THE MENTORING TEACHER
ECEd 2100

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Revised: Fall 2012

NOTE: This course is not designed for transfer credit.

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 Course Materials:

Required:

Supplemental:

Lending Library of Resource Books and Professional Journal Articles

Environmental Rating Scales

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Mentoring/Mentoring Roles</td>
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<tr>
<td>2</td>
<td>Mentoring vs. Supervision</td>
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<td>3</td>
<td>Mentoring vs. Supervision</td>
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<td>4</td>
<td>Adult Development</td>
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<td>5</td>
<td>The Process of Change</td>
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<td>6</td>
<td>Reflective Practice</td>
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<tr>
<td>7</td>
<td>Reflective Practice</td>
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<tr>
<td>8</td>
<td>Diversity/Anti-Bias</td>
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II. Course Goals*: 

The course will:

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 goals reference goals of the ECEd program.

III. Expected Student Learning Outcomes*: 

The student will 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


7. Survey parents in classroom. A, B, C

8. Observe programs using environmental rating scales. 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

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. 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.

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:
• Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
• Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
• Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
• Taking an exam for another student.
• Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
• Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at http://www.pstcc.edu/sswd/.