEI/CEC standards

Personal reflections on student teaching

Roles and responsibilities of the host teacher

Reflections from the field – panel presentation by interns and host teachers

Session 2: (Online format) *This session focuses on student teacher/intern evaluation standards and their alignment with the Virginia State Teaching standards.*

Orientation to online process and procedures

VA Teacher Evaluation standards and key elements

Alignment of CEHD Intern/student teacher evaluation criteria

What is effective teaching?

Characteristics of adult learning versus child learning

CEHD professional dispositions and their relationship to the intern's/student teacher's  
school and classroom

Session 3: (Online format) ***This session will focus on the building of strong partnerships between the host teacher and their student teacher/intern.***

Steps in preparing to host an intern/student teacher

Characteristics of a beginning teacher

Discover of personal mentoring styles and how they are used to support interns/student  
Teachers

Stages of mentoring process/review related scenarios

Gradual release of responsibility

Co-teaching models

Modeling reflective practices

Session 4: (Online format) ***This session will focus on supporting the student teacher/intern in the early days of their internship.***

Communication between intern/student teacher and host teacher

The intern/student teacher's first days

Helping your intern/student teacher orient to the school and community

Confidentiality

Liability concerns

Review program Forms Guidebook and timelines

Bi-Weekly Reports

Session 5: (Online format) ***This session will focus on supporting the student teacher/intern through salient observational feedback.***

Introduction to observations of intern/student teacher

Pre observation conferences

Note taking techniques

Observation reports

Practice observation

Session 6: (Online format) ***This session will focus on continued emphasis on observational skills and discussion on the power of reflection to support professional growth.***

Practice observation

Sharing feedback- post observation conferences

Edthema program to encourage reflective practices

Lesson reflection

Session 7: (Online format) ***This session will focus on supporting the student teacher/intern in their understanding of instructional pedagogy.***

Instructional planning

Backwards design

Mason and VA Teacher Evaluation standards associated with planning

Planning models (Mason, LEARN)

Differentiation

Instructional delivery/management

Mason and VA Teacher Evaluation standards associated with instructional delivery

Integration of technology

Modeling best practices

Sessions 8: (Online format) ***This session will focus on supporting the student teacher/intern in their understanding of instructional pedagogy.***

Mason and VA Teacher Eval. standards - management and learning environment

Classroom management

Establishing classroom expectations – routines and procedures

Beyond the rules – recognizing extenuating circumstances

Consequences

Session 9: (Online format) *This session will focus on how action research impacts the professional growth of the student teachers/interns.*

Action research/inquiry and the internship

Evaluating the intern/student teacher

Session 10: (Face to face format) *This session will focus on the legal and ethical aspects associated with the internship as well as ways to support/advocate for the needs of your student teacher/intern.*

Legal and ethical aspects of the internship

Writing recommendations for interns/student teachers

Advocating for your intern/student teacher

### Rubrics

Clinical Supervision: EDPD – 502 - 605 Spring 2015 Semester

#### Reflection Journal Rubric

Category	Exemplary	Proficient	Unsatisfactory
Content	Response is effectively answered and includes key points shared within course session.	Entry responds to prompt and reflects clear understanding of content.	Information was unclear or incomplete.
Connection to Practice	Response clearly articulates connections that exemplify best practice.	Response includes connection to current teaching and/or mentoring practices.	Response was incomplete or did not include connection to practice.
Professional Growth	Evidence that reflection inspired change in thinking or action.	Reflection on current practice present in response.	No follow up or next steps were noted in reflection.

#### Observation Assignment Rubric

Category	Exemplary	Proficient	Unsatisfactory
Notes	Evidence of effective note taking.	Note taking limited.	Note taking did not support completion of the Summary Observation Report or was not present.
Summary Observation Report	Information was effectively noted that would support an intern or student teacher to clearly understand feedback and apply recommendations.	Information was accurately noted. Recommendations were present.	Information was unclear or incomplete.
Pre and post conference	Evidence that pre and	Pre and Post conference	Pre and/or post

	post conference questions were predetermined or supported the lesson.	were completed.	conference was not completed.
Reflection of the process	Reflection demonstrates clear understanding of what was learned during this process.	Reflection was complete.	Reflection was missing or incomplete.