



## Syllabus



### Syllabus



# EDU 604: Enhancing Supervision Through Mentoring

**Credits: 4, CRN #: 40176**

**Summer Term 2008, July 12th - September 5th**

**Instructor: Lisa J. Strout, MS**

**Email: [lisajstrout@gmail.com](mailto:lisajstrout@gmail.com)**

**Last Updated: May 18, 2008**

---

## Course Description

### Overview

In this course Early Childhood educators who are primary supervisors of teachers, or assistant teachers explore the various dimensions of their role. Participants gain an understanding of adult development and the stages of teacher development. They learn how to establish mentoring relationships and balance supervisory responsibilities as they gain skills to guide new employees, set goals, provide feedback on performance, resolve conflicts and create positive working environments.

---

## Prerequisites

*None.*

---

## Blackboard Orientations

If you have never taken an Online Interactive Course (OIC) at the college, we highly recommend that you attend one of the [2-hour Blackboard Orientation sessions](#) available throughout the state. If you choose not to attend a face-to-face session, you are encouraged to view our new [Online Orientation with audio](#) at your own convenience.

---

## Required Resources

### Textbook:

- Bellm, Dan, Whitebook, Marcy and Hnatiuk, Patty, 1997. Early Childhood Mentoring Curriculum: A Handbook for Mentors, The National Center for the Early Childhood Work Force, Washington, DC. ISBN#: 1889956007.

**The textbook is available online at MBS Direct at: <http://bookstore.mbsdirect.net/gsc.htm>** (The course-CRN number for ordering this textbook is: 40176). Textbooks can also be purchased from MBS via phone, mail or fax. For additional information, visit the [Online Bookstore](#) section of the college web site.

### Other Resources:

Early Childhood Quality Assurance Project, 2006. **New Hampshire Early Childhood Professional Development System: Guide to Early Childhood Careers**, Department of Health and Human Services, Office of Child Development.

**This text may be downloaded from this direct link:**

<http://www.dhhs.state.nh.us/DHHS/CDB/LIBRARY/Training+Material/ece-guide.htm>

**PLEASE NOTE:** It is the learner's responsibility to have purchased all required course materials before the start of the course. Learners are expected to meet all course expectations even if the shipment of a required textbook or other learning resource is delayed. Be sure to choose the shipping option that will get your text/resource delivered in a timely manner.

---

## Learning Outcomes

As a result of this learning experience, participants will be able to:

1. Explain the concept of mentoring, the qualities of a good mentor, and identify alternative mentoring models.
2. Analyze how the role of the supervisor contrasts with the role of mentor.
3. Identify and evaluate strategies for combining and complementing effective techniques for both mentoring and supervising employees (establishing ground rules, boundaries and alternating roles).
4. Describe selected theories of adult development (e.g., Erikson, Kegan, Gilligan) and analyze the implications of individual development for training, on-the-job learning and formal education.
5. Experiment with "reflective critical thinking" (metacognition) and use a variety of methods to gain an understanding of one's own practice in teaching, supervising and mentoring.
6. Integrate principles of culturally relevant anti-bias curriculum and identify potential prejudices with self and employees that might interfere with appropriate practice.
7. Apply knowledge of stages of teacher development interactions, goal setting and feedback with employees.
8. Demonstrate self-awareness of the dynamics of the roles within the workplace and the skills needed to build trusting, supportive, long-term relationships with employees.
9. Employ effective communications skills that include observation and feedback on employee's performance, modeling and processing employee's observations, the use of self-assessment, conferencing and conflict resolution.

Optional:

For participants who are Mentor/Teachers with the Department of Labor Apprentices- acquire an understanding for the apprenticeship program, on-the-job content expectations, record keeping, monitoring progress, and analysis of how to help integrate an apprentice's formal learning (college coursework) with classroom performance.

---

## Evidence of Accomplishment

Course participants will demonstrate their learning through the following:

1. **Class participation** as measured by attendance at group meetings, interaction with the instructor and other students on the discussion board forums and chat room exchanges as appropriate, postings of information, resources, questions, etc., that further learning for those participating in the course.
2. **Assignments** which include the following: Activities with Apprentice, Journal Entries, Self Assessments and Checklists. All assignments are due during the module timeframe.
3. Completion of a **Portfolio** of the mentoring experience. This portfolio will include all of the assignments listed in #2 above as well as #5 below. See Description of Portfolio in the "Getting Started" page.
4. **Individual Project** that will "illustrate" one of the nine learning outcomes. See Description under Individual Project in "Getting Started" for a list of ideas.
5. **Research Paper** that will explore some aspect of adult development or adult learning theory. See description under Research Paper in "Getting Started."

---

## Academic Honesty

An academic community is based on honesty and integrity. All work that you submit should be your own. When summarizing or explaining ideas that are based on another's work, make sure to cite references appropriately. (For more information on proper citation, see the Library's website: <http://granite.edu/library/citing.htm>). Plagiarism will not be tolerated. Plagiarism is using another's words or even paraphrasing another's work without giving proper credit through the use of citations. For questions regarding Granite State College's academic honesty policy, see pages 65 of the college catalog.

---

## Performance Evaluation

Activities	% of Final Grade
Class Participation	30%
Assignments	15%
Portfolio	25%
Individual Project	15%
Research Paper	15%
<b>Total</b>	<b>100%</b>

**Course Grading Scale:** The letter grade is representative of Granite State College's grading system.

A: 100-95	B: 86-84	C: 76-74	D: 66-64
A-: 94-90	B-: 83-80	C-: 73-70	D-: 63-60
B+: 89-87	C+: 79-77	D+: 69-67	F: 59-0

**NOTE:** Students must receive a grade of "C" or better for all courses in their major.

---

## Outline of Course Structure & Content

The course consists of five modules with various subtopics as outlined below.

Module	Topics
<b>Module One:</b> <b>Introduction to Mentoring</b>  <b>July 12-25</b> Becoming a Mentor: Options & Opportunities  Text Units 1 & 2	<ul style="list-style-type: none"> <li>● What is Mentoring?</li> <li>● Basic Assumptions and Beliefs</li> <li>● Goals of Mentoring Programs</li> <li>● Why is Mentoring Important</li> <li>● Changes in the Job Description and Professional Roles of Mentors</li> <li>● Roles and Responsibilities of Participants in a Mentoring Program</li> <li>● The Differences Between Mentoring and Supervision</li> <li>● Selecting Mentors and Assigning Protégés</li> </ul>

<p><b>Module Two: Building the Foundation for Mentoring</b></p> <p><b>July 26- August 8</b> Key Areas of Knowledge</p> <p>Text Unit 3</p>	<ul style="list-style-type: none"> <li>● Adult Development</li> <li>● Adult Learning Styles</li> <li>● Reflective Practice</li> <li>● Respect for Diversity in Early Childhood Settings</li> <li>● Guiding Principles for Anti-Bias Education in Mentoring</li> <li>● The Process of Change</li> </ul>
<p><b>Module Three: Growing and Developing as a Teacher and Provider</b></p> <p><b>August 9- 15 (1 week)</b> Building Relationships Between Mentors &amp; Protégés</p> <p>Text Unit 4 &amp; 5</p>	<ul style="list-style-type: none"> <li>● Stages of Teacher/Provider Development</li> <li>● The Needs of Beginning Teachers and Providers</li> <li>● The Qualities of Experienced and Effective Teachers and Providers</li> <li>● Helping a New Teacher Move Toward Excellence</li> <li>● Getting to Know Each Other</li> <li>● Establishing Expectations and Setting Goals</li> <li>● Supporting Each Other: What Protégés and Mentors Need</li> <li>● The Stages of Mentor/Protégé Relationships</li> </ul>
<p><b>Module Four: Skills for Effective Mentoring</b></p> <p><b>August 16- 22</b> Text Unit 6</p>	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Modeling</li> <li>● Giving and Receiving Feedback</li> <li>● Observation, Coaching and Conferencing</li> <li>● Resolving Conflict</li> <li>● Self-Assessing Practices</li> <li>● Avoiding Burnout</li> </ul>
<p><b>Module Five: Putting Support Systems in Place</b></p> <p><b>August 23- September 5</b></p>	<ul style="list-style-type: none"> <li>● On-The-Job Content Expectations</li> <li>● Record Keeping</li> <li>● Monitoring Progress</li> <li>● Analysis of How to Help Apprentices Integrate Formal Learning with classroom Performance</li> <li>● Finish up projects for Face-to-face Meeting</li> </ul>

**Note:** The content of this syllabus is subject to change as needed.

## ADA

Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a reasonable accommodation to remove the barrier. If you need assistance, it is important that you make contact early to ensure that your requests can be reviewed prior to the start of each term. If you wish to apply for accommodations, contact your academic advisor or the dean of learner services in the Administration Offices in Concord. See ADA in the college catalog for details.

## Institutional Assessment

Assessment is an ongoing process that enables the College to improve its programs, courses, and teaching

methods. Institutional evaluation may be embedded in tests, exams, and other measurements of student learning. As members of a learning community, students, faculty, and staff will be expected to participate in the important process of assessment on occasion. Confidentiality of any data that identify participants is maintained.

---

## Technical Assistance

For assistance with accessing your course or with other technical issues regarding your online course, contact the GSC Technical Assistance Center (<http://bbresources.granite.edu/techassist/help.htm>) or call 1-888-372-4270 (Hours: M-F, 8:30-5:00, on weekends messages are checked daily)

---

© 2008 Granite State College, Online Interactive Courses

8 Old Suncook Road, Concord, NH 03301 - Telephone: (603) 513-1390 Fax: (603) 513-1389