

## Course Information

Semester & Year: Summer 2022

Course ID & Section #: ECE-20-V4263-2022X Mentoring and Adult Supervision in Children's Programs

Instructor's name: Michelle Hancock

Online

3 units

## Instructor Contact Information

Available online

Office hours: Monday – Thursday 10:00 a.m. – 12:00 p.m. (Mondays – virtual office hours)

<https://cccconfer.zoom.us/j/9492207244>

Phone number: 707-339-0488

Email address: michelle-hancock@redwoods.edu

## Required Materials/Textbooks

Textbook title: Developing Mentoring and Coaching Relationships in Early Care and Education

Edition: 1

Author: Marilyn Chu

ISBN: 978-013265823

## Catalog Description

Methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and leaders. Note: This course meets the Adult Supervision requirement of the Child Development Permit.

## Course Student Learning Outcomes

1. Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.
2. Demonstrate competency in communication and reflective practices when working with diverse adult populations.
3. Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.

## Evaluation & Grading Policy

Course grades, and specific comments about assignments, may be accessed at any time during the semester by clicking on the *Grades* link in the navigation bar.

Accuracy, clarity, and appropriateness of the work completed determine the grade for all assignments. Grades are based on the points that you earn, all points in the class contribute to the final grade of 100 points possible. A rubric will be provided for each assignment.

A grade of "C" is considered satisfactory, a "B" is good, and an "A" is excellent.

89.5% + = A      79.5%-89.4 = B      69.5%-79.4% = C      59.5% - 69.4% = D      Below 59.5 = F

## Late Work

The following policies applied to late work during our time together:

- 1) One late discussion post will be accepted from each student during the semester for 50% of the original.
- 2) You may request 1 missing quiz be reopened the final week of class for full point value. Be sure to submit your quizzes by Sunday night!
- 3) Assignments (other than discussion posts and tests) can be turned in for a reduction of 5% per day, so if you submit 2 days late, the score will be reduced by 10%.

If you know there will be a major event that is going to create havoc with your schedule (i.e. you're about to give birth), please contact me at the beginning of the semester so we can discuss the situation before it occurs. The late policies still apply, but we can discuss how you can complete your work in advance.

If you have any questions about these policies, please don't hesitate to email and ask!

It is strongly recommended that students needing assistance with writing and reading skills contact the Writing and Reading Center in the Library.

## Recommended Preparation

ECE 2, ECE 5, and ECE 7

## Special Accommodations Statement

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability-related services and accommodations, please see me or contact [Disability Services and Programs for Students](#). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

## Student Feedback Policy

I dedicate as much or more time to this class compared to a traditional class. I will access the class website regularly and respond to posted questions and messages within 24 hours Monday – Thursday and 48 hours Friday - Sunday. Additionally, I read every discussion forum post and occasionally participate. There is also regular instructor-based communication with weekly announcements, lectures, evaluative feedback to your discussion posts, and emails/messages to students who fall behind.

Every Saturday the upcoming week's assignments are posted in Modules. The weekly assignments will typically require you to read online lectures and textbook chapters, watch videos, participate in discussions, and complete chapter quizzes.

In almost all cases, grades will be posted within one week of the assignment due date. Please review the rubric and grading comments attached to the grade.

## Proctored Exams

This course does not require proctored exams.

## Student Accessibility Statement and Academic Support Information

These standards are required by federal regulation. Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; videos will include closed captioning, images will include alt-tags, hyperlinks will use descriptive/meaningful phrases instead of URLs and audio files will include transcripts. All text will be formatted for use with screen readers and all course materials will be understandable without the use of color.

Students who discover access issues with this class should contact the instructor.

## Admissions deadlines & enrollment policies

Summer 2022 Dates

- *Classes begin: 5/31/22*
- *Last day to drop without a W and receive a refund: 6/9/22*
- *Census date: 6/10/22 or 20% into class duration*
- *Last day for student-initiated W (no refund): 7/1/22*
- *Class ends: 7/21/22*

## Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

People go to college for a variety of reasons, but one of those reasons should be to gain knowledge. With that goal in mind, and to maintain the academic integrity of our course – all students are expected to abide by the guidelines laid out in the college academic honesty policy available at:

<http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf> as well as the following:

A) Complete your own work

- While it is possible to enlist the help of others when completing an online course, ask yourself what is gained. The information and assignments provided in this course are intended to enrich your understanding of the subject matter.

B) Give credit where credit is due

- Imagine you write an amazing novel, only to find it published as a best-seller under someone else's name! Plagiarism is taken very seriously and could lead to severe academic consequences. Learn the proper way to give credit to those whose words, ideas, and concepts you use to support your own original thoughts. More information about citing sources is available at: <http://libguides.santarosa.edu/citing>

C) Use the textbook and instructor-provided materials as your main sources of content for the course

- The internet provides us with a wide range of resources at our fingertips. Not all sources are created equal. Our textbook was carefully chosen to provide you with a strong base of knowledge not available on most websites.

Don't be try to snatch little bits of information here and there – our textbook and resources provide a framework to build upon. When other sources are needed, use reputable sources. More about determining reputable sources is available at: [http://www.santarosa.edu/~kthornle/LIR10/LIR10\\_EvaluationCriteriaW4.pdf](http://www.santarosa.edu/~kthornle/LIR10/LIR10_EvaluationCriteriaW4.pdf)

## Course Schedule

	Topic	Readings	Assignments Due
Week 1 5/31	Introductions		Introductions Forum – Wed/Fri Note to Michelle – Wed Introduction Quiz – Sun
Week 2 6/6	Program Assessment Tools	Supplemental Reading	Discussion Forum – Fri/Sun Journal Post – Sun Content Quiz – Sun
Week 3 6/13	Program Assessment Tools	Supplemental Reading	Discussion Forum – Fri/Sun Journal Post – Sun Content Quiz – Sun Supervision Interview – Sun
Week 4 6/20	Relationship-Based Professional Learning	Chapter 1	Discussion Forum – Fri/Sun Journal Post – Sun Content Quiz – Sun
Week 5 6/27	Building Professional Development Relationships	Chapter 2	Discussion Forum – Fri/Sun Journal Post – Sun Content Quiz – Sun
Week 6 7/4	Communicating to Support Teacher Awareness <b>AND</b> Adult Learning and Planning For Teacher Development	Chapters 3-4	Discussion Forum – Fri/Sun Journal Post – Sun Content Quiz – Sun Power Point – Sun
Week 7 7/11	Readiness for Change and Learning Through Inquiry <b>AND</b> Coaching to Connect Curriculum, Assessment, and Teaching	Chapters 5-6	Discussion Forum – Fri/Sun Journal Post – Sun Content Quiz – Sun
Week 8 7/18	Reflective Supervision and Mentoring or Coaching <b>AND</b> Mentoring and Leadership for Professional Development	Chapters 7 - 8	Discussion Forum – Thurs Journal Post – Thurs Content Quiz – Thurs Mentoring Essay – Thurs

## Assignment Specifics

### Course Assignments

#### Discussion Forums/Journal Posts

Discussion 8 weeks @ 4 points per week	32
Journal entries 7 weeks @ 3 points per week	21

#### Other Assignments

Introduction Quiz	4
Supervision Interview	15
Mentoring Essay	15
Power Point	<u>15</u>
	102

#### Classroom Discussion entries:

You will be required to submit one initial posting and two responses to peer postings per week for each question. This is the minimum. *Postings* are a minimum of 250 to 300 words in length and must reflect an understanding of the written (text, lecture, and articles) materials, critical thinking on the topics and citations from the materials you read that support your views. You must cite/quote from the readings in your initial weekly post. Try to relate the readings to your personal life and work experiences. An example of a weekly quote in proper format would be:

According to our text, "insert comment from text here." (Chu, page number)

OR

"insert comment from text here." (Chu, page number)

Responses are meaningful responses to your classmates and must thoughtfully discuss the ideas presented in the post to which you are responding. "I agree" does not count as a response. Aim for at least 30-40 words. These forum posts, as well as other assignments, will be used to determine your mastery of the learning outcomes.

Weekly postings are not text messages. You should spell out words and use punctuation and grammar appropriate for college work. Your posting is due by 11:59 p.m. on each Friday and your response(s) by 11:59 p.m. each Sunday. The forum closes at that time. Anything posted after that time will not be included in the score for the week. The grading rubric for weekly postings is shown below. If you post a blank, or minimal post, you will not receive credit, even if the correct post immediately follows. Your quote **MUST** appear in your initial post to earn credit.

#### Weekly Posting Grading Rubric

Possible Points	Grading Criteria
1.0	Initial post includes a quote from week's readings & correctly addresses the question
1.0	Initial Post by Friday
1.0	Substantially respond to a minimum of 2 peers
1.0	Substance of initial post fully explores the topic prompt

### **Introduction Quiz**

Prior to taking this quiz, familiarize yourself with Canvas, read the syllabus, and refresh your knowledge regarding academic honesty. You may retake the quiz once.

### **Supervision Interview**

Conduct an interview with a supervisor in the field of early childhood education. Develop a list of 10 questions to ask them related to supervision and mentoring. *A rubric and tips for this assignment will be posted in the Modules section of our course.*

### **Mentoring Essay**

Write an essay (800-1200 words) about individualizing mentoring and supervision strategies based on information provided in Chapter 4 from our text regarding Stages of Teacher Development as well as Adult Development and Learning Theories. Discuss how to develop and maintain a supportive and collaborative work environment. Use and cite at least three sources. Works cited/Reference page must be included. *A rubric, additional details, and tips for this assignment will be posted in the Modules section of our course.*

### **Power Point**

In this assignment, you will identify common tools used for program and employee evaluations and describe how they can be used to inform administrative decisions. *A rubric and tips for this assignment will be posted in the Modules section of our course.*

### **Weekly Content Quizzes**

Multiple choice, fill-in-the-blank, and short essay responses to test your understanding of the weekly readings.

## Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Class participation and Attendance policy

Student-initiated withdrawal may occur through the second week of class with nothing recorded in the student transcripts and from week's 2-10 with a recorded W (withdrawal). Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation through the 10th week of class. Non-participation for two weeks of assignments may result in the instructor dropping you from the course. No course withdrawal is allowed after the 10th week of class. (These dates are shorter during summer courses.)

Basically, if you stop participating in class, you risk being dropped and this may cause a significant problem for your financial aid.

## Communication Guidelines

Communication is critical to the success of our class! You need answers to your questions in a timely manner to do your best on assignments and meet deadlines. Don't hesitate to contact me if you can't find the answer to your question after reviewing our class syllabus, postings, or announcements. The best way to contact me is to either 1) send me an email, or 2) text me. I check email *at least* once a day, (usually more) except Sundays. If you have not received a response in 24 hours, assume I have not received it, confirm the email address you used and try again, and/or a different method.

*Very important:* In all forms of communication, be sure to include your full name and the class you are enrolled in prior to asking your question.

Remember, good communication is a two-way street. We will all need to work at it to make sure we communicate well during the semester. When we do, everyone benefits!

## Regular effective contact

Students should expect to receive weekly communication from the instructor via grading, email messages, and/or course announcements.

## Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

## Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

## Technology skills, requirements, and support (required for online classes)

Tech equipment and skills are required for student success, and of equal importance as required textbooks and materials. Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.

**Necessary Computer Skills** - Most computers and internet providers are adequate. You should have high-speed internet service (such as broadband) from cable, DSL, or satellite providers as there are required multimedia assignments. You need to have reliable access to the Internet at least 3-4 times a week for the duration of the course. Anticipate problems, do not wait until the last minute to submit assignments. It is your responsibility to meet the class deadlines. **Portable Devices vs. Computers:** Although you can use late-model portable devices (such as Android or iOS phones and tablets) for some things, you should plan on doing the majority of your work (especially exams and assignments) from a reasonably late-model notebook or desktop computer (Mac or PC). Do NOT plan to participate in online classes solely from a portable device. Use the free Canvas app (called "Canvas by Instructure") available in iTunes (for iOS) and the Google Play Store (for Android) for the best experience.

**Technology Requirements** (computer, other hardware, and software) - [instructor: identify the computer requirements and any hardware or software necessary for students to succeed in your class.]

**Technology Support** – As your instructor, I am able to help with minor issues, but I am not a technology expert so my first recommendation when things aren't working, is to suggest you try restarting your computer. 😊

Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

## Gender-Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, humankind versus mankind, etc.), affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression.

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

## Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

## **Student Support Services**

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling and Advising](#) offers academic support and includes academic advising and educational planning

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams.
- [Library Services](#) to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center [waiting for hyperlink and Mission]
- Math Lab & Drop-in Writing Center

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821
- The [Honors Program](#) helps students succeed in transferring to a competitive four-year school.