

**George Mason University**  
**College of Education and Human Development**  
**Advanced Studies of Teaching and Learning – Physical Education**

PHED 680 – DL1 – Mentoring and Supervision in Physical Education  
3 Credits, Spring 2024  
Online

**Faculty**

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**Prerequisites/Corequisites**

PHED 670

**University Catalog 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.

**Course Overview**

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.

**Course Delivery Method**

This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @mason.gmu.edu) and email password. The course site will be available no later than 01/16/2024.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## Expectations

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on **Wednesday**, and **finish** on **Tuesday** by 11:59 pm.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their Mason email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the

student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. Late work will **NOT** be accepted and the link to upload the assignment will no longer be available past the deadline.

- **Instructor Support:**

The instructor will be available every Tuesday from 4:00-5:30 pm. Inquiries received outside of this time frame will be answered within 24 hours. Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

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.

**Professional Standards:** The National Board for Professional Teaching Standards for Physical Education Teachers (2014):

Upon completion of this course, students will have met the following professional standards:

Standard X Collaboration and Partnerships

Accomplished teachers recognize that their responsibilities extend beyond the classroom. They collaborate with other educators and work in partnership with stakeholders to strengthen physical education programs and enhance student learning.

Standard XI Professional Growth

Accomplished teachers are respected leaders who diligently pursue personal and professional growth to improve teaching practices and meet the diverse needs of students.

## Required Text

Glickman, C.D., Gordon, S. P., & Ross-Gordon, J. M. (2019). SuperVision and instructional leadership: A developmental approach (10th ed.). Boston: Allyn & Bacon.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

### Assignments

1. Weekly assignments	15%
These will include activities such as discussion boards and quizzes.	
2. Analysis of Your Practice	15%
In this assignment, you will use a set of standards that fits your level of experience to analyze your current practice.	
3. Mentoring Modules	15%
You will complete the five asynchronous online “ <a href="#">Mentor VA</a> ” modules”.	
4. Interview with a supervisor	10%
To have a sense of what the expectations and realities of a supervisor are you will interview an individual in your school who has supervisory duties like a principal or assistant principal focusing your questions on problems he/she confronts in his/her attempts to facilitate instructional improvement and how problems are managed.	
5. Clinical Supervision Project	30%
You will execute two cycles of the Clinical Supervision technique with two volunteers in your school, one physical education teacher, and one classroom teacher.	
6. Action Research Project	15%
This project will have you think about a possible action research you could conduct in your school.	
Total	100%

### 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

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

<b>Modules</b>	<b>Topic/Readings:</b>	<b>Assignments Due:</b>
Module 1 Week 1 (1/17-1/23)	Introduction of the Course How to use Kaltura Personal Introduction	<ul style="list-style-type: none"> <li>• Week 1 Assignments</li> </ul>
Module 2 Weeks 2-3-4 (1/24-2/13)	Knowledge Chapters 1-5 and assigned readings/videos	<ul style="list-style-type: none"> <li>• Week 2 Assignments</li> <li>• Week 3 Assignments</li> <li>• Week 4 Assignments</li> <li>• Analysis of your Practice using Set of Standards (02/06)</li> <li>• Mentor Training (02/13)</li> </ul>
Module 3 Weeks 5-6-7 (2/14-3/5)	Interpersonal Skills Chapters 6-11 and assigned readings/videos	<ul style="list-style-type: none"> <li>• Week 5 Assignments</li> <li>• Week 6 Assignments</li> <li>• Week 7 Assignments</li> <li>• Interview with a Supervisor (03/05)</li> </ul>
Week 8 (3/6-3/12)	Spring Break	
Module 4 Week 9-10- (3/13-3/26)	Observing Skills and Clinical Supervision Chapters 12 and 15 and assigned readings/videos	<ul style="list-style-type: none"> <li>• Week 9 Assignments</li> <li>• Week 10 Assignments</li> <li>• Clinical Supervision Project (03/26)</li> </ul>
Module 5 Weeks 11-12- 13-14 (3/27-4/23)	Technical Tasks of Supervision Chapters 16, 18, 20 and assigned readings/videos	<ul style="list-style-type: none"> <li>• Week 11 Assignments</li> <li>• Week 12 Assignments</li> <li>• Week 13 Assignments</li> <li>• Week 14 Assignments</li> <li>• Action Research Project (04/30)</li> </ul>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## 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: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).

### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments/>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website [www.cehd.gmu.edu](http://www.cehd.gmu.edu)**