George Mason University
College of Education and Human Development
Graduate School of Education
2016 Syllabus

Course: EDPD 502: Supervising Mason Teacher Candidates

Location: Online

Instructors: Dr. Teresa Edkins

Online Office Hours: TBA through phone or email. Contact at tedkins@gmail.com

Description: This one-hour graduate course examines the Mason philosophy for the preparation of teacher candidates. Critical to the successful preparation of teacher candidates is the mentoring and supervision of clinical faculty. Topics will include: University and accreditation standards, professional dispositions and common assessments, supervision skills and providing critical feedback.

Prerequisites: Minimum of three years of teaching experience K-12; recommended by school administration

NOTE: Assignments in this course are organized into 2 strands: Mentoring Teacher Candidates, and Mentoring Inservice Teachers. Additionally, each strand will include assignments that align with specific Specialized Professional Association and program requirements.

Major Outcomes of the Course:
Participants will gain:
   a. Knowledge of the Mason Teacher Education Programs, including the philosophy, purposes and practices of university/school partnerships.
   b. Knowledge of the process of accreditation for Mason teacher education programs.
   c. Knowledge of Mason expectations and the development of professional dispositions for teacher candidates;
   d. Knowledge and application of common assessment and evaluation strategies.
   e. Knowledge of Mason clinical faculty roles, university and site facilitator roles, and services that support them;
   f. Knowledge and application of coaching and supervision strategies.

Participants will:
   a. Increase understanding of Mason teacher education programs and the role clinical faculty play in supporting Mason program accreditation process.
   b. Increase understanding and skills in common assessment and evaluation, coaching and mentoring as well as developing a systematic line of inquiry.

c. Increase understanding of program accreditation standards for the Council for the Accreditation of Educator Preparation (CAEP) and Specialized Professional Association (SPA) standards.
d. Analyze the multiple roles and responsibilities of a clinical faculty member, site facilitator and university facilitator.
e. Increase awareness of best practices in the preparation of teacher candidates.
f. Provide support for teacher candidates in all areas of teaching.
g. Apply knowledge and skills to the assessment and evaluation of teacher candidate performance and provide timely feedback to improve;

Course Evaluation Criteria:

Module Assignments include: Discussion or Reflections. The **Course Project** is the development of Supervision Support Resources.

1. **Module Discussions**: (Outcomes a-g) (20%) **Due**: when assigned. Discussion groups will alternate from role-alike and content/program-based and heterogeneous groups.
OR
   Reflection: (Outcomes a-g) (20%) **Due**: when assigned. Reflections focus on your experience as a mentor and supervisor of an intern/mentee and how that is impacting your teaching.

2. **Internship Support Materials (Notebook, Wiki, or Website Format)**: (Outcomes a-g) (80%) Develop materials to support the intern or teacher-of-record you are supervising/mentoring. Materials can be submitted in a variety of formats: **notebook, wiki, or website.** Whatever the format, it should include the following sections:
   - **Table of Contents** and sections developed to acclimate the intern to your school:
   - **Our School**: maps, calendars, discipline plans, emergency information, etc.,
   - **Curriculum and Standards**: provide copies of division standards, models of curriculum guides and lesson plan formats,
   - **Observation Guidelines and Look-fors** related to SPA standards,
   - **Supervision Supports 1**: **Relationship Building:** how you will establish rapport and provide support for your intern
   - **Supervision Supports 2**: **Best Practices:** provide additional supports based upon your classroom, program, students, content requirements or other supports related to your classroom organization or teaching style.
   - **Appendix** filled with resources that meet the needs of your classroom and your course strand:
     a. Mentoring Teacher Candidates-supporting teacher candidates in your classroom.
     b. Mentoring Inservice Teachers-supporting Mason students who are teacher-of-record in their own classrooms

Note: Discussions 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. 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/].

GRADING POLICIES

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

MASON POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.Mason.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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
f. 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/].

TECHNOLOGY REQUIREMENTS FOR ONLINE INSTRUCTION

For the most up-to-date information about the technology requirements for see this publication:
http://itservices.gmu.edu/services/upload/Student-Tech-Guide-2015.pdf

PROFESSIONAL DISPOSITIONS

George Mason University 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

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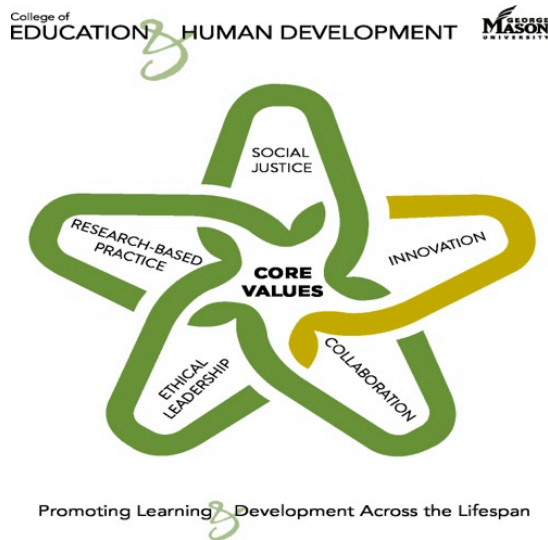
For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website. See http://gse.gmu.edu/