

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS

**THE MENTORING TEACHER**  
**ECEd 2100**

**Class Hours: 3.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Date Revised: Fall 00**

**Catalog Course Description:**

A study of the philosophy, principles, and methods of mentoring adults who have varying levels of training. Emphasis will be on the role of mentors as facilitators of adult learning while simultaneously addressing the needs of children, parents, and other staff.

**Entry Level Standards:**

Must be able to read and write at the college level.

**Prerequisite:**

Department approval

**Textbook(s) and Other Reference Materials Basic to the Course:**

Required:

*The Early Childhood Mentoring Curriculum: A Handbook for Mentors*, 1996, Bellm, Whitebook & Hinatiuk, Nat'l Center for the Early Childhood Workforce, ISBN: 1-889956-00-7.

Supplemental:

Environmental Rating Scales

*The What, Why, and How of High Quality ECE: A Guide for On-Site Supervision*, Koralek, Colker, & Dodge, NAEYC.

Lending Library of Resource Books and Professional Journal Articles

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Introduction to Mentoring/Mentoring Roles
2	Mentoring vs. Supervision
3	Mentoring vs. Supervision
4	Adult Development
5	The Process of Change
6	Reflective Practice
7	Reflective Practice

8	Diversity/Anti-Bias
9	Diversity/Anti-Bias
10	Parent-Teacher Conflicts
11	Parent-Teacher Conflicts
12	Families with Behaviorally Challenging Children
13	Families with Behaviorally Challenging Children
14	Families of Children with Disabilities
15	Families of Children with Disabilities
16	Final Exam Period

## II. Course Objectives\*:

- A. Build on knowledge and experience as early childhood professionals to acquire skills to support the development of early childhood apprentices. I, III, IV
- B. Utilize methods of effective adult learning to develop approaches for cooperative communication between administrators, teachers, early childhood apprentices, clinical site staff, assistant teachers, volunteers and other adults working with young children. I, III, IV
- C. Recognize and support the process of professional development by reflecting on one's own practice, examining one's own actions and beliefs, and refining one's own personal philosophy. I, III, IV
- D. Develop a plan for mentoring an early childhood apprentice. I, III, IV
- E. Maintain a developmentally appropriate environment for young children and a positive relationship with staff while fostering the growth of early childhood apprentices. I, III, IV

\*Roman numerals after course objectives reference goals of the ECEd program.

## III. Instructional Processes\*:

Students will:

1. Observe classroom dynamics in various educational settings. *Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*
2. Utilize reflective inquiry thinking processes to integrate text and classroom observation. *Communication Outcome, Problem Solving and Decision Making Outcome*
3. Use journaling as a technique to facilitate classroom observations and discussions. *Communication Outcome, Information Literacy Outcome, Transitional Strategy*
4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. *Personal Development Outcome*
5. Use Internet for communication with instructor and other class members. *Communication Outcome, Technological Literacy Outcome*

\*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

#### **IV. Expectations for Student Performance\*:**

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

1. Submit written reflections & reviews on selected readings. A, C
2. Attend a parent meeting in another setting. A, B, C
3. Plan a communication activity. A, B, C
4. Develop a calendar for parents. A, B, C
5. Develop a parent newsletter. A, B, C
6. Develop family-friendly classroom practices. A, B, C, D
7. Survey parents in classroom. A, B, C
8. Observe programs using environmental rating scales. A, B, C, D
9. Resolve family issues using NAEYC's Code of Ethics. A, B, C, D
10. Complete a journal regarding observed practices. A, C
11. Maintain a commitment to professionalism. A, B, C, D
12. Establish positive and productive relationships with families. A, B, C, D
13. Ensure a well-run, purposeful program responsive to participant needs. A, B, C, D

\*Letters after performance expectations reference the course objectives listed above.

#### **V. Evaluation:**

##### A. Testing Procedures:

Students will complete a pre and post inventory on their knowledge of mentoring through an entry exam and a comprehensive final exam.

##### B. Laboratory Expectations:

Students will keep a journal, reflecting on each class topic. They will share in writing the knowledge they have learned and how they will use this knowledge in the classroom.

##### C. Field Work:

Students will observe and assess different early childhood education programs at various sites.

#### **VI. Policies:**

##### A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled

instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

**B. Academic Dishonesty:**

Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular Mississippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F for the exercise or examination or to assign an F in the course.