

**George Mason University**  
**School of Recreation, Health & Tourism**  
**PHED 680: Mentoring & Supervision in Physical Education**  
**Spring 2011**

**Professor:** G. Linda Rikard, Ed.D.

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**Office Hours:** By appointment

**Office Location:** Fairfax Campus, Patriot Seminar Room, 2120

**Time:** 4:30-7:10 pm

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**COURSE DESCRIPTION**

Prepares mentors and supervisors of preservice and in-service teachers in physical education. Topics include professional dispositions, assessment and evaluation, adult learners, counseling and communication, providing feedback, and reflection and inquiry into the profession.

**Prerequisites**

PHED 670

**Hours of Lecture or Seminar per week:** 3

**Hours of Lab or Studio per week:** 0

**STUDENT OUTCOMES**

1. State differences among the multiple roles and responsibilities of mentor teachers, cooperating teachers, clinical faculty and university supervisors.
2. Increase skills in assessment and evaluation, coaching and mentoring while developing a line of inquiry
3. Describe best practices in the preparation of novice and experienced teachers
4. Apply knowledge and skills to the assessment and evaluation of teacher performance and provide timely feedback for improvement
5. Increase knowledge of NASPE/NCATE standards for novice teachers
6. Provide support for teachers in the areas of work sampling, differentiated curriculum, assessment of student (PK-12) performance, planning, implementation and management of the classroom

**NASPE TEACHER STANDARDS:**

Standard 5 - **Communication** - the teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings.

Standard 6 - **Planning and Instruction** - the teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

Standard 8 - **Reflection** - the teacher is a reflective practitioner who evaluates the effect of his/her actions on others and seeks opportunities to grow professionally.

Standard 9 - **Collaboration** - the teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well being.

*Moving Into the Future, National Standards for Physical Education: A Guide to Content and Assessment, 1995.* Prepared by the Beginning Teacher Standards Task Force of the National Association for Sport and Physical Education (NASPE). Mosby Publishing

#### REQUIRED TEXTS

- Glickman, C.D., Gordon, S. P., & Ross-Gordon, J. M. (2010). Supervision and instructional leadership: A developmental approach (8<sup>th</sup> ed.). Boston: Allyn & Bacon.
- (Do not purchase) Podsen, I. J. and Denmark, V. (2007). Coaching and Mentoring First Year and Student Teachers (2<sup>nd</sup> ed.). Eye on Education. [first 35 pages are online]
- SUCCEED at Mentoring, Coaching & Supervision –available at <http://www.ncsu.edu/mentorjunction>
- New Teacher Center at [www.newteachercenter.org](http://www.newteachercenter.org)
- 2008 NASPE Standards for Physical Education Teacher Education programs

Core Values: College of Education and Human Development: Ethical Leadership, Research-based practice, Collaboration, Innovation, and Social Justice.

#### MODE OF COURSE DELIVERY

The delivery of PHED 680 is accomplished through a combination of experiential learning activities to meet the need of all learners and learning styles including:

- Class presentations consisting of mini-lectures, use of Power Point, etc
- Whole class and small group discussions
- Cooperative learning in small groups emphasizing learning from others
- Student sharing examples, projects and teaching/learning experiences
- Problem solving challenges

#### COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

All students must check Mason email regularly and use CE6 (BkBd) for online course information.

		Points
1. Blackboard responses, readings and informed class participation	10 %	40
2. Self-Reflection as supervisor, mentor, coach	10%	40
3. Interview/Shadow a Supervisor or Principal	25%	100
4. Clinical Supervision Cycle	25%	100

5. Research Project (Groups of 2 or 4)	30%	120
	Total	400

Grading scale:

A = 95%; A- = 94-90%; B+ = 89- 87%; B = 84-86%; B- = 83-80%  
 C = <80%

\*Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application

### TENTATIVE COURSE OUTLINE

Day/Date:	Topic/Readings:	Assignments Due:
Jan 25	Course introduction Experiences with supervising, pre & in service Paradigms for schools	<b>Readings:</b> Glickman , Gordon, Ross-Gordon (2007) See the end of chapter activities.
Feb 1	Successful schools School improvement Collective education-“a cause beyond oneself”	Glickman, Chs. 1 <sup>[A4]</sup> ,2 <sup>[A4,D2]</sup> ,3 <sup>[A1,2,D1]</sup> Outcomes of chosen Exercise: A/F/D Article:
Feb 8	Adult & teacher development: Theories and Four Stages Impact of age, race, gender on adults Conceptual models of supervision/adult development	Glickman, Ch 4, Complete F4 Write a case (situation) and support with appropriate theories.
Feb 15	Supervision behavior continuum Four variations of interpersonal skills  <i>Introduce Research project</i>	Glickman, Ch. 5 Describe the organization climate of your school Ch. 6, Complete Box 6.1 for use in class. Work toward building your supervisory philosophy.
Feb 22	Cycles of supervision practice: DC, DI or CB	Glickman, Chs. 7-11 Clinical Task #2 –Select a problem to help a teacher resolve using one or more of the 1 <sup>st</sup> 3 platforms. Write up your analysis.
March 1	Observation techniques TPAI: Evaluators-Teachers manual Equity in Education [Eye of the Storm videotape]  <i>Introduce Principal/Supervisor</i>	Glickman, Ch 14 Observing Google TPAI and bring copy. Read/respond to two articles posted on bkbd  Provide 3 meaningful ideas to the class

	<i>interview/Shadowing</i>	
Mar 8 Mar 15 Mason Sp Brk, No class	Teacher change & concerns, Guided reflection  <b><i>Plan Supervisory Cycle assignment</i></b>	Glickman, Ch. 16 Clinical Task #3– Supervisor Self-Analysis of Pre/Post Conferences Search the literature for class Research Project
Mar 22	Differentiated strategies Supervision self-assessment Problem solving	Read/ respond to two articles on bkbd Develop research project & execution
Mar 29	Interpersonal approaches to supervision	Readings at New Teacher Center, Santa Cruz
Apr 5	Collaborative behaviors Philosophy of supervision	Lab #4
Apr 12	Teacher professional development Peer checking/supervision project	Glickman, Ch. 18
Apr 19 Public Sch Sp Bk, No class	Redefining the mentor/mentee relationship Ethics & supervision	
Apr 26	Independent work on supervision project	Philosophy of Supervision
May 3	Supervision project presentations Course/Instructor Evaluations	Supervision Project
May 17	<b>Final Exam Day</b>	

#### RUBRICS FOR ASSIGNMENTS

##### *Early Career Teachers' Views of Mentoring Their Experiences* *Research Project (2-4 class members)*

<b>Assignment 120 pts.</b>	Needs Work	Developing	Accomplished	Exceptional
Literature Review	References are incongruent with topic. Some are not data based. Fewer than 6 references are provided.	Some references are not data based and/or incongruent with topic.	Have 6 references, one is not data based. Lit Review connects some references to the topic.	Must have 6 or more appropriate data based references congruent with topic and are unique to those posted on BkBd. Review connects references for the reader.
Develop another topic or Expand on existing Survey Monkey	Wording of survey items are unclear. Poor item construction.	Few items are acceptable	Some items are unclearly written. Both qual and quant. Questions appear.	Data collection includes qualitative and quantitative items. Clearly stated and

				focus on topic.
Statement of the Problem	Not useful for developing a study	Mostly vague	Somewhat clear	Clear and concise
Methods	Data collection process is vague and incomplete.	Disjointed writing	Not fully clear.	Describe fully the process of collecting data
Survey data analysis	Analysis is poorly written & unacceptable	Presentation of data is somewhat unclear. Connection of data forms is disjointed.	Data is presented without visual detail. Connection of qualitative and quantitative data is made.	Describe both forms of data in detail. Visuals are used to explain quantitative data. Shows connection of data forms in a meaningful way.
Results	Results do not coincide with data analysis or literature review	Unclear explanation of data and vague connection to lit review	Data is explained but not well connected to literature review.	Explain the data and connect to the literature review.
Conclusions	Poor writing and merely repeats results section	Conclusions are unclear and do not reflect results	Make at least 1 conclusion.	Make 2-3 accurate conclusions from the data.
References	Poor reference list that does not follow APA format	Reference list has several mistakes and needs editing.	Reference list is mostly accurate and follows APA formatting.	Reference list is accurate and uses APA formatting.
Writing clarity and quality is evident.	Lacks clarity in writing and requires editing	Parts are poorly written and are in need of careful editing	Study is mostly well written.	Study is well written, clear and makes sound conclusions.

*Clinical Supervisory Cycle – Refer to Chapter 16*

<b>Assignment 100 pts.</b>	Needs Work	Developing	Accomplished	Exceptional
Pre-conference	*No clear reason for observation or purpose of the lesson; resembles informal observation	Some aspects are missing or poorly presented.	Adequate reason and lesson purpose. Method and form of observation are partially addressed. Time is set for observation and post conference.	*Reason for observation and purpose of the lesson is clear to each party * Method and form of observation are planned. *Time is set for observation and post conference
Observation of classroom	Observation data does not seem accurate. Coding is inconsistent, leaving the interpretation invalid.	Issues remain	Only 1 form of observation. Events are mostly coded. Interpretation of data is not sufficiently specific.	*Use of 2 or more forms of observation; *Description of events is coded and described. *Write detailed interpretation of the data.

Analysis & observation; Determine conference approach	Data is poorly presented and analyzed with invalid outcomes. The conference is not planned.		Data is mostly analyzed correctly. Interpretations are adequate. The conference approach is not well planned.	*Organize and analyze the data. *Study & make interpretations. *Plan the interpersonal approach for the conference.
Postconference w/ teacher	No plan is in place nor is support suggested for improvement.	More details are needed	Improvement plan needs specifics and support is somewhat lacking	Discuss analysis and a specific plan for improvement. Provide support for the improvement.
Critique of previous 4 steps	Supervisory cycle is not strong and a follow-up visit is questionable.	More detail is needed	Examine the supervisory cycle and determine a follow up.	*Describe the supervisory cycle process and set a date & time for the follow up visit. Repeat the cycle.


### Project #3: Individual Project: Interview/Shadow a Supervisor (100 pts.)

#### INTERVIEW:

- A. Describe your reasons for the choice of supervisors and the insights you want to learn from the interview experience.
- B. Construct a series of questions and probes that reflect your topics of interest.
- C. Audio-tape the conversation of at least 20 minutes and transcribe..
- D. Write about your findings and provide your reaction to the interview process and what was learned.

SHADOW: May equal half of the assignment.

To BE Determined

	<ul style="list-style-type: none"> <li>❖ All students are held to the standards of the George Mason University Honor Code. [See <a href="http://www.gmu.edu/catalog/apolicies/#Anchor12">http://www.gmu.edu/catalog/apolicies/#Anchor12</a>]</li> <li>❖ University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor.</li> <li>❖ All communication from the university, college, school and program will be sent to students through their Mason email account only. Students are responsible for the content of university communication sent to their Mason email account and are required to activate their account and check it regularly.</li> <li>❖ Students with disabilities who seek accommodations in a course must be registered with the Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. [See <a href="http://ods.gmu.edu">http://ods.gmu.edu</a>]</li> <li>❖ Counseling and Psychological Services (CAPS) offers a wide range of services to students that are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance. [See <a href="http://caps.gmu.edu">http://caps.gmu.edu</a>]</li> <li>❖ For additional School of Recreation, Health, and Tourism information, please visit the website at <a href="http://rht.gmu.edu">http://rht.gmu.edu</a>.</li> </ul>
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