MASTER SYLLABUS

ECHD 405: Early Childhood Mentor: Teacher as Trainer

Created By: Maureen Maiocco, Ed.D.
A. **TITLE:** Early Childhood Mentor: Teacher as Trainer

B. **COURSE NUMBER:** ECHD 405

C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** None

F. **SEMESTER(S) OFFERED:** Fall

G. **COURSE DESCRIPTION:**
This course explores the Early Childhood Program Administrator’s role as both mentor and facilitator of teacher development. Students will gain an understanding of quality professional training for early care and education providers that are meaningful and relevant in promoting the professional competencies of the individual and program quality. Various professional development models and training practices will be studied and applied.

H. **PRE-REQUISITES/CO-REQUISITES:**
a. Pre-requisite(s): Completion of 45 credit hours or permission of instructor.
b. Co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES:**
By the end of this course, the student will be able to:

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<th>Course Objective</th>
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<tr>
<td>a. Explain the various roles of the administrator as supervisor, mentor, and,</td>
<td>[6] Develop and apply methods, strategies, inclusive practices, and</td>
<td>N/A</td>
<td>1-Critical Thinking [CA] Critical Analysis</td>
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<td>coach and identify how each is integral to teacher development and training.</td>
<td>policies for meeting the needs of quality programming for children, families, and early care and education professionals.</td>
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<td>Written</td>
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<td>determine best practices in delivery, content, and participant engagement.</td>
<td>policies for meeting the needs of quality programming for children, families, and early care and education professionals.</td>
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<td>c. Create a professional development training plan best support the growth and</td>
<td>[5] Apply leadership knowledge and skills in early care and education settings for promoting high quality standards of excellence for teachers, families, and children.</td>
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<td>1-Critical Thinking [CA] Critical Analysis</td>
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<td>professional competence of the early childhood care provider.</td>
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<td>d. Determine and develop a program plan for meeting mandatory compliance training for child care personnel.</td>
<td>[6] Develop and apply methods, strategies, inclusive practices, and policies for meeting the needs of quality programming for children, families, and early care and education professionals.</td>
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<td>1-Critical Thinking [CA] Critical Analysis</td>
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<td>e. Compare and evaluate teacher training models and determine which delivery</td>
<td>[6] Develop and apply methods, strategies, inclusive practices, and</td>
<td></td>
<td>2-Critical Thinking [IA]</td>
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<td>policies for meeting the needs of quality programming for children, families, and early care and education professionals.</td>
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J. **APPLIED LEARNING COMPONENT:** Yes
   - Classroom/Lab

K. **TEXTS:**

L. **REFERENCES:**

M. **EQUIPMENT:** University Supplied Equipment

N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS**
   - Exams
   - Quizzes
   - Papers
   - Projects
   - Presentation
   - Participation

P. **DETAILED COURSE OUTLINE:**
   I. **The Role of the Director**
      A. Mentor: Support the Individual
      B. Coach: Support the Team
      C. Facilitator: Guide the Learning Process
      D. Supervisor
      E. Student
      F. Role Model
      G. Evaluator
      H. Challenges and Rewards
   II. **Early Childhood Educator**
      A. Mandated Training
      B. Professional Development
      C. Professional Growth
      D. Professional Competence

   formats are best suited for common issues and concerns of child care providers. policies for meeting the needs of quality programming for children, families, and early care and education professionals. Inquiry and Analysis
E. Opportunities: Professional Credentials, Education
F. Membership in Professional Organizations

III. Understanding Stages of Teacher Development
   A. Pre-service
   B. Survival
   C. Novice
   D. Veteran

IV. Supportive Evaluation
   A. Creating a Community of Teachers and Learners
   B. Observation: Director-Staff Model
   C. Observation: Peer-Peer Model
   D. Enhancing Professional Competence
   E. Reflective Practice

V. Training Options
   A. In-Service
   B. Staff Meetings vs. Staff Training
   B. Conferences
   C. Workshops and Seminars
   D. Teacher Initiated
   E. Mentoring Systems

VI. Best Practices
   A. Building a Caring Community
   A. Clear and Reasonable Expectations
   B. Nurture and Empower
   C. Collaboration and Team-Building
   D. Effective Listening
   E. Effective Communication: Giving and Receiving Feedback
   F. Constructive Criticism
   G. Documentation

VII. Understanding Adult Learning Theory
   A. Learning Styles
   B. Establishing Individual Professional Development Plans
   C. Developing the Individual

VIII. Goals
   A. Support Teachers
   B. Improve Teaching Practices
   C. Promote High Quality Professional Development

IX. Tools
   A. Evaluative Tools
   B. Training Tips
   C. Timing
   D. Including Parents
   E. Handbook: Policies
X. Training Tips and Considerations
   A. Tips for Successful Training
   B. Timing
   C. Active Engagement
   D. Make it Matter
   F. Listening vs. Hearing
   G. Problem-Solving and Compromise
   H. Competence Not Competition
   I. The Fear of Change
   J. Self Esteem and Professional Confidence
   K. Kindness, Care, and Consideration
   L. Creating a Supportive Climate

XI. Professional Credentials and Opportunities
   A. ASPIRE
   B. NAEYC
   C. EC Trainer Opportunities Beyond the Program Walls
      o NAEYC Program Accreditor
      o Consultant
      o Local, State, National Conference Facilitator
      o Higher Education Instruction

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