

Course Outline for ECE 83
ADULT MENTORING AND SUPERVISION
Effective: Fall 2019

I. CATALOG DESCRIPTION:

ECE 83 — ADULT MENTORING AND SUPERVISION — 2.00 units

Methods and principles of mentoring and supervising adults in early care and education settings. Emphasis on the role of experienced classroom teachers who function as mentors and leaders to new teachers and other adults while simultaneously addressing the needs of children, families and other staff. Also, a focus on self-reflection and "soft skills set obtainment" emphasized.

2.00 Units Lecture

Prerequisite

ECE 62 - Child, Family and Community
with a minimum grade of C
and

ECE 63 - Early Childhood Curriculum
with a minimum grade of C

Grading Methods:

Letter Grade

Discipline:

- Child Development/Early Childhood Education

	MIN
Lecture Hours:	36.00
Total Hours:	36.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ECE62

1. Identify how the child develops within a system and is influenced by multiple factors of socialization, including culture, language, ability, economic class and ethnicity
2. Describe contemporary social issues and their effects on families and children
3. Describe the role of families within educational institutions and the importance of family-teacher partnerships
4. Evaluate the impact of one's own early socialization process and its impact on one's relationships with children, families, colleagues and the community

B. ECE63

1. observe, plan, assess, and evaluate the curriculum in ECE environments, including the role of the teacher as related to providing developmentally appropriate curriculum;
2. plan and evaluate curriculum and environment to meet the needs of groups, typical and atypical children;
3. evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Discuss the importance of self examination of personality that will aide in the mentor/protege relationship
- B. Examine methods of mentoring and supervising student teachers and others in early childhood education settings
- C. Identify characteristics of effective leaders and mentors
- D. Critique and practice strategies to support adult learners
- E. Demonstrate reflective practice, cultural competency, and ethical conduct
- F. Evaluate various personnel, program and environmental assessment tools
- G. Develop an action plan using a environmental rating tool
- H. Develop effective interactions and communication techniques and modeling soft skills in the mentoring/protege relationship

V. CONTENT:

- A. Developmental stages of adult learners

- B. Characteristics of effective mentors and leaders
- C. Mentor-mentee relationship
 - 1. Mentoring, coaching, modeling, shadowing
 - 2. Conducting the initial interviews
 - 3. Assessing background experiences
 - 4. Communicating expectations, goals and reflective feedback
 - 5. Differentiating between supervision and mentoring
 - 6. Balancing needs of mentee and mentor's professional responsibilities
 - 7. Dealing with conflict
- D. Integrating mentees and other adults into the classroom
 - 1. Preparing children, families, and staff
 - 2. Time management and schedules
 - 3. Assigning roles and responsibilities
 - 4. Planning and scheduling for observations and feedback
- E. Role of mentor
 - 1. Model Developmentally Appropriate Practices (DAP)
 - a. Facilitate planning of curriculum
 - b. Children's individual and group needs
 - 2. Promote positive interactions with children
 - a. Respectful of family and cultural practices
 - b. Modeling and expanding language acquisition
 - c. Guidance and challenging behaviors
 - 3. Establish relationships with families within a cultural context
 - 4. Demonstrate professional behavior
 - a. Interactions with other adults in the classroom
 - b. Confidentiality
 - c. Ethical and legal responsibilities
 - d. Career ladder
 - e. Professional organizations and resources
 - f. Advocacy and leadership
- F. Value of ongoing feedback and assessment
 - 1. Supporting developmental stages of mentee
 - 2. Informal/formal
 - 3. Reflective practices
 - 4. Using observations and written evaluations
- G. Use of environmental rating tools
 - 1. Environmental assessment and scoring
 - 2. Identify strengths and weakness in the environment
 - 3. Develop plan of action for improvement and enrichment
 - 4. Timeline for implementation and evaluation

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. Role play
- D. **Guest Lecturers** -
- E. **Audio-visual Activity** -
- F. Class reports

VII. TYPICAL ASSIGNMENTS:

- A. Reading and writing
 - 1. After reading the assigned chapter from your textbook, insert your own name into the "case study". Write a scenario with yourself as the "supervisor". The scenario must include background information, the problem, assessment of the "supervisee", and supervisory plan.
 - 2. Using the above scenario, change your role to that of "mentor" and the supervisee to mentee. How will the plan change? The paper must include a comparison of the mentor/supervisor roles.
- B. Keep a professional journal during the length of this class. Use it as a "tool for reflection". Journal on classroom experiences, reactions and feelings. Include reflections from "on-site" experiences that either support or are a contrast to class material.
- C. Projects
 - 1. Create a "handbook" for mentees, substitute teachers, new employees or adult volunteers. This can be an extension of current material available at the place of employment or can be a new document. Be sure to give credit to work that you have not created. If there is a handbook already in place, select 10 sections to revise, update or improve upon. Instructor approval required.
 - 2. Using the appropriate environmental rating tool, rate your classroom. Justify each score with detailed notes.
 - 3. Using the final rating score, develop a plan of action for one section. Be sure to include a timeline, who is responsible for each item, and when the evaluation will take place.

VIII. EVALUATION:

Methods/Frequency

- A. Quizzes
4
- B. Oral Presentation
4
- C. Projects
1
- D. Simulation
4
- E. Class Participation
10
- F. Class Work
10
- G. Final Class Performance
1
- H. Other

IX. TYPICAL TEXTS:

- 1. Feeney, Stephanie and Freeman, Nancy *Ethics and the Early Childhood Educator: Using the NAEYC Code.*, National Association for the Education of Young Children, 2011.

2. Chu, M *Mentoring and Coaching in Early Childhood Development: A Reflective Approach.*, Pearson, 2013.
3. Jablon, Judy, and Amy Dombro. *Coaching with Powerful Interactions : A Guide for Partnering with Early Childhood Teachers.* 1st ed., NAEYC, 2015.
4. Hine, Constant . *Transformational Coaching for Early Childhood Educators.* 1st ed., Redleaf Press, 2019.
5. Susan, McDonald. *Inspiring Early Childhood Leadership.* 1st ed., Gryphon House, 2016.

X. OTHER MATERIALS REQUIRED OF STUDENTS: