

CHLDV176 : Mentor Teacher Practices

General Information

Author:	<ul style="list-style-type: none">Elizabeth KronbeckBiancheri, Mary JaneStonis, MichelleOwens, Deborah
Course Code (CB01) :	CHLDV176
Course Title (CB02) :	Mentor Teacher Practices
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000068692
Curriculum Committee Approval Date:	05/22/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	CHLDV 176 examines the methods and principles of supervising student teachers, entry-level teachers, volunteers, and other adults in early care and education settings, emphasizing the roles and development of early childhood professionals as mentors and leaders.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	
Author:	Owens, Deborah
Course Family:	

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Child Development/Early Childhood Education
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06) 3

Total Course In-Class (Contact) Hours 54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0

Total 54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

CHLDV141 - Student Teaching Seminar

Objectives

- Demonstrate a foundational knowledge of how children learn and develop, and an understanding of the child's intellectual, physical, social and personal development.
- Plan, present and evaluate developmentally, linguistically, and culturally appropriate play-based curriculum.
- Demonstrate ethical and advocacy responsibilities in working with children and families.
- Utilize formal and informal assessment strategies to evaluate the developmental domains of the learner.
- Design indoor and outdoor environments to support the developmental domains of children.
- 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).

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Chu, Marilyn	Developing Mentoring and Coaching Relationships in Early Care and Education: A Reflective Approach	Pearson Education	2013	9780132658232
Harms, Thelma	Early Childhood Environment Rating Scale	Teachers College Press	2014	9780807745496
Harms, Thelma	Infant Toddler Environment Rating Scale	Teachers College Press	2017	9780807758670
Harms, Thelma	School Age Environment Rating Scale	Teachers College Press	2013	9780807755099
Gasper, Michael	Mentoring and Coaching in Early Childhood Education	Bloomsbury	2020	978-1350100725
Other Instructional Materials (i.e. OER, handouts)				
No Value				
Materials Fee				
No value				

Learning Outcomes and Objectives

Course Objectives

Examine methods of supervision for student teachers and others in early childhood education settings.

Identify characteristics of effective leaders and mentors.

Critique and practice strategies to support adult learners.

Demonstrate reflective practice, cultural competency, and ethical conduct.

Evaluate various personnel, program and environmental assessment tools.

Develop effective interaction and communication techniques.

SLOs

Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>CHLDV</i> Transitional Kindergarten Certificate	Describe the role and responsibilities of professional early childhood educators.
<i>CHLDV</i> School-Age Care	develop an understanding of young children, and of the multiple interacting influences on children’s development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
<i>CHLDV</i> Master Teacher	develop an understanding of young children, and of the multiple interacting influences on children’s development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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<i>CHLDV</i> Site Supervisor	develop an understanding of young children, and of the multiple interacting influences on children’s development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
<i>CHLDV</i> Teacher (Preschool)	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice

Demonstrate competency in communication and reflective practices when working with diverse adult populations.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
<i>CHLDV</i> Transitional Kindergarten Certificate	Describe the role and responsibilities of professional early childhood educators.

CHLDV Master Teacher	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
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CHLDV Teacher (Preschool)	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
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CHLDV School-Age Care	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
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	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
CHLDV Site Supervisor	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
Utilize a variety of personnel, program and environmental assessment tools to inform leadership decisions. Expected Outcome Performance: 70.0	
ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
CHLDV Transitional Kindergarten Certificate	Describe the role and responsibilities of professional early childhood educators.
CHLDV Master Teacher	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
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<i>CHLDV</i> Site Supervisor	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice

Course Content

Lecture Content

Leadership Characteristics (11 hours)

- Time management
- Characteristics of effective mentors/leaders
- Diverse perspectives
 - Sensitivity and implicit bias training
- Ethics-professional behaviors

Professional Development (10 hours)

- Career ladder
- Professional resources and organizations
- Linking mentor teacher activities with professional advocacy

Adult Mentoring Strategies (14 hours)

- Orientation to mentoring program and Mentor/Mentee roles and expectations
- Coaching, Modeling, and Shadowing
- Mentor/mentee relationship

Supervision Strategies (6 hours)

- Positive interactions and communication
- Conflict resolution
- Reflective supervision and feedback

Adults in Early Care and Education Settings (5 hours)

Evaluation and Assessment (8 hours)

- Evaluation and assessment tools
- Evaluating the classroom environment
- Evaluating teachers and volunteers

Total Hours: 54

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

No Value

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value