

Human Development and Family Studies 683

LEADERSHIP AND MENTORING ROLES IN EDUCATING YOUNG CHILDREN

Fall Semester, 2005 Wednesday 4:00 PM - 6:50 PM Stone 246

Instructor Dr. Deborah J. Cassidy
Office Phone (336) 256-0090 Home Phone (336) 389-1978

Course Description: The course will examine advanced leadership, mentoring, and teaching skills for those who develop and implement early childhood programs.

Assigned Readings: E-Reserves

TEACHERS ACADEMY CONCEPTUAL FRAMEWORK MISSION STATEMENT:

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

Course Objectives:

1. To demonstrate knowledge of exemplary teaching and mentoring skills.
2. To understand the multiple roles of the classroom teacher and the impact of each role on the classroom environment.
3. To understand and apply research and evaluation in child development and early childhood practices in inclusive settings.
4. To understand and apply practices and principles of adult learning in leadership and mentoring activities.

5. To acquire knowledge of effective child/family advocacy practices.
6. To understand, apply and translate into practice new research findings for mentees, parents and colleagues.
7. To acquire knowledge of the various leadership roles required of early childhood teachers including negotiating and resolving conflict and creating innovative solutions to challenges.

Class Requirements:

1. Critically read weekly assignments and actively participate in class discussions.
2. Blackboard discussion questions every other week by 2 students who initiate the “thoughtful” question or questions and facilitate the dialogue and are the lead responders. The questions will be issues that have arisen through your experience with leadership and mentoring and/or through your readings about leadership and mentoring in this class or other graduate or undergraduate classes. All students will be expected to participate in the discussion initiated by the group leaders.
3. Interview an individual who has demonstrated leadership on an issue of interest (high stakes testing; developmentally appropriate practice in kindergarten classrooms; child care quality). Interview questions will be developed, submitted, and approved prior to conducting the interview. A summary of the interview responses and your analysis of the leader’s impact on the issue will be required. **(Due October 5th).**
4. A comprehensive research paper on some aspect of leadership, mentoring, or supervision will also be required. The paper should summarize and critique relevant research in the chosen area. (App. 12-15 pages) **DUE NOVEMBER 30TH.**
5. Students will develop a Power Point presentation based on their research papers on November **16th or 30th.**

Grading

Leader Interview	50 pts
Research Paper	100
Power Point Presentation	50
Participation	25
Blackboard Leader	25
TOTAL	250 PTS.

Grading Scale

245-250	A+
238-244	A
232-237	A-
226-231	B+
218-225	B
212-217	B-
206-211	C+
198-205	C
192-197	C-

SYLLABUS

- August 17** **Overview and Introduction to Early Childhood Leadership**
- Where are we? What are the issues that require leadership in the early childhood field?
- August 24** **What is Leadership?**
- Gardner, H. (1995) "Human Development and Leadership."
Kagan, S. & Bowman, B. (1997) pp. 17-37.
Kahn, S. (1991), Organizing: A Guide for Grassroots Leaders, pp. 21-49
- August 31** **Constructivist Leadership & Leadership and Research Connection (On-Line)**
- Lambert, et al Constructivist Leader (2002), Chapter 1 & 2, pp. 1-62
Rodd, J. (1998) Chapter 7, 142-161.
Clift & Albert (1998), Early Learning & Continued Development for Teachers, pp. 139-155
- September 7** **Leadership Issues/Professional Development**
- Finkelstein, B. (1989) Chapter 2 "The Revolt Against Selfishness..." pp. 10-28
Murphy, M. (1990), Blackboard Unions pp. 46-60.
NAEYC Position Statement on Professional Development. (1994) pp. 68-77.
Cassidy, Vardell, & Buell (1995) "If You Don't Know Where You Are....." pp. 151-168
Fleet & Patterson (2001) "Professional Growth Reconceptualized....." pp. 53-65
Bloom, P. J. (2004) "Leadership as a way of thinking." Zero to Three. Nov, 2004.
- September 14** **Leadership Issues/Professional Development (continued) (On-Line)**
- September 21** **Leadership Issues/Public Policy & Diversity**
- Helburn, S. (2001). America's Child Care Problem, Chapters 1-3 pp 1-54
Whitebook & Eichberg (2002) Defining Policies to Improve Child Care Workforce Compensation, pp 66-72.
Kagan, et al. (2002) Addressing Compensation and Infrastructure, pp. 58-65
Alvarado, C. (1997) "If Leadership Was Everyone's Domain" pp. 12-9
Kagan, S. & Bowman, B. (1997) pp. 69-76.
- September 28** **Leadership Issues/Initiating & Implementing Community Change (On-Line)**
- Kagan, S. & Bowman, B. (1997) pp. 77-84.
Fullan, M. (1998) Change Forces, pp. 8-41
Kahn, S. (1991), Organizing: A Guide for Grassroots Leaders, pp. 5-20.

October 5 **Leadership Panel**
Early Childhood Community Leaders

MENTORING

October 12 **Adult Development in Women: Impact on Mentor-Protégé Relationship**
Class will meet in Stone 219

Gilligan, C. (1993) In a Different Voice. pp. 1-23
Belenky, M., Clinchy, B.M., Goldberger, N.R. & Tarule, J.M. (1986)
"Connected Teaching," pp. 214-229.
Hayes & Flannery (2000) Women as Learners. Chapt 5, pp.111-136.
Taylor, S. E. (2002). The tending instinct: Women, men, and the biology of our relationships. Chapters 1, 5, & 11

October 19 **Who is a Mentor?**

Daloz (1999) Mentor, Myths, & Metamorphosis pp. 17-42.
Hargreaves & Fullan (2000) Mentoring in the New Millennium, pp. 1-7.
Palmer, P. (2000). Let your life speak: Listening for the voice of vocation.

October 26 **Mentoring as Transformation (On-Line)**

Daloz, L. A. (1999) The Dynamic of Transformation, Chapter 5, pp. 125-146
Silva, D. Y. & Tom, A.R. (2001), The Moral Basis of Mentoring, pp. 39-52
Ganser, T. (1996) What do Mentors Say About Mentoring? pp. 1-5
Martin & Trueax (1997) Transformative Dimensions of Mentoring, pp. 41-54

November 2 **Implementing Effective Mentoring Programs**

McCormick & Brennan (2001) Mentoring the New Professional.... pp. 131-149.
Pavia, L. et al (2003) Mentoring Early Childhood Professionals. pp. 250-260.
The Mentoring Induction Project: CEC Project (2001), pp. 1-3
Evertson & Smithey (2000) Mentoring Effects on Proteges' Classroom Practice...pp. 294- 304
Fenichel (1992)Mentorship to Support the Development of Infants, Toddlers, & Families pp. 9-17.

November 9 **Mentoring: Mentoring and Teacher Retention (On-Line)**

Gratch, A. (1998). Beginning Teacher & Mentor Relationships, pp. 220-227
Caruso, J. (2000) Cooperating Teacher and Student Teacher Dev., pp. 75-81

Whitaker, (2000) Mentoring Beginning Special Education Teachers.... pp. 546-566

November 16 **Presentations**
November 23 **NO CLASS-THANKSGIVING**
November 30 **Presentations**