



**COURSE OUTLINE : CHLDV 176**

**D Credit – Degree Applicable**

**COURSE ID 001397**

**Cyclical Review: October 2020**

**COURSE DISCIPLINE :** CHLDV  
**COURSE NUMBER :** 176  
**COURSE TITLE (FULL) :** Mentor Teacher Practices  
**COURSE TITLE (SHORT) :** Mentor Teacher Practices

**CATALOG DESCRIPTION**

CHLDV 176 is designed to examine the methods and principles of supervising student teachers, entry level teachers, volunteers and other adults in early care and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and leaders.

Total Lecture Units: 3.00

Total Laboratory Units: 0.00

**Total Course Units: 3.00**

Total Lecture Hours: 54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged:0.00

**Total Contact Hours: 54.00**

**Total Out-of-Class Hours: 108.00**

Prerequisite: CHLDV 141 or equivalent. Recommended Preparation: ENGL 100 or ESL 141 and MATH 15. California Child Development Permit or equivalent 2 years of teaching experience.



**ENTRY STANDARDS**

	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1	CHLDV	141	Student Teaching Seminar	Demonstrate a foundational knowledge of how children learn and develop, and an understanding of the child's intellectual, physical, social and personal development;	Yes
2	CHLDV	141	Student Teaching Seminar	plan, present and evaluate developmentally, linguistically, and culturally appropriate play based curriculum;	Yes
3	CHLDV	141	Student Teaching Seminar	demonstrate ethical and advocacy responsibilities in working with children and families;	Yes
4	CHLDV	141	Student Teaching Seminar	utilize formal and informal assessment strategies to evaluate the developmental domains of the learner;	Yes
5	CHLDV	141	Student Teaching Seminar	design indoor and outdoor environments to support the developmental domains of children;	Yes
6	CHLDV	141	Student Teaching Seminar	practice self-evaluation, reflection, and continually evaluate the effect of their choices and actions on others (children, families, and other professionals in the learning community).	Yes
7	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
8	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
9	ESL	141	Grammar And Writing IV	compose a 400 to 450-word thesis-based essay which:	Yes
10	ESL	141	Grammar And Writing IV	comprehend multi-paragraph reading passages in textbooks.	Yes
11	MATH	15	Foundations of Algebra	Add, subtract, multiply, and divide real numbers;	Yes
12	MATH	15	Foundations of Algebra	convert between percents, decimals and fractions;	Yes

**EXIT STANDARDS**

- 1 examine methods of supervision for student teachers and others in early childhood education settings;
- 2 identify characteristics of effective leaders and mentors;
- 3 critique and practice strategies to support adult learners;
- 4 demonstrate reflective practice, cultural competency, and ethical conduct;
- 5 evaluate various personnel, program and environmental assessment tools;
- 6 develop effective interaction and communication techniques.



**STUDENT LEARNING OUTCOMES**

- 1 individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners
- 2 demonstrate competency in communication and reflective practices when working with diverse adult populations
- 3 utilize a variety of personnel, program and environmental assessment tools to inform leadership decisions

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	<b>Description</b>	<b>Lecture</b>	<b>Lab</b>	<b>Total Hours</b>
1	<b>Leadership Characteristics</b> <ul style="list-style-type: none"> <li>• Time management</li> <li>• Characteristics of effective mentors/leaders</li> <li>• Diverse perspectives</li> <li>• Ethics-professional behaviors</li> </ul>	11	0	11
2	<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Career ladder</li> <li>• Professional resources and organizations</li> <li>• Linking mentor teacher activities with professional advocacy</li> </ul>	10	0	10
3	<b>Adult Mentoring Strategies</b> <ul style="list-style-type: none"> <li>• Orientation to mentoring program and Mentor/Mentee roles and expectations</li> <li>• Coaching, Modeling and Shadowing</li> <li>• Mentor/mentee relationship</li> </ul>	14	0	14
4	<b>Supervision Strategies</b> <ul style="list-style-type: none"> <li>• Positive interactions and communication</li> <li>• Conflict resolution</li> <li>• Reflective supervision and feedback</li> </ul>	6	0	6
5	<b>Adults in Early Care and Education Settings</b>	5	0	5



6	Evaluation and Assessment	8	0	8
	<ul style="list-style-type: none"> <li>• Evaluation and assessment tools</li> <li>• Evaluating the classroom environment</li> <li>• Evaluating teachers and volunteers</li> </ul>			
				<b>54</b>

**OUT OF CLASS ASSIGNMENTS**

- 1 reflective essays (e.g. an essay examining the supervisors role in modeling, guiding and evaluating mentees);
- 2 read and reflect assignments (e.g. essays written in response to a specific reading assignment that relates the concepts and principles presented to current thinking, values, feelings, and professional practice);
- 3 evaluation assignment (e.g. use an appropriate evaluation or assessment tool to gather information to inform a mentoring interaction);
- 4 mentoring case study (e.g. develop a mentoring relationship, plan and implement mentoring sessions using strategies and procedures discussed in class, document process and progress, produce a summary report).

**METHODS OF EVALUATION**

- 1 environment rating scale report;
- 2 group project presentation.

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



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**TEXTBOOKS**

<b>Title</b>	<b>Type</b>	<b>Publisher</b>	<b>Edition</b>	<b>Medium</b>	<b>Author</b>	<b>IBSN</b>	<b>Date</b>
Developing Mentoring and Coaching Relationships in Early Care and Education: A Reflective Approach	Required	Pearson Education		print	Chu, Marilyn	9780132658232	2013
Early Childhood Environment Rating Scale	Required	Teachers College Press	3	print	Harms, Thelma	9780807745496	2014
Infant Toddler Environment Rating Scale	Required	Teachers College Press	3	print	Harms, Thelma	9780807758670	2017
School Age Environment Rating Scale	Required	Teachers College Press	2	print	Harms, Thelma	9780807755099	2013
Mentoring and Coaching in Early Childhood Education	Required	Bloomsbury	1	Print	Gasper, Michael	978-1350100725	2020