

Early Childhood Mentor Network (ECMN) Faculty Information: 2024-25

This overview is for faculty teaching ECED 2120/2121: Curriculum Development through Play: Birth - Age 4 and/or ECED 2130/2131: Curriculum Development and Implementation: Age 3 - Grade 3 and/or faculty who have students (mentees) placed with an ECMN mentor.

Overview of Structure

ECMN is funded by the Early Childhood Education and Care Dept. (ECECD), and the contract is administered on behalf of the state by Central NM Community College—Ingenuity (CNMI). ECMN is one of four programs in the Early Childhood Networks (ECN). The other three programs are the Early Childhood Director Network (ECDN), the Infant Toddler Teacher Network (ITTN), and the Home-Based Provider Network (HBPN).

ECN administrative team:

Michelle Jewett, Program Director (mjewett1@cnm.edu, 505-224-4000 ext. 53019)
Nick Kennedy, Senior Program Manager (nkennedy4@cnm.edu, 505-224-4000 ext. 55080)
Stefanie McCoy, Senior Program Manager (smccoy15@cnm.edu, 505-224-4000 ext. 54889)
Yadira Lorenzoni, Program Coordinator (ylorenzoni@cnm.edu, 505-224-4000 ext. 54669)

ECN is a statewide network with its “Hub” in Albuquerque led by the admin team listed above, and four “Spokes” located across the state. Each Spoke has a Spoke Manager who facilitates the work of the four programs at their site.

Application Process

Faculty applications are open two times a year (fall and spring) on our website: ecnetworks.org. Faculty stipends are based upon mentor-mentee placements at the rate of \$50.00 per student working with an ECMN mentor. Stipends are paid in December and May. To qualify for a stipend, your student must remain with a mentor throughout the semester. To receive a stipend for participation in ECN's Mentor Program, faculty agree to:

Communicate with ECN Team and community, including:

- Reply within 48 hours (about 2 days) to any direct messages from ECN.
- Model professionalism during ECN meetings and interactions.
- Meet with ECN team and/or site Spoke Manager to facilitate mentorship placements and communicate placement information.
 - Faculty will receive an email from ECN with contact information for their regional Spoke Manager along with Faculty and Student Info Sheets.
- Work with ECN representatives to facilitate practicum student placements.
- Share any placement or mentor concerns with ECN representatives and use the EC Networks Success Plan, if needed.
- Share the ECN Student Info Sheet provided with practicum students placed with a mentor.
- Email practicum syllabi to mentors and share important updates with them--consult the Faculty Info Sheet for further details.

Attend ECN in-person or online events, such as:

- Mentor-Mentee “Meet and Greet”.
- Annual Kick Off (August) and End of Year Celebration (April).

Support the work of ECN, such as:

- Share flyers, events, and information about ECN programs with teachers, colleagues, and students.
- Allow ECN to visit your school or classroom to share information about our programs.

Mentorship Overview

Mentorship spans a 10–15-week term and entails either 1) 45 hours of mentorship within the mentor's classroom and 15 hours of mentor-mentee collaboration or 2) 15 hours of virtual mentorship that includes remote classroom observation and feedback.

Placement Process

- **Albuquerque:** ECME Field Coordinator and ECN Program Coordinator meet to determine placements. [Taos: UNM-Taos faculty work with ECN Coordinator to complete placements.]
- **Farmington:** Spoke Manager works with faculty to place practicum students in six different locations within the area.
- **Las Cruces:** NMSU faculty places students within Lab School. ECN Program Coordinator conducts additional placements, as needed.
- **Santa Fe:** Spoke Manager works with faculty to make the placement. If the student is in APRENDE, the Spoke Manager works with the Apprenticeship Program Manager to determine placements.
- **Silver City:** Spoke Manager meets with faculty and lab school admin (Curriculum Director and Director of Center) to determine placements.

Mentor Role

Mentor participation in the network is twofold: 1) a commitment to creating and maintaining mentoring relationships, and 2) participating in a monthly professional learning community facilitated by a lead mentor to build supportive relationships, develop leadership skills, and improve their mentorship skills.

During the mentorship, mentors provide individualized support based upon student/mentee needs. Some examples include, but are not limited to:

- Orienting the mentee to their classroom and school (paperwork, events, policies, parents, etc.).
- Observing the student (in person or virtually) and providing meaningful feedback.
- Supporting reflective conversations with the mentee at key points during the mentorship.
- Reflecting on their mentees' experiences in the classroom and using those reflections to scaffold the mentees' learning.
- Responding to mentee questions in a professional, supportive, and timely manner.
- Striving to maintain unconditional positive regard towards their mentee.
- Supporting the mentee's transition from practicum student to independent teacher.

Mentee (Student) Role

Over the course of their work with an ECMN mentor, practicum students/mentees receive support based on their particular needs, gain familiarity with an early childhood classroom environment, learn through a combination of classroom experience and reflective conversation, and receive guidance as they transition from being a student to an independent teacher.

To ensure a meaningful and successful mentorship experience, mentees are required to comply with the following expectations:

- Adhere to ECMN policies and guidelines and those of their college or university.
- Fulfill the requirement for 45 hours of mentorship in the mentor's classroom and 15 hours of collaboration, or 15 hours of virtual mentorship.
- Maintain regular and professional communication with their mentor.
- Arrive for scheduled meetings on time or notify their mentor as soon as possible if they will be late or unable to attend a meeting.
- Contact their instructor or a member of ECN staff if they experience issues during the mentorship experience.

Faculty Role

Early childhood faculty play a critical role in the success of ECMN by facilitating practicum student placements, bridging the gap between mentor and mentee, and working with ECMN team members, Spoke Managers, and mentors to identify and promptly resolve issues.

Examples of how faculty can support mentors and ECMN:

- Send your syllabus to the mentor and share any assignments and expectations.
- Give mentors 48-hour notice prior to visiting their classroom for observations.
- Ask the mentor about specific classroom projects or events.
- Do not assign mentors coursework or readings.
- Share and discuss the *ECMN Practicum Student Info* sheet with students to clarify expectations.
- Document and communicate any placement or mentor concerns with your Spoke Manager and the ECN Team (contact info above) as soon as possible but no later than 72 hours (about 3 days).
- If additional support is needed, faculty, the Spoke Manager, and the ECN team will complete a Success Plan (attached) to track and resolve any issues; a mentee should not be pulled from a placement without using this process first.

Early Childhood Network Success Plan

Success Plan for _____ and _____

When there is a concern or conflict between ECN participants, it is the responsibility of the lead person involved to document the issue, identify the conditions to ensure success, and notify all involved parties (I.e. Spoke managers, faculty, mentee, ECN team, mentor, etc.).

Examples: a concern between a practicum student and mentor, faculty and mentor, lead and mentor, etc. or any fractured relationship between participants.

The initiator of the Success Plan has identified the following areas of concern:

The participant's response to these areas of concern:

The following action plan will be implemented:

Person Responsible:	Specific Action Step(s):	Estimated Completion Date:	Follow Up Notes:
Mentee			
Mentor			
Spoke Manager			

ECN Program Team			
Faculty			
Other			

If progress is not made, the following actions may occur:

It is the understanding of all parties that if areas of concern are not resolved to the satisfaction of the ECN team, consequences such as removal from a placement or ECN program may result. See below for an overview of the process.

A follow-up meeting will be scheduled within one week to discuss progress and make recommendations regarding next steps.

(Signature)

(Date)

(Signature)

(Date)

(Signature)

(Date)

Notes from follow up meetings:**Date:****Date:****Overview of Process**

- Individual/s with the concern completes a Success Plan and emails it to all parties (e.g. lead mentor, spoke manager, faculty, Director, SPM, ECN Coordinator).
- ECN Leadership team emails any other individuals who are involved in the concern and asks them to add any response so all parties have a record of events in the same place.
- Spoke Manager schedules a case management meeting and uses the Success Plan timeline for check-ins.
- If concern is not resolved in above steps, ECN Leadership team is the next tier of support and mediation.
- After ECN involvement, the following could occur:
 - Issue resolved: Success Plan is signed, implemented and closed.
 - Issue not resolved: ECN can remove a participant from the ECN program, or the mentee can be removed from the placement. If so, there will be an exit meeting and signed documentation for closure.
 - If the issue involves a faculty member and ECN staff determine that the faculty member in question is hindering or obstructing the work of ECN or a mentor (such as by being dishonest or uncommunicative, or deviating from the expectations outlined in ECN's scope of work) ECN may decline to work with that faculty member. In this event, ECN would provide neither a faculty stipend nor mentors for that faculty member's students.