

Vanguard University
Early Childhood Education

ADULT SUPERVISION & MENTORING
ECED 139

Student Syllabus

Vanguard University's Educational Targets & Goals

Intellectual Engagement

Students will . . .

- learn to think critically and evaluate evidence rationally.
- acquire and continue to use skills for learning.
- utilize research methods for the expansion of knowledge and problem solving.
- integrate learning with Christian faith and living, and develop the ability to communicate the fruits of learning and research clearly and effectively.

Spiritual Formation

Students will . . .

- understand Christian existence as a journey that integrates human experience with personal faith.
- gain an appreciation for the value of participation in communities of believers.
- develop and maintain a biblically based and theologically sound Christian lifestyle of personal and social responsibility.

Professional Excellence

Students will . . .

- understand current theories and practices in their respective academic disciplines in the context of the liberal arts and sciences.
- develop lifelong skills for communicating and performing professionally.
- achieve technological competence in acquiring and processing information.
- acquire interpersonal ability to work harmoniously with others, and internalize a strong sense of professional ethics.

Aesthetic Expression

Students will . . .

- understand various sources of aesthetic sensitivity and expression as inherent human endowments and part of God's creation.
- gain an awareness, understanding, appreciation, and expression of the fine arts.
- develop interpretive frameworks of aesthetic truths and values for personal wholeness and community enrichment.

Responsible Stewardship

Students will . . .

- adopt a lifestyle of personal health and well-being,
- appreciate the value of family and other meaningful relationships,
- exhibit the responsibilities of citizenship in society,
- gain a global outlook in caring for the environment, in promoting social justice and economic empowerment, and
- promote the church's mission through community service.

Sociocultural Responsiveness

Students will . . .

- demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures.
 - develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society
 - celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.
- other professionals to promote children's positive development and to support their families.

Early Childhood Education Student Learning Outcomes

Student Learning Outcomes – BA Degree, Early Childhood Education

Standard 1. Promoting Child Development and Learning

Students prepared in the Bachelor of Arts degree program will build a research-based understanding of child development in the context of a Biblical worldview of early education. They will apply their understanding and knowledge of the young learner's characteristics, abilities, and interacting influences on children's development. Students strategically promote environments for young children that reflect diverse teaching focused on maximized learning, healthy development, and loving relationships in a Christ-centered learning environment.

“And Jesus grew in wisdom and stature and in favor with God and man.” Luke 2:52

1a: Demonstrate a research-based knowledge and understanding of young children's abilities and characteristics in all domains of development from the perspective of a Biblical worldview.

1b: Understand the interacting influences on children's development and strategically apply research-based, Biblically-grounded knowledge of child development to create environments that maximize learning, caring, and healthy development to meet the needs of each child.

Standard 2. Building Family and Community Relationships

Students prepared in the Bachelor of Arts degree program understand and support the parents' God-given role as their children's primary educator. They develop reciprocal, respectful, and responsive relationships with parents and families, partnering together to meet the spiritual and educational needs of the children being served. They use God's Word and research-based knowledge of family dynamics and diversity to build relationships and to provide support, helping to meet the unique needs of each child and family. Students demonstrate an understanding and respect for the God-given role of the family and the cultural context that impact the child's development and learning at home and at school. They introduce families to the Church community and other community resources to provide support and spiritual guidance.

“These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” Deuteronomy 6:6-7

2a: Understand and know how to support parents' God-given roles as the primary educators of their children and to partner with parents and families in meeting their children's spiritual and educational needs.

2b: Know, understand, and apply skills to access Church and community resources, and to serve as an advocate for the children and their families.

2c: Exhibit a research-based knowledge of family dynamics and diversity through implementing practices that are respectful and responsive, and integrating a Biblical vision of inclusiveness and God's love for all people.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in the Bachelor of Arts degree program demonstrate understanding and application of systematic observation, documentation, and assessment as central to their practice and to positively influence the development of every child uniquely created by God. They use developmentally effective observation, documentation, and assessment to inform and adjust instructional strategies to promote positive student-based outcomes. Data gathered through ongoing observations, documentation, and assessments are effectively communicated to parents and other professionals to support the family and child.

*“And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God.”
Colossians 1:10*

3a: Demonstrate the knowledge and skills necessary to implement a variety of observation, documentation, and assessment strategies to measure a child's progress in relation to stated goals and outcomes with understanding and appreciation for each child being uniquely created by God.

3b: Understand and use systematic assessment to adjust instructional strategies to promote positive student-based outcomes.

3c: Utilize observation, documentation, and assessment to partner with parents and other professionals to promote children's positive development and to support their families.

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Students prepared in the Bachelor of Arts degree program understand the unique characteristics and needs of young children and are able to create developmentally effective environments that engage children in challenging learning experiences and promote healthy development in all domains. They understand and apply their understanding to implement a developmentally effective, relationship-based approach with children and families to promote children's learning and development from a Biblical worldview, giving evidence of Christ's love for each child and family.

*“But it is the spirit in a man, the breath of the Almighty that gives him understanding.”
Job 32:8*

Developmentally effective approaches to teaching/learning in early childhood settings include:

- Supporting reading and linguistic skills
- Developing goals and planning developmentally effective strategies for promoting positive outcomes for each domain of development, initiating teachable moments
- Engaging children's interests through scaffolding that is outcome-directed
- Exposing children to culturally diverse materials and activities
- Fostering play experiences that engage children in social interaction
- Encouraging behavior that honors God and children, and gives appropriate guidance
- Using technology to support learning
- Individualizing instruction to accommodate diverse needs

4a: Demonstrate knowledge, skills, and dispositions in developing positive relationships and supportive interactions with young children and their families through a relationship-based approach that gives evidence of Christ's love.

4b: Understand, evaluate, and use the knowledge of theories, developmental stages, and teaching strategies through a Biblical worldview to implement developmentally effective, research-based approaches to positively impact children's learning and development.

4c: Know and implement developmentally effective adaptations for individual children with diverse needs to promote learning and healthy development.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Students prepared in the Bachelor of Arts degree program utilize their knowledge and understanding to build and implement meaningful curriculum to promote positive outcomes related to all domains of development in each content area. Students integrate academic disciplines and content areas with inquiry tools and resources to create developmentally effective meaningful curriculum to promote positive development and growth in each domain.

Students utilize assessment to evaluate curricula to meet the needs of all children and to honor each child's God-given uniqueness.

"I give you sound learning, so do not forsake my teaching." Proverbs 4:2

The early childhood curriculum includes learning outcomes, activities, and assessment addressing all domains of development in the following academic disciplines and content areas:

- Bible
- Language and literacy
- Creative learning: art, music, creative movement, dramatic play and visual arts
- Mathematics
- Science and discovery
- Health and safety
- Social studies
- Technology

5a: Know and understand how to build and implement meaningful curricula for young children addressing all domains of development and academic disciplines to promote positive learning and development of the whole child.

5b: Integrate the academic disciplines and content areas with inquiry tools and resources to create a Christ-centered, developmentally effective, hands-on learning environment for all young children.

5c: Utilize assessment and feedback from stakeholders to evaluate and implement the most effective curricula that will meet the needs of all children, honoring each child's God-given uniqueness.

Standard 6. Becoming a Professional

Students prepared in the Bachelor of Arts degree program identify themselves as early childhood specialists and conduct themselves with professional integrity that seeks to make decisions that are in the best interest of children in accordance with Biblical principles. They demonstrate Christ-like behavior, honoring young children and the institution of the family. As life-long learners, they seek out professional growth and continuing educational opportunities. They use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring for the benefit of the children for the glory of God.

Throw yourself into your tasks so that everyone will see your progress. Keep a close watch on how you live and on your teaching. Stay true to what is right. 1 Timothy 4:15-16

6a: identify themselves as early education specialists and conduct themselves with integrity in accordance with Biblical principles and in the best interest of the children.

6b: Understand and demonstrate Christ-like behavior that honors young children and the institution of the family.

6c: Seek out life-long learning and professional growth opportunities.

6d: Use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring to benefit children and to glorify God.

Supporting Skills – BA Degree, Early Childhood Education

Vanguard University Core Student Learning Outcomes

1. Understand and develop a Biblical worldview informed by a Pentecostal perspective, integrating faith with learning.
2. Understand how to be an effective local, national, and global citizen, expanding knowledge of and respect for diverse cultures.
3. Develop effective, college-level, appropriate communication skills, focusing on writing in response to texts and on oral presentations.
4. Develop qualitative and quantitative critical thinking skills.
5. Establish a holistic view of health and living.
5. Develop foundational technology skills that allow one to locate information and to evaluate its integrity; understand the ethical uses of information.

Online Participation Policies & Procedures

Online Participation:

Due to the fact that this class is five weeks in duration, it is imperative that students participate each week through posting discussions. Each week students must respond to two questions with three full paragraphs including a minimum of four sentences each while integrating materials from the assigned readings, a Biblical worldview, and personal reflections. Students must then read a variety of student responses and respond to at least two other students per question for each week with a minimum of four complete sentences per response. See the discussion forum rubric also included in this syllabus. In addition to the discussion forum, there may be weekly quizzes, various assignments, required readings, projects, etc. Students must be responsible for adhering to the due dates of each assignment listed in this syllabus and on the course homepage. Students who are late in their assignments may receive a 10-point deduction for each hour they are late. Deadlines are 11:59 PM Pacific Time. It is important that students recognize that they must plan in advance to meet the scheduled deadline.

Grading Policy:

Student grades are determined using the formula in this syllabus. Late assignments will receive a 10- point deduction per hour for every hour that they are late; and late discussion posts will not receive any points. It is very important that students understand that all graded activities (assignments, discussion forums, etc.) must be submitted. If any graded activity is not submitted, the student's grade will be lowered by one grade level regardless of total points earned. For example, if a student has earned 845 points by the start of the 5th week of class, but does not submit an assignment due in the last week of class, the student will receive a "C" grade instead of a "B" grade which would have been the grade for 845 points.

Expectations for Online Students:

In this class, students are expected to use proper web course Netiquette (a word that is a combination of *Internet* and *etiquette*). This means that the students in this class will be courteous and use common sense while posting or emailing assignments or projects. If a student violates the netiquette code, he/she may be removed from the class!

The following rules apply to web etiquette for this class:

- The student is responsible for posting, attaching, and/or submitting his/her own work. Plagiarism will not be tolerated and will result in a failing grade.
- Avoid typing in all caps. In this class, typing in caps means that you're screaming or shouting.
- Avoid inserting pictures or colors to your postings or attachments unless the professor requires it. This increases the size of the file, and it is too difficult for some students to open large files.
- Treat the Discussion Forum as a serious communication tool. Post data that is relevant to the item up for discussion.
- Post directly to the Discussion Forum. Attachments are used for submitting assignments to the professor.

- The student is responsible for reading the Student Syllabus, all assigned readings, all emails, Discussion Forum postings, and announcements.
- The student is responsible for completing all assignments by the due dates.
- The student is responsible for completing all assignments regardless of computer problems. Consistent communication with the instructor is important
- Questions, comments, or concerns about this class should be directed to the professor via email.

Expectations for Assignments:

- All assignments must have a title page that includes the student's name, name of project, school name, course title, date, and the professor's name.
- All essays and research papers will be typed using Times New Roman 12-point font and double-spaced.
- All assignments will be submitted no later than the due date according to the course calendar. Online students must email their assignments on time regardless of computer problems.
- Late assignments will receive a 10- point deduction for each hour that they are late.
- Professors may extend due dates in some instances. The student must contact the professor to request an alternate due date. This will be granted on a case by case basis and only with valid proof of extreme circumstances affecting the student.
- Student work must be original. When using ideas or material from another author, interviewee, or co-worker please cite references giving proper credit to the person for his or her original idea.
- Students are encouraged to integrate and synthesize ideas from the text readings, Bible, and supplemental materials when appropriate for full points.
- All papers will be written in APA format with appropriate internal citations and a list of references at the end. (Please refer to the course homepage for examples).
- All assignments must also be submitted to Turn-It-In (See Turn-It-In section)

COURSE DESCRIPTION

This course will cover the methods and principles of supervising adults who are teachers, assistants, or volunteers in early childhood classrooms. Emphasis is on the role of experienced classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents, and other staff. Though not required, ECED 101 and ECED 103 are recommended prior to taking this course.

LEARNING OUTCOMES

Students will:

- know the scope and diversity of early childhood programs
- describe the roles and responsibilities of supervisors and staff
- provide appropriate models of guidance and evaluation for assistants, students teachers, and volunteers
- recognize and support developmental stages of assistants, student teachers, and volunteers
- facilitate positive interactions between assistants, student teachers, volunteers, children, parents, and staff
- model developmentally appropriate curriculum and environment for staff and children
- formulate methods to maintain a safe environment for young children while fostering growth of assistants, students teachers, and volunteers
- indicate how to maintain professionalism when communicating with assistants, student teachers, volunteers, children, parents and staff
- describe and impliment the Five Stages of Clinical Supervision
- define the dynamics of staff recruitment, staff development, and staff evaluations identify classroom dynamics that impact the evaluation process
- articulate a personal philosophy about working with assistants, student teachers, volunteers, children, parents, and staff
- describe how the Christian faith influences working with staff, volunteers, parents and children

TEXTS AND MATERIALS

Texts

Required Texts:

- Caruso, J. J., & Fawcett, M. T. (2007). *Supervision in Early Childhood Education: A Developmental Perspective*. (Second Edition). New York: College Press
- Keeler, Debbi. (2007) *Open Hearts Open Doors*. KEE: Kingdom Early Education
- Keirsey, D. (1998). *Please Understand Me II: Temperament, Character, Intelligence*. Del Mar, CA: Prometheus Nemesis Book Company

Resources

Recommended Early Education Websites:

- www.naeyc.org – The National Association for the Education of Young Children
- <http://www.naccp.org> - The National Association of Child Care Professionals
- <http://www.healthykids.us> - The National Resource Center for Health and Safety in Child Care
- WWW.USDA.GOV/CNPP/ - Center for Nutrition Policy and Promotion

Recommended Websites for Bible resources:

- Bible Gateway – a searchable online Bible resource
<http://www.biblegateway.com>
- Crosswalk.com – a resource of devotional materials and another searchable online Bible <http://www.crosswalk.com>
- Blue Letter Bible – a searchable Bible by key word or verse in several translations <http://www.blueletterbible.org>

STUDENT EVALUATION

Students in this course will be evaluated by the University's 4.0 grading system. You should refer to the Student Handbook for further details on the grading system.

Important Notice: It is very important that students understand that all graded activities (assignments, discussion forums, etc.) must be submitted. If any graded activity is not submitted, the student's grade will be lowered by one grade level regardless of total points earned. For example, if a student has earned 845 points by the start of the 5th week of class, but does not submit an assignment due in the last week of class, the student will receive a "C" grade instead of a "B" grade which would have been the grade for 845 points.

The following criteria will be used in determining online students' grades:

Assignment/Grading	Points	Date Due
Keirsev Temperament Sorter II	100 points	Weeks 1
Mentorship Project Plan of Action	25 points	Week 1
Develop a Case Study	125 points	Week 2
Mentorship Project Update	50 points	Week 2
Professional Development Plan	150 points	Week 3
Mentorship Project Update	50 points	Week 3
Mentorship Project Update	50 points	Week 4
Mentorship Project Summary Paper	150 points	Week 5
Discussion Participation	300 points	Weeks 1-5

TOTAL POINTS: 100% = 1000 points

VANGUARD UNIVERSITY'S GRADING SYSTEM

Percentages	Points	Grade	Significance	GPA
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+	Above Average	3.33
83-86.9%	830-869	B		3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+	Average	2.33
73-76.9%	730-769	C		2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+	Below Average	1.33
63-66.9%	630-669	D		1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

Weekly Outline and To-Do List

Assignments, Discussion Forums, and Reading Requirements

All assignments are to be submitted by 11:59pm (Pacific Time) on Sunday at the end of each week through Moodle and also through Turn It In. **Remember there will be a 10-point deduction for each hour it is late.** Please save your assignment as your first name + last initial + Assignment Name. For Example, "JaneSResearchPaper"

All reading is to be completed prior to corresponding discussion forums.

WEEK ONE

- Text reading: Caruso - Part I: The Supervisory Content (Chapters 1-3); Keirsey – Chapter 1, plus corresponding chapter from result of Sorter questionnaire.
- Getting Acquainted Forum - Introduce yourself to the class. This forum is found on the welcome block of your course homepage. Please post your introduction by Wednesday at 11:59 PM (Pacific Time)
- Syllabus Reading Confirmation - Confirm that you have thoroughly read and understand the information in the syllabus including assignments, course requirements and expectations, policies, etc. Please submit your confirmation by Wednesday at 11:59 PM (Pacific Time)
- Familiarize yourself with the online course pages
- Discussion Forums - Post your initial responses for each question under Week 1 Discussions by Wednesday, 11:59PM (Pacific Time); Post four responses (two under each question) to your classmates initial posts by Sunday, 11:59 PM (Pacific Time)...refer to the rubric for grading guidelines for initial posts and response posts.
- Assignment - How to Submit an Assignment
This exercise is to ensure that you understand the steps in submitting your papers to your instructor. *(There are no points awarded for this exercise!!!)*.
Step 1: Create a Microsoft Word document titled "Assignment How To" and save it in a file on your computer (file extension should be "doc").

Step 2: To submit your file, click on the Browse button below. Locate your file and select it by clicking "Open." Then click "Upload this file."

Step 3: If all goes well, you will see a message that indicates your file uploaded successfully!
- Assignment - Keirsey Temperament Sorter II (refer to rubric for details)
- Assignment - Mentorship Project Plan of Action (refer to rubric for details)

WEEK TWO

- Text reading: Caruso - Part II: A Developmental Prospective (Chapters 4-8); Keirsey: Chapter 2, plus corresponding chapter of mentee's sorter questionnaire.
- Discussion Forums - Post your initial responses for each question under Week 2 Discussions by Wednesday, 11:59PM (Pacific Time); Post six responses (three under each question) to your classmates initial posts by Sunday, 11:59 PM (Pacific Time)...refer to rubric for grading guidelines for initial posts and response posts.
- Wrap-Up Response - Post a response to the week 1 wrap-up by Wednesday, 11:59PM (Pacific Time). Previous week's wrap-up will become available by the end of each Monday.
- Assignment - Develop a Case Study (refer to rubric for details)
- Assignment - Mentorship Project Update (refer to rubric for details)

WEEK THREE

- Text Reading: Caruso - Part III: A Framework for Supervision (Chapters 9-12)
- Discussion Forums - Post your initial responses for each question under Week 3 Discussions by Wednesday, 11:59PM (Pacific Time); Post six responses (three under each question) to your classmates initial posts by Sunday, 11:59 PM (Pacific Time)...refer to rubric for grading guidelines for initial posts and response posts.
- Wrap-Up Response - Post a response to the week 2 wrap-up by Wednesday, 11:59PM (Pacific Time). Previous week's wrap-up will become available by the end of each Monday.
- Assignment – Professional Development plan (refer to rubric for details)
- Assignment - Mentorship Project Update (refer to rubric for details)

WEEK FOUR

- Text Reading: Caruso - Part IV: Staff Recruitment, Development, and Evaluation: A Continuum (Chapters 13-16)
- Discussion Forums - Post your initial responses for each question under Week 4 Discussions by Wednesday, 11:59PM (Pacific Time); Post six responses (three under each question) to your classmates initial posts by Sunday, 11:59 PM (Pacific Time)...refer to rubric for grading guidelines for initial posts and response posts.

- Wrap-Up Response - Post a response to the week 3 wrap-up by Wednesday, 11:59PM (Pacific Time). Previous week's wrap-up will become available by the end of each Monday.
- Assignment - Mentorship Project Update (refer to rubric for details)

WEEK FIVE

- Reading – Keirse: Chapter 9 on Leading
- Discussion Forums - Post your initial responses for each question under Week 5 Discussions by Wednesday, 11:59PM (Pacific Time); Post six responses (three under each question) to your classmates initial posts by Sunday, 11:59 PM (Pacific Time)...refer to rubric for grading guidelines for initial posts and response posts.
- Wrap-Up Response - Post a response to the week 4 wrap-up by Wednesday, 11:59PM (Pacific Time). Previous week's wrap-up will become available by the end of each Monday.
- Wrap-Up Response for Week 5 - Post a response to the week 5 wrap-up by Sunday, 11:59PM (Pacific Time). Week 5 wrap-up will become available by the end of each Friday.
- Assignment - Mentorship Project Reflection Paper (refer to rubric for details)
- Evaluation - Fill out course evaluation

Keirsey Temperament Sorter II - Grading Rubric (100 Points)

(6a)

After reading chapter one of the Keirsey text, complete the Temperament Sorter II questionnaire and results sheet. Read the chapter that corresponds with your temperament group and write a 3-4 page reaction. Set up your paper with headings to answer the following questions: What were your results? Were you surprised by what Keirsey stated about your temperament? What about your temperament and character matches what is stated in the text, and what does not.

Total Points: _____ / 100

Comments:

- _____ (10 points) is well written using proper grammar, punctuation, spelling
- _____ (10 points) conforms to APA guidelines in the set-up of paper (use the APA style sample paper on the home page on the course as a guideline). Uses citations as appropriate in the body of the paper. Includes an APA style list of references.
- _____ (5 points) use headings and subheadings throughout
- _____ (60 points) clearly discusses the following:
 - ✓ What were your results?
 - ✓ Were you surprised by what Keirsey stated about your temperament?
 - ✓ What about your temperament and character matches what is stated in the text, and what does not?
- _____ (10 points) integrates a Biblical worldview
- _____ (5 points) has a Title Page (includes student's name, name of project, school name, course title, date, and the professor's name)

Mentorship Project Plan of Action (50 Points) (3c)

Each student is to mentor a person from their workplace through the next five week term. If a student is currently not working, they can choose a friend or relative instead. Students are to choose someone and ask their permission if they can mentor them for a school project for the next five weeks. Students are to set up a weekly meeting with their mentee, preferably at the end of the work week to discuss current discussions/lessons from the class: how they can relate lessons learned to their mentor/mentee relationship and to their current workplace environment; include ideas/goals/changes that were brainstormed in the meeting as a result of what was learned in class. In the one to two page plan of action, you are to answer the following questions: Who will you be mentoring? What is the relationship between you and your mentee? When and where will meetings take place? What challenges, if any, do you foresee concerning this mentoring project? Explain how you plan to overcome any challenges?

Total Points: _____ / 50

Comments:

_____ (15 points) set up your paper in outline form, using titles that correspond with the below questions.

_____ (30 points) clearly answer the following questions:

- ✓ Who will you be mentoring?
- ✓ What is the relationship between you and your mentee?
- ✓ When and where will meetings take place?
- ✓ What challenges, if any, do you foresee concerning this mentoring project?
- ✓ Explain how you plan to overcome any challenges?

_____ (5 points) has a Title Page (includes student's name, name of project, school name, course title, date, and the professor's name)

Develop a Case Study (125 Points) (6a)

Develop a case study based on a problem that you have encountered with a staff member (if you are not currently in a supervisory role, base your study on a situation you personally had observed or experienced as the supervisee). Use the sub-headings in chapter 8 to structure your case study; and use information from chapters 4-7 when deciding the plan of action to support the supervisee. This case study should be a minimum of four pages in length.

Total Points: _____/125 points

Comments:

- _____ (10 points) conforms to APA guidelines in the set-up of paper (use the APA style sample paper on the home page on the course as a guideline).
Uses citations as appropriate in the body of the paper
Includes an APA style list of references.
- _____ (15 points) is a minimum of 4 pages in length, and is well written using proper grammar, punctuation, spelling
- _____ (20 points) has well written introduction and conclusion
- _____ (15 points) headings and sub-headings are used throughout the paper
- _____ (20 points) use of guidelines in chapter 8 to format case study
- _____ (20 points) Incorporates information from chapters 4-7
- _____ (10 points) Overall efficiency of plan
- _____ (10 points) integrates a Biblical worldview
- _____ (5 points) uses Times New Roman, 12-point font and is double spaced; has a Title Page (includes student's name, name of project, school name, course title, date, and the professor's name)

Mentorship Project Updates (50 Points Each) (3c)

These updates are one to two page summaries of your latest meeting with your mentee. Include the date and time you met, as well as answer the following questions: How did the week's lessons relate to your mentor/mentee relationship? How did the week's lessons relate to your current workplace environment? Were there any ideas/goals/changes that were brainstormed in the meeting as a result of what was learned in class? What challenges, if any, did you face concerning this mentoring project? Explain how you plan to overcome these challenges for the next week?

Total Points: _____ / 50

Comments:

_____ (15 points) set up your paper in outline form, using titles that correspond with the below questions.

_____ (30 points) clearly answer the following questions:

- ✓ How did the week's lessons relate to your mentor/mentee relationship?
- ✓ How did the week's lessons relate to your current workplace environment?
- ✓ Were there any ideas/goals/changes that were brainstormed in the meeting as a result of what was learned in class?
- ✓ What challenges, if any, did you face concerning this mentoring project? Explain how you plan to overcome these challenges for the next week?

_____ (5 points) has a Title Page (includes student's name, name of project, school name, course title, date, and the professor's name)

Professional Development Plan (150 Points) (6c)

- **Assignment: Professional Development plan (profdevplan)**

Part 1 (1 page) Identify two (2) local professional organizations in which could benefit you through participation. Provide the following information:

Full name of the organization

A local contact, address, phone number, website

Membership information

- Cost
- Requirements
- Meetings (how often; where ; when)
- Benefits of membership; Are you a member?

Part 2 (2-3 pages)

Design a personal professional growth plan using the following format:

- Identify three career-oriented topics that you would like to pursue.
- For each of the three topics justify your choice with one-three sentences
- Outline a plan to pursue each one of the three topics. Be specific as possible. Your plan may include proposed trainings, conferences, classes, special work assignments, research etc.

Part 3 (2-3 pages)

Staff training and staff's professional growth and development are different.

Develop way to assess the needs and interests of staff members as a basis for planning staff development activities towards program goals. Use a combination of means, from chapter 13-16, while including guidance for the individual needs of each staff, and their professional growth.

Student Name:

Total Points: _____/150 points

Comments:

Please save this assignment as your first name + last initial + assignment paper.
For example: janesprofdevplan.

_____ (10 points) is a minimum of 5 pages in length

_____ (20 points) is well written using proper grammar, punctuation, spelling

_____ (100 points) clearly discusses the following: Identify two (2) local professional organizations with the directed information, identify three career-oriented topics and outline a specific plan to pursue each one of the three topics.

_____ (10 points) integrates a Biblical worldview

_____ (10 points) has a Title Page (includes student's name, name of project, school name, course title, date, and the professor's name) and is typed using Times New Roman font (12-point) and double spaced

Submit by 11:59pm (Pacific Time) on Sunday at the end of Week 4 through Moodle and also through Turn It In. Remember there will be a 10-point deduction for each hour it is late

Mentorship Project Summary Paper (150 Points) (3c)

This paper is a summary of your experiences as a mentor. Describe what this mentoring project was like for you...its positives, negatives, and challenges. Describe your view of leadership before entering this class compared to your view as you are now completing the term. What have you learned about your leadership style? What are your strengths as a leader? What are your biggest challenges in taking a leadership role? In addition, set up goals for the next year for yourself and your workplace. Outline an action plan for successfully reaching these goals.

Total Points: _____/150 points

- _____ (30 points) is a minimum of four pages and is well written using proper grammar, punctuation, spelling
- _____ (30 points) has well written introduction and conclusion; headings and sub-headings are used throughout the paper
- _____ (50 points) answers all questions and covers all required content stated in above description
- _____ (30 points) integrates a Biblical worldview and scripture
- _____ (10 points) uses Times New Roman, 12-point font and is double spaced; has a Title Page (includes student's name, name of project, school name, course title, date, and the professor's name)

