

George Mason University
School of Recreation, Health & Tourism
PHED 680: Mentoring & Supervision in Physical Education (3)
Spring 2014

Day/time: Mondays, 4:30-7:10 pm **Location:** PW, BRH 212
Professor: Dominique Banville, Ph.D. **Office Location:** PW, BRH 208
Office Hours: M-W 10:30-11:30am or By appointment
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PREREQUISITE: PHED 670

COURSE DESCRIPTION

This course prepares mentors and supervisors of pre-service and in-service teachers in physical education. Topics under study will include professional dispositions, assessment and evaluation, adult learners, counseling and communication, providing feedback, reflection and inquiry into the profession. Actual school-based mentoring and supervision skills will be practiced.

STUDENT OUTCOMES

By the end of the course, students will be able to:

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 (k-12) performance, planning, implementation and management of the classroom.

Standards to be met based on The National Board for Professional Teaching Standards for Physical Education Teachers:

Standard X. Reflective Practice and Professional Growth: Accomplished physical education teachers participate in a wide range of reflective practices that foster their creativity, stimulate personal growth, contribute to content knowledge and classroom skill, and enhance professionalism.

Standard XII. Collaboration with Colleagues: Accomplished physical education teachers do not work in isolation but function as members of a large learning community. Recognizing that their responsibilities extend beyond their own classrooms, they contribute purposefully to enhancing instructional programs and improving the professional culture of their field.

REQUIRED TEXTS

- Glickman, C.D., Gordon, S. P., & Ross-Gordon, J. M. (2010). SuperVision and instructional leadership: A developmental approach (8th ed.). Boston: Allyn & Bacon.

Other Resources:

- Podsen, I. J., & Denmark, V. (2007). Coaching and mentoring first year and student teachers (2nd ed.). Larchmont, NY: Eye on Education. Partially available on line at http://books.google.com/books?id=zVDWbOgdsGgC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

NATURE OF COURSE DELIVERY: Face-To Face**COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA**

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

	Points
1. CPAs (10 x 10 pts)	100
2. Interview	60
3. Supervisory Platform	60
4. Clinical Supervision Project	120
5. Action Research Proposal	<u>60</u>
Total	400

Grading scale:

A = 95-100%; 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

ATTENDANCE POLICY

In accordance with the GMU Attendance Policies (University catalog, 2007-2008 p.35), “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

The following scale will be used

- one (1) absence is permitted
- Two (2) “tardies”*= 1 absence
- Two (2) “early departures”*= 1 absence
- 2 – 3 absences = 10 grade points
- 4 absences or more = 15 grade points

*Attendance is taken at 4:30 pm. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the end of the class will be considered an early departure.

TENTATIVE COURSE OUTLINE

Day/Date:	Topic/Readings:	Assignments Due:
Jan 27 Week 1	Course introduction Experiences with supervising, pre & in service *Chapter 1	
Feb 3 Week 2	Schools – Pessimistic and Optimistic Views *Chapters 2 & 3, and Assigned Readings	CPA #1 – Bring 5 questions you would like to ask a supervisor
Feb 10 Week 3	No Class Meeting Adult as Learners, and Supervision beliefs & philosophy *Chapters 4 & 5 and Assigned Readings	CPA #2 – Due Electronically no later than 02/10 7:00 pm Post on Discussion Board
Feb 17 Week 4	Mentoring Student Teacher – Guest Speaker Ms Luanne Norden, Coordinator of Student Teaching	CPA #3 - Interview with a Supervisor Project Due no later than 02/21 4:00 pm Post on Discussion Board
Feb 24 Week 5	No Class Meeting Supervisory Behaviors Continuum and Developmental Supervision *Chapters 6 & 7, and Assigned Readings	CPA #4 – Due Electronically no later than 02/24, 7:00 pm Post on Discussion Board
Mar 3 Week 6	Cycles of supervision practice: DC, DI, CB or NB *Chapters 8, 9, 10 & 11, and Assigned Readings	CPA #5
Mar 10	Mason Spring Break	Philosophy of Supervision Due no later than 03/16 4:00 pm
Mar 17 Week 7	Technical Skills *Chapters 14, & 15 and Assigned Reading	CPA #6
Mar 24 Week 8	Clinical Supervision and Mentoring first year teachers *Chapter 16 and Assigned Readings	CPA #7 Update on Supervision Project
Mar 31 Week 9	Teacher and Group development *Chapters 17 & 18, and Assigned Readings	CPA #8
Apr 7 Week 10	Action Research *Chapter 20 and Assigned Readings	CPA #9
Apr 14	No Class meeting Public School Spring Break,	
Apr 21 Week 11	Function of supervision * Chapters 21 & 22, and Assigned Readings	CPA #10
Apr 28	Independent work on supervision project	Action Research Project Due no later than 04/24 at 7:00 pm
May 5 Week 12	Supervision project presentations Course/Instructor Evaluations	Supervision Project Due

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

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

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

