STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

MASTER SYLLABUS

ECHD 405: Early Childhood Mentor: Teacher as Trainer

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SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCE DEPARTMENT – EARLY CHILDHOOD
FALL 2021

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:

PLO 7: Understand the importance of establishing, maintaining, and supporting partnerships with families and the early care program professional through education, training, communication, and collaboration.		
Course Objective	**PLO**	**ISLO & Subsets**
a. Explain the various roles of the administrator as supervisor, mentor, and, coach and identify how each is integral to teacher development and training.	7	1 Communication [W]
b. Examine and evaluate professional trainings, workshops, and seminars to determine best practices in delivery, content, and participant engagement.	7	1 [W]
c. Create a professional development training plan to best support the growth and professional competence of the early childhood care provider.	7	1 [W]
d. Determine and develop a program plan for meeting mandatory compliance training for childcare personnel.	7	1 [W]
e. Compare and evaluate teacher training models and determine which delivery formats are best suited for common issues and concerns of childcare providers.	7	1 [W]

J. APPLIED LEARNING COMPONENT: Yes

<div align="center">Classroom/Lab</div>

K.   TEXTS:
Bergen, S. (2009). *Best practices for training early childhood professionals*. St. Paul,
    MN: Redleaf Press.
Whitebook, M. and Bellm, D.(2013). *Supporting teachers as learners: A guide for*
    mentors and coaches in early care and education. St. Paul, MN: Redleaf Press.

L.   REFERENCES:
Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*.
    Association for Supervision and Curriculum Development: Alexandria, VA.
Passe, A. S. (2015). *Evaluating and supporting early childhood teachers*. St. Paul, MN:
    Redleaf Press.
Powers-Maiocco, M. (2004). *Improving teaching practices in the field of early care and*
    education through an in-service training program. Dissertation. Nova Southeastern
    University: Ft Lauderdale, FL.

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
    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