

Mentoring and Coaching Course Syllabus



Course Information

- A. Number 425
- B. Title: Mentoring and Coaching
- C. Credits: Four
- D. This course is offered Winter 2017
- F. Location: Education building, office #119

Personal Information

- A. Instructor: Manda Davis
- B. Office: Education building #119
- C. Office Hours: M 9:00 – 12:00, W 12:30 – 3:30. I encourage you to call and make an appointment.
- D. Telephone: 275-4771
- E. E-mail: manda_davis@skc.edu

Required Materials

- A. The Art of Mentoring: Lead, Follow and Get Out of the Way
- C. Journal
- C. Handouts from the Instructor

Course Description

Mentoring and Coaching explores adult development and learning theory, mentoring as well as coaching models and approaches such as Touchpoints, and current research on stages in teacher development. Students will practice skills associated with effective mentoring and coaching including establishing trust in collaborative mentor relationships; assessing and addressing the needs of the protégé; assessing teaching skills through observation; conferencing and supporting professional goal planning; assessing early training that contributes to the development of early childhood professionals.

Course Objectives

Upon completion of this course students will be able to:

1. Describe adult development and learning theory models, mentoring along with coaching models and approaches such as Touchpoints as well as current research on stages of teacher development.
2. Demonstrate effective mentoring and coaching skills such as: establishing trust in collaborative mentoring relationships; creating learning focused interactions; facilitating professional vision; assessing and addressing the needs of the protégé; assessing teaching skills, knowledge and dispositions through observation; conferencing and supporting professional goal planning.
3. Consider the role that culture plays in the mentor/protégé relationship.
4. Identify resources to support the development of early childhood educators' professional knowledge, skills and dispositions.
5. Plan, implement and evaluate training that supports the development of early childhood professionals.
6. Assess own mentoring and coaching skills and style; plus, develop a professional goal plan based on self-assessment.

Cultural Relevancy

Mentoring and coaching styles and relationships will be discussed with respect to diversity. A socio-cultural perspective will be used to discuss the many contexts that influence mentor/protégé relationships.

Candidate Objective:

1. Consider the role that culture plays in the mentor/protégé relationship.



Citizenship

Professional research and activity in the area of teacher inductions has shown mentoring a critical component of supporting novice teachers as they are inducted into the field of education. Mentoring not only supports continual improvement in practice and, therefore, quality for students, but also teacher retention. Candidates in the Early Childhood Education Program already are or will be employed as supervisors of early educators and leaders in the field. As such, it is essential that they be prepared for their roles as mentors and coaches of early childhood practitioners.

Candidate Objective:

1. Mentor a protégé for one quarter.

Standard	Critical Assignments: These assignments are completed at a
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	satisfactory level of a C or above.
<p>Standard 3. Observing, documenting, and assessing to support young children and families: Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observation, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.</p>	
<p>Standard 5. Becoming a professional: Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p>Mentoring session journaling and meetings with instructor to discuss.</p> <p>Self-assessment and professional goal planning.</p>

Critical Thinking

This course will engage candidates in critical thinking by having them apply and critique information. In doing this, candidates will foster critical thinking in children.

Candidate Objective:

1. Assess protégé early childhood professional knowledge, skills and dispositions; support the development of protégé’s professional goal plan based on the assessment.
2. Assess own coaching and mentoring skills and develop a professional goal plan based on that assessment.

Communication

This course focuses on developing effective communication skills that promote effective mentoring relationships.

Candidate Objectives:


1. Demonstrate effective coaching and mentoring skills.
2. Demonstrate effective oral communication skills when participating in assignments.
3. Design a well-written professional goal plan.

Course Requirements

- A. Attendance and Participation
- B. Field Experience (one mid-course meeting with instructor, three observations & follow-up meeting with protégé, four journal assignments)
- C. In-Class Assignments (must be in class to complete)
- D. Reading and Discussion
- E. Mentoring Experience Project Presentation
- F. Field Trip

Grading System and Policy

- A = 450 – 500**
- B = 400 – 449**
- C = 350 – 399**
- D = 300 – 349**
- F = Below 300**

1. **Field Experience & Journal...**(10 x 15).....**150 pts.**
(one mid-course meeting with instructor, three observations & follow-up meeting with protégé, five journal entries)
2. **In-Class Assignments****200 pts.**
Must be in class to complete/including but not limited to:
 - Attendance and Participation
 - Today’s Reflection
 - Reading and Responding
 - Mentoring and Coaching Activities
3. **Mentoring Experience Project Presentation**.....**50 pts.**
4.  **Field Trip: Kalispell Montessori Center**.....**100 pts.**
Tentatively scheduled for January 30th

_____ **500 pts.**

Late assignments will not receive full credit. 35% will be deducted on all late assignments. In-class assignments may not be made up outside of class. **No assignments accepted after last day of class March**

16th, 2017 at the beginning of class unless otherwise arranged on an individual basis with the instructor.

Reasonable Accommodations

Accommodations are provided to students with diagnosed disabilities through the access office; contact Linda Pete linda_pete@skc.edu (406) 275-4968. It is important that students with disabilities inform their instructors of their disabilities at the beginning of the quarter, in order to facilitate the process of determining appropriate and reasonable accommodations for the individual student.

Attendance Policy

This class is highly interactive and learning occurs through participation in class discussions and in-class activities that are impossible to be duplicated outside of class. Assignments must be presented in class in order to receive full credit. An opportunity for make-up work is provided on an individual basis for emergency situations and on a limited basis.

***Tutors are available for students. Please contact the instructor if you have any questions or need a tutor.**

Students with 100% attendance will receive 15 bonus points.



Please keep cell phones off or on the silent mode. If there is an emergency and you must take a call, please leave the classroom to disrupt the class as little as possible.