

C & S470: Workshop in Selected Studies in Curriculum

C&S 470: Mentors as Teacher Educators

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Overview

This web-based course is designed for teachers who are interested in learning more about the process of mentoring preservice (pre- and/or student) teachers or first-year teachers. Each week will consist of readings, discussions, and activities. Participants respond to reading assignments (summarize three key concepts, choose a quote and explain its significance, and construct a question he/she still has about the concepts or ideas presented), and post all other assignments to ANGEL.

This course will help participants explore and reflect upon the developmental nature of learning to teach. General principles of supervision that include classroom-based observation and conferencing will be examined. The historical roots of supervision will be explored along with the relationship between supervision and evaluation. The cycle of clinical supervision and differentiated supervision will be explained noting differences between peer coaching and mentoring preservice teachers. Various models of co-teaching will be described as part of working with student teachers.

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Course Objectives

During this course, the participants will:

- Examine the developmental nature of learning to teach
- Reflect upon the implications of teacher development
- Apply expert knowledge in the context of a mentoring relationship

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Required Course Materials

The following is a required material for this course:

- Nolan, J. & Hoover, L. (2011). *Teacher supervision and evaluation: Theory into practice*. 3rd Edition; Hoboken, NJ: John Wiley & Sons, Inc.

You may purchase the textbook through the Penn State Bookstore or your favorite bookstore.

Note: Be sure you purchase the edition/publication date listed.

Using the Library

Many of Penn State's library resources can be utilized from a distance. Through the Library Resources and Services for Off-Campus Users (<http://www.libraries.psu.edu/psul/info/vcs/offcampus.html>) website, you can...

- access magazine, journal, and newspaper articles online using library databases;
- borrow materials and have them delivered to your doorstep...or even your desktop;
- ask a librarian for research help via e-mail, chat, or phone using the ASK! service;

...and much more!

Note: You must have an active Penn State Access Account to take full advantage of the Libraries' resources and services. Once you have a Penn State account, you will automatically be registered with the library within 24–48 hours. If you would like to check that your library registration has been completed, visit the Libraries' home page (<http://www.libraries.psu.edu/psul/wc.html>), click on "Library Accounts," and then click on "My Library Account."

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Technical Requirements

Technical Requirements

Operating System	Windows Vista, Windows 7, Windows 8*; Mac OS X 10.4 or higher *Windows 8 support excludes the tablet only RT version
Processor	2 GHz or higher
Memory	1 GB of RAM
Hard Drive Space	20 GB free disk space
Browser	We recommend the latest ANGEL-supported version of Firefox or Internet Explorer. To determine if your browser fits this criterion, and for advice on

	<p>downloading a supported version, please refer to the following ITS knowledge base article: Supported Browsers and Recommended Computers (http://kb.its.psu.edu/cms/article/6).</p> <hr/> <p>Note: Cookies, Java, and JavaScript must be enabled. Pop-up blockers should be configured to permit new windows from Penn State websites.</p> <p>Due to nonstandard handling of CSS, JavaScript and caching, older versions of Internet Explorer (such as IE 6 or earlier) do not work with our courses.</p>
Plug-ins	<p>Adobe Reader [Download from Adobe (http://www.adobe.com)]</p> <p>Flash Player (v7.0 or later) [Download from Adobe (https://www.adobe.com/downloads)]</p> <p>Apple QuickTime [Download from Apple (https://www.apple.com/quicktime)]</p>
Additional Software	Microsoft Office (2007 or later)
Internet Connection	Broadband (cable or DSL) connection required
Printer	Access to graphics-capable printer
DVD-ROM	Required
Sound Card, Microphone, and Speakers	Required
Monitor	Capable of at least 1024 x 768 resolution

If you need technical assistance at any point during the course, please contact the HelpDesk (<http://student.worldcampus.psu.edu/technical-support/contact-us>).

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Course Requirements and Grading

Our work together over the next 12 weeks will be intense, perspective-altering and hopefully, equally enjoyable. In order to most likely afford each course participant a successful learning experience, a few comments about course commitment, expectations and participation seem warranted. Passion and commitment are reflected by/through your participation. This includes: login time, timely completion of assigned readings, and active engagement in class discussions and activities. Active engagement means expressing your own thoughts and listening to those of others, engaging in respectful dialogue with

classmates, and being willing to challenge and to be challenged by the issues addressed in this course. The up-front articulation of expectations, coupled with the need for having common goals and acknowledging and valuing others' input are three key elements in forging a sense of community. We realize that each of us comes to this course with both shared and differing expectations. We begin by sharing the expectations we have of our group and its members. This is followed by what you can expect of us.

What We Expect of Our Group and Its Members

- **Keep on top of things** – while you may choose which time of the day you log on and contribute, you do not have a choice about which week to respond. In other words, establish a routine that allows you to regularly pace yourself and remain actively involved with course happenings.
- **Shared responsibility** – each of us has responsibility for both our personal and collective learning. While your purposes for taking this course may vary, it is our hope that we generate common goals and shared interests that hinge on understanding and enhancing our future teaching practices. Many of our learning activities will draw upon peer insight and feedback and involve us in various combinations of individual and group learning activities. You offer a personal response to each required online posting in a timely manner and, when following through with assigned leadership tasks, demonstrate skill and commitment, typically requiring more than four course site log-ons per week.
- **Online presence** – log on at least four times per week to the course to keep abreast of new postings, current emails, updated discussion and overall course progress. Your "electronic personality" will evolve as time progresses and as we become a community of learners. You show evidence of having read and responded to peer postings and offer both supportive yet perspective-altering comments, whether within an assigned group or in a class posting. Your open and honest communication will be an asset to our learning from both a social and a subject matter perspective. If unexpected or extenuating circumstances arise that will keep you from being an active contributor, please communicate with your instructors in advance of your "absence." We will do the same with you. (It will be difficult to hide in this class!)
- **Issues of confidentiality, privacy and ethics** – as teachers, we are faced with maintaining these issues each day. Similarly, we expect that we will be mindful of and honor these issues in our class. For example, what is "said" on our course site should stay there. Forwarding emails or other written communication to outsiders would be a breach of all three (not to mention the destruction of trust that might have been developed among us!). We'll work together on this.

What You Can Expect of the Instructors:

- **Contact and presence** – to be an active and regular contributor to our learning, We will make ourselves readily available, both online and via offline "office hours." Once we know the needs of the group, we can better determine our mode of and times for availability.
- **Responses** – to promptly (our goal is within 24 hours on weekdays and 48 hours on the weekend) acknowledge or respond to personal and group questions, suggestions, dilemmas, or other course related issues. The grading of course assignments will require additional days for turn-around time.

Course Assignments:

Expectations: All assignments are due on the assigned date at 11:59 PM. Please refer to the course schedule.

We expect you to complete all assignments punctually and professionally. Late assignments will result in a reduced grade of 20% for every day that the assignment is late. Assignments should be professional in appearance and free from mechanical errors. Assignments that are deemed unacceptable due to mechanical errors or inappropriate appearance will be redone for a maximum of 50% of the assigned point value.

1) Participate in Online Class Activities (20 points)

Throughout this course, you will provide original postings and responses to peers that demonstrate a critical analysis of the points made (versus a summary of what was written) and weave in references to shared and individual readings, resources, and experiences. Then, you will provide a self-assessment of your participation at the end of Week 8 and the end of Week 12. Your instructors will provide feedback on your assessment and assign a grade of 0-10 points for each.

- **Midterm self-assessment (10 points)**

You will complete the midterm self-assessment of participation during Week 8 of the course by downloading the Midterm Participation Self-Assessment (found in Week 8). Then, using the rubric below as your guide, give yourself the rating that you think you deserve in each of the five rating areas and provide a brief justification for each of the ratings. After completing the assessment, post it in your Midterm Participation Assessment Drop Box by the end of Week 8.

- **Final self-assessment (10 points)**

You will complete the final assessment during Week 12 of the course by downloading the Final Participation Assessment Tool (found in Week 12). Then, using the rubric below as your guide, give yourself the rating that you think you deserve in each of the five rating areas and provide a brief justification for each of the ratings. After completing the assessment, post it in your Final Participation Drop Box at the end of Week 12.

Course Participation Assessment Rubric: Midterm (10 pts) and Final (10 pts)

Frequency of log ons 2 points	I have logged on to the course website at least 4 days per week 2 points	I have logged on to the course website at least 3 days per week 1 point	I have logged on to the course website less than 2 days per week 0 points
Required postings 2 points	All required postings have been completed 2 points	At least 80% of the required postings have been completed 1 point	Less than 50% of the required postings have been completed 0 points
Timeliness of postings 2 points	All required postings have been on time 2 points	At least 80% of the required postings have been on time 1 point	Less than 50% of the required postings have been on time 0 points
Responses to peers	All responses to ideas posted by	At least 80% of responses to postings	Less than 50% of responses to postings

2 points	others have been supportive but also analytical 2 points	by others have been supportive but also analytical 1 point	by others have been supportive but also analytical 0 points
Use of readings 2 points	All of the postings demonstrate connections to course readings 2 points	At least 80% of the postings demonstrate connections to course readings 1 point	Less than 50% of the postings demonstrate connections to course readings 0 points

2) Weekly Activities (20 points)

Each week you will complete various activities where you will apply key theoretical concepts to your practice.

The rubric below will be used for assessment.

Point Value	A 20-18	B 17-14	C 13-0
Standard	Exceeds Expectations	Meets Expectations	Below Expectations
Standard Defined	Quality of activity exceeds requirements.	Quality of activity meets requirements.	Quality of activity does not meet requirements.

3) Major Projects (60 points)

There are three Major Projects for the course and each is worth 20 pts.

Espoused Platform Conference

1st Cycle of Clinical Supervision

2nd Cycle of Clinical Supervision

The rubric below will be used for assessment.

Point Value	A	B	C
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	20-18	17-14	13-0
Standard	Exceeds Expectations	Meets Expectations	Below Expectations
Standard Defined	Quality of activity exceeds requirements	Quality of Activity meets requirements	Quality of activity does not meet requirements

Assignment Summary

Assignment Summary

Class Participation	20 pts (10 Midterm/10 Final)
Activities	20 pts
Major Projects	60 pts (20 pts each)
Total Points =	100 points
Assignment	Point Value

Grading Scale:

Grading Scale

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	70 - 76
D	65 - 69
F	< 65
Letter Grade	Points

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Penn State Policy Statements

Academic Integrity

Continuing Education is committed to maintaining academic integrity in this and all other courses it offers. Continuing Education, the academic unit (<http://student.worldcampus.psu.edu/your-courses-how-to-guide/policies/academic-integrity#AIchart>) that is the home of each course, the course instructor, and exam proctors take academic integrity matters seriously. Students enrolled at Penn State via Continuing Education are expected to act with civility and personal integrity; respect other students' dignity, rights, and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others, and a civil community.

For more information on academic integrity at Penn State, please see the Academic Integrity Chart (<http://student.worldcampus.psu.edu/your-courses-how-to-guide/policies/academic-integrity#AIChart>) for specific college contact information or visit one of the following URLs:

<http://www.psu.edu/dept/oue/aappm/G-9.html> (<http://www.psu.edu/dept/oue/aappm/G-9.html>)

<http://www.sa.psu.edu/ja/> (<http://www.sa.psu.edu/ja/>)

Turnitin®

In this course we will be using a tool, Turnitin.com, to confirm that you have used sources accurately in your papers. If you have any questions about how to cite your sources, please review the materials available at: <http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagstudent.html>. (<http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagstudent.html>) Students are responsible for ensuring that their work is consistent with Penn State's expectations about academic integrity. Additional information about the Turnitin.com plagiarism prevention tool is available at <http://turnitin.com>. (<http://turnitin.com>)

PSU Academic Administrative Policies and Procedures

Please refer to this website for the most up-to-date information: <http://www.psu.edu/oue/aappm> (<http://www.psu.edu/oue/aappm/>)

Accommodating Disabilities

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Office for Disability Services (ODS) website provides contact information for every Penn State campus: ODS Disability Liaison Contact Information (<http://equity.psu.edu/ods/dcl>) . For further information, please visit the Office for Disability Services website (<http://equity.psu.edu/ods>) .

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide

documentation based on the ODS documentation guidelines (<http://equity.psu.edu/ods/guidelines>) . If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

Registration Status

All students in "Registration Not Complete" status must resolve issues on or before the 10th day after classes begin. Students who do not complete registration by paying tuition and fees by this deadline will not be able to remain in the course. University policy on completing registration can be found at The Penn State Office of the University Registrar (http://www.registrar.psu.edu/registration/completing_registration.cfm) .

Disclaimer: Please note that the specifics of this Course Syllabus are subject to change, and you will be responsible for abiding by any such changes. Your instructor will notify you of any changes.

Please direct questions to the 'World Campus HelpDesk' (<http://student.worldcampus.psu.edu/technical-support>) |

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