

CHLD 86A: MENTORING THE EARLY CARE & EDUCATION PROFESSIONAL

Foothill College Course Outline of Record

Heading	Value
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Advisory:	CHLD 1, 8; a minimum of one other three-unit course in Child Development.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Student Learning Outcomes

- Define and summarize early childhood best practices.
- Identify and apply knowledge of the developmental stages of assistant teachers, student teachers, parents and volunteers.

Description

Prepares the student for the role of mentoring student teachers, assistant teachers, parents, and volunteers in early care and education settings. Emphasis on the role of teachers supervising other adults while simultaneously addressing the classroom needs of the early care and education program. Development of the mentor in supporting the professional growth of the teaching adult. Fulfills the Child Development permit adult supervision course requirement.

Course Objectives

The student will be able to:

- Demonstrate appropriate modeling, guidance and evaluation of adults working in the early care and education classroom.
- Identify and apply knowledge of the developmental stages of teachers, student teachers, assistant teachers, parents and volunteers.
- Articulate cultural competence within an early care and education setting.
- Demonstrate knowledge of best practices through use of a program quality assessment tool.
- Facilitate effective communication and positive interactions with and between student teachers, assistant teachers, parents, volunteers and children.
- Communicate the principles and best practices in child development both verbally and in writing.
- Evaluate and defend solutions to various case studies involving mentor and mentee professional interactions.

Course Content

- Demonstrate appropriate modeling, guidance and evaluation of adults working in the early care and education classroom
 - Understanding the mentor process

- Initiating the mentor/mentee relationship
 - Assessing background information
 - Conducting the initial interview
 - Communicating expectations and goals
- Integrating the mentee' into the classroom
 - Scheduling
 - Assigning activities and activity plans
 - Preparing children, parents and staff
 - Planning for observation and conferences
- Modeling best practices
 - Planning
 - Interactions with children
 - Professional behaviors-confidentiality, ethics, interactions with colleagues and parents
- Identify and apply knowledge of the developmental stages of teachers, student teachers, assistant teachers, parents and volunteers
 - Survival
 - Extending
 - Renewal
 - Maturity
- Articulate cultural competence in an early care and education setting
 - Cultural and linguistic diversity in student teachers, assistant teachers, parents, volunteers, and children
 - Maintaining a safe, culturally and linguistically developmentally appropriate environment for young children
 - Fostering growth in student teachers,assistant teachers, parents
- Demonstrate knowledge of best practices through use of a program quality assessment tool
 - Introduction to using the Early Childhood Environmental Rating Scale (ECERS)
 - Strategies for implementing successful change
- Facilitate effective communication and positive interactions between student teachers, assistant teachers, parents, volunteers and children
 - Active listening
 - Reflection
 - Constructive feedback
 - Positive reinforcement
- Communicate the principles and best practices in child development both verbally and in writing
 - Role playing
 - Case studies
- Evaluate case studies and defend solutions to situations involving mentor and mentee professional interactions
 - Confidentiality issues
 - Ethical and legal issues
 - Mentor/mentee professional interactions
 - Dealing with bias and prejudice
 - Supporting the adult in survival career development

Lab Content

Not applicable.

Special Facilities and/or Equipment

- When taught online, the student will need regular access to a well-running computer with a webcam and the ability to run a recent version of the Chrome browser and its extensions.
- For all methods of course delivery, the student needs an email address.

Method(s) of Evaluation

- A. Demonstration of knowledge and skills through the completion of all class assignments
- B. Personal journal: collected written reflections/reactions, completed class inventories, assessments
- C. Case solutions
- D. Professional story
- E. Written personal introduction to a mentee
- F. Successful completion of the Early Childhood Environmental Rating Scale
- G. Class participation in discussion and group activities
- H. Final essay examination

Method(s) of Instruction

- A. Lecture
- B. Cooperative learning and small group activities
- C. Discussion of assigned readings and videos
- D. Oral presentations
- E. Guest speakers and panelists

Representative Text(s) and Other Materials

Bellm, Dan, Marcy Whitebook, and Diana Schaak. [Supporting Teachers as Learners](#). Washington, D.C.: American Federation of Teachers, 2013.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- A. Reading and study of the text.
- B. Reading and written response to questions, assignments and relevant articles and online reading material.
- C. Reaction writing assignments to guest speakers, video viewings, and experiences such as research projects and field trips.
- D. Research, planning and written evaluation of individual or group creative projects.

Discipline(s)

Child Development/Early Childhood Education