Course: EDPD 502.6R5: Clinical Supervision

Location: Colin Powell Elementary

Dates:
Monday, August 17, through Friday, August 21, 2015, 8:30 a.m.–3:30 p.m. (Colin Powell ES)

Instructor: Suzanne M. Sorensen, GMU PDS Site 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 Advanced Mentor Teachers as they supervise teacher candidates 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 Advanced Mentor Teacher role, university and site facilitator roles and support services that can be utilized.

Participants will:
   a. Analyze and discuss the multiple roles and responsibilities of an Advanced Teacher Mentor, 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. **Informed Class Participation at All Sessions (Outcomes A-F)**. (30%) Due: Each class.

2. **Exit Tickets and Reflections on Practice (Outcomes A-F)** (30%) Due: Following each class.

3. **Observational Assessment Project (Outcomes A-F)** (40%)
   Due: August 20
      a. Observe teacher candidate during an independent or co-teaching experience.
      b. Write an observation based on ACEI standards of this instructor.
      c. Conduct a pre/post conference session with your teacher candidate to discuss the observation.
      d. Write a 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 teacher candidate?
         - 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/

Outline of Weekly Topics:

Session 1:   What is a PDS?
              Academic Program Coordinator, Elementary Education PK-6, Presentation
              Review of ACEI standards
              Adult Learning versus Child Learning
              Personal reflections on student teaching
              What is effective teaching?
              Course expectations and registration
              Clinical Faculty Panel

Session 2:   Professional Dispositions
              University Faculty Presentation
              Characteristics of beginning teachers
              Mentoring styles
              Calendars and Handbooks
              Gradual Release of Responsibility
              Intern Panel

Session 3:   Review Forms Guidebook
              Review Bi-Weekly Reports
              Purposes of observations
                      Pre-Observation (planning) conferences
                      Review lesson
                      Review sample observation reports
                      View video/take notes

Feedback associated with observation
Post observation conferences
Importance of reflection
Observation practice/video
Communication
Co-teaching models
Modeling reflective practices
Getting to know your school
Confidentiality

Session 4:   Planning/Preparation
Importance of backwards design
Review GMU and TPEP standards associated with planning
GMU expectations of teacher candidates/LEARN model
Planning scenarios
Differentiation
Observation: Refinement of practices
Instructional delivery
Review GMU and TPEP standards associated with instructional delivery
Modeling best practices
Use of technology
Instructional delivery scenarios

Session 5: 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
Role of assessment in instructional decision-making
Review GMU and TPEP Standards associated with assessment
Action Research
Writing recommendations for teacher candidates
Importance of school administrators observing in class
Liability issues
Reflection on professional growth (as a result of this course)
Revisit initial questions
Complete course evaluation

Rubrics

Clinical Supervision - Summer 2015 Semester

Exit Ticket and Reflections 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 the teacher candidate 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 post conference questions were predetermined, aligned with the lesson, and supported the teacher candidate.	Pre and Post conferences were completed.	Pre and/or post conferences were not completed.
Reflection	Reflection demonstrates clear understanding of what was learned during the process.	Reflection was complete.	Reflection was missing or incomplete.