**University of Toledo**

**Judith Herb College of Education**

**Department of Early Childhood and Special Education**

**Extending One’s Influence:**

**The Role of the Early Childhood Professional as a Cooperating/Mentor Teacher**

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Course Description: (NOTE: this is an on-line course that will require reliable internet access)

The purpose of this professional development course is to enhance the ability of early childhood education teachers to work effectively with community college ECE student teachers and ECE practicum students. The ECE teacher’s role as a cooperating/mentor teacher is an important one; one that is critical to the ability of student teachers to learn how to become an effective teacher of young children. Current information about models for teacher collaboration in the classroom will form the foundation for this module. In addition, this course will address key roles and responsibilities of effective cooperating/mentor teachers, as well as the competencies that cooperating/mentor teachers need to provide effective support to novice teachers. Finally, this course will outline how cooperating/mentor teachers should use NAEYC’s Code of Ethical Practice to guide their work with student teachers.

Important: In order to participate in this professional development course, you need to be referred by the ECE faculty at the community college with which you and/or your preschool/child care center have a co-op field relationship.

Course Goals:

1. To reflect on the knowledge, skills, and dispositions necessary to being an effective cooperating/mentor teacher.
2. To demonstrate an understanding of how principles of adult learning affect the cooperating/mentor teacher’s interactions with an ECE student or an ECE novice teacher.
3. To identify the roles and responsibilities of an effective cooperating/mentor teacher.
4. To demonstrate strategies that effectively address conflict and difficult interactions and possible conflicts between adults (i.e. coop/mentor teacher, ECE faculty member, ECE students)
5. To describe how to use NAEYC’s Code of Ethical Conduct to address issues or problems that arise during the student teaching or practicum experience.
6. To discuss how to use the information gained from this course to become a more effective cooperating/mentor teacher.

This course addresses the following Ohio’s Core Knowledge and Competencies related to Professional Development:

Professionalism in Practice

2.1 Adopts and maintains professional behavior and attitudes.

2.2 Interacts in a professional manner that reflects the value of self and respect for others.

3.3 Guides others in developing and maintaining professional work habits.

3.4 Routinely engages in reflection on teaching practices and the behaviors of children and uses the additional information to improve both personal practice and general advocacy or support in the wider community.

3.5 Actively models and promotes a professional image for the early care and education field in a variety of settings.

3.7 Articulates and guides others in developing a positive regard and respect for all children and families.

Continuous and Reflective Professional Development

2.7 Demonstrates interest in adults’ as well as children’s development as a means to improving both interaction with families as well as colleagues

3.4 Facilitates professional development opportunities for others based on reflective approaches and adult learning styles.

Leadership and Advocacy

2.4 Serves as a mentor and resource for less experienced staff by providing guidance, resources and support as appropriate.

2.7 Uses experiences and knowledge to inform and influence others about needs of all young children, families and the profession.

3.4 Serves as a mentor to others in the field by providing guidance, resources, support and encouragement of continued professional education as appropriate.

Ethical Standards and Professional Guidelines

2.1 Practices and promotes the ethical responsibilities in the applicable code of ethical conduct.

3.1 Consistently models and informs others of standards and principles set forth in the code of ethics.

3.2 Integrates the ethical code into practice and policies and explains to others how the ethical code can be used to solve every day ethical dilemmas including the appropriate local supports and resources that can be accessed as needed.

Textbook

Chu, M. (2014). *Developing mentoring and coaching relationships in early care and education: A reflective approach.* Upper Saddle River, NJ: Pearson.

Course Content and Schedule for Completion of Course Components

| Week | Topic | Assignments/Activities |
| --- | --- | --- |
| Week 1 | Introductions and Discussion on Relationship-Based Professional Development | * Read **Chapter 1** in Text: *What is Relationship-Based Professional Development? FOCUS on Identifying the Roles and Functions of Mentor and Teacher…. (pgs.8-22)* * Introduce yourself on the course Discussion Board * Participate in **Discussion Board 1** by responding to the prompt questions provided in the **Discussion Board Folder on Blackboard Site** |
| Week 2 | Building PD Relationships with Adults | * Read **Chapter 2**: *Building PD Relationships with Adults* *FOCUS on A Cycle of Strategies…..(pgs. 42-50) and Cultural Competence and Equity (pgs.51-53).* * Assignment: Develop an action plan for building on strengths and addressing challenges you discovered through the self-assessment process (RBPD Action Plan - Results DUE Week 9) * Participate in **Discussion Board 2**: The Role of the Cooperating/mentor Teacher |
| Week 3 | Communication Strategies | * Read **Chapter 3**: *Communicating to Support Teacher Awareness. FOCUS on Mentoring through Dialogue (pgs. 58-65) and Equity and Culturally Responsive Mentoring Practices (pgs. 74-76)* * Assignment: Complete “Lori and Ella” case study on communication skills |
| Week 4 | Principles of Adult Learning | • Read **Chapter 4**: *Adult Learning and Planning for Teacher Development. FOCUS on Uncovering Mentor Assumptions (pgs.91-94) and Planning for Individualized Professional Development (pgs. 94-99)*  • Participate in **Discussion Board 3**: Applying the principles of Adult Learning to the relationship between the student teacher and the cooperating/mentor teacher. Using these principles to create expectations for the coop/mentor teacher and the student teacher. |
| Week 5 | Models of Co-Teaching | • **Read Hartigan article** (posted on Blackboard site) on models of co-teaching. FOCUS on Understanding …Readiness for Change (pgs.103-106), Matching P-D Needs (pgs. 106-108) and Table 5.7 (p. 116).   * Read Chapter 5: *Readiness for Change and Learning Through Inquiry. FOCUS*   • Participate in **Discussion Board 4**: Experiences with Co-Teaching |
| Week 6 | Coaching and sharing performance feedback | • Read **Chapter 6**: *Coaching to Connect Curriculum, Assessment, and Teaching. FOCUS on Understanding Choices….(pgs.122-129), Coaching Reflections (pgs.133-135) and Sharing….Mentor and Teacher (pgs.138-141)*  • Participate in **Discussion Board 5**: Experiences with Coaching  • Assignment: Submit paper on “Experiences in Evaluating Student Teachers - Process and Content” |
| Week 7 | Difficult interactions with other adults | • Read NAEYC’s Code of Ethical Conduct   * Read **Chapter 7**: *Supervisors and Teacher-Leaders as Mentors or Coaches. FOCUS on Reflective Supervision….Mentoring and Coaching (pgs.150-153) and Transferring Skills and Abilities….Mentoring and Coaching (pgs 153-158)*   • **Read Friend and Cook chapter** (posted on Blackboard) on difficult interactions  • Assignment: Complete *Conflict Resolution Style Checklist* and write reflection on the results  • In groups of 3, review mini-case vignettes of student teachers and discuss how a cooperating/mentor teacher should address these types of issues that may arise during the student teaching experience. Post on **Discussion Board 6** |
| Week 8 |
| Week 9 | Reflecting on the process: Lessons learned | • Read **Chapter 8**: *Mentoring and Leadership for Professional Development. FOCUS on Learning Communities/Collaboration (pgs.168-170), Striving for Inclusive…….(pgs. 170-172) and Planning for PD (Table 8.3 p. 179)*  • Participate in **Discussion Board 7**: Lessons Learned  • Assignment: Submit results of RBPD Action Plan |

***Receiving credit for this course***: In order to receive Ohio SUTQ credit for completing this course, participants must earn a grade of “Satisfactory” on ALL assignments, as well as a grade of “Satisfactory” on 5 of 6 Discussion Boards. Participants also must meet the same criteria to receive a stipend from the Partner Project for completion of this course.

***Please NOTE***: Articles and other reading materials included in the course syllabus will be available on the course Blackboard site for viewing or downloading.

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