

Course Outline

COURSE: CD 11C **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2020 **CURRICULUM APPROVAL DATE** 10/08/2019

SHORT TITLE: ADULT SUP MENTOR ECE

LONG TITLE: Adult Supervision and Mentoring in Early Childhood Program

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
2	18	Lecture:	2	36
		Lab:	0	0
		Other:	0	0
		Total:	2	36

COURSE DESCRIPTION:

A study of the methods and principles of supervising student teachers, volunteers, staff and other adults in early childhood programs. Emphasis is on the roles and development of early childhood professionals as mentors and leaders. This course meets the requirement for the State Development Permit matrix: "2 unit adult supervision class" and Mentor Teacher program. Lectures, discussions, in class and out of class activities, role-play simulations, readings, individual and group assignments as well as video and guest presenters will be used. **ADVISORY:** Prefer that students meet the requirements for the State Child Development Teacher Permit or completion of a college-level course of study in child development or early childhood education, or equivalent, or permission of instructor.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

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 populations.
3. Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions
4. Distinguish cultural and diversity issues in the supervisor-supervisee relationship and develop appropriate strategies to avoid bias
5. Describe and examine the role of ethics in the supervisor-supervisee relationships
6. Summarize the role of mentor in leadership and advocacy in the field of early childhood education
7. Utilize technological resources to improve classroom environments

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date 10/08/2019

2 HOURS

Content: Overview of course. Introductory lecture on highlights of content. Review desired results and ECERS.

Student Performance Objectives: Identify the factors in supervising and mentoring adults.

2 HOURS

Content: The Early Childhood Environmental Rating Scale (ECERS): Using ECERS as a Tool for Supervision

Student Performance Objectives: Identify the purposes and features of Desired Results process and the ECERS in particular.

2 HOURS

Content: The Early Childhood Environmental Rating Scale (ECERS) II: Gathering Evidence for Staff Improvement

Student Performance Objectives: Identify the assets provided to the supervisor by utilizing the ECERS tool and will be able to describe them

2 HOURS

Content: The Early Childhood Environmental Rating Scale (ECERS) III: Using the Results of ECERS to Improve Programs and Individual Staff Skills

Student Performance Objectives: Utilize website resources to strengthen access to resources.

2 HOURS

Content: Understanding the Supervisory Context

Student Performance Objectives: List and describe common myths held about supervision. Describe a range of early childhood education programs and the roles of supervisors in those programs. Describe the similarities and differences between career ladders and career lattices.

2 HOURS

Content: Understanding the Supervisory Context II

Student Performance Objectives: Describe the relationship between supervisees and supervisors. Describe the adult learners' needs and the developmental span for professional development.

2 HOURS

Content: Developmental Dynamic

Student Performance Objectives: Describe the components of the developmental dynamic.

2 HOURS

Content: Developmental Perspectives on Supervision: Building Trust, Improving Practice

Student Performance Objectives: Identify ways in which to build trust and support as a supervisor/mentor. Plan and implement effective meetings.

2 HOURS

Content: Developmental Perspectives on Supervision 2: ethics, differentiated supervision, cultural considerations

Student Performance Objectives: Describe the importance of culture and ethics in the supervisee and supervisor relationship. Analyze which types of decisions require an ethical perspective. Analyze the performances of adults in early childhood settings.

2 HOURS

Content: Ethics in Supervising Child Development Programs

Student Performance Objectives: Determine a course of action when dealing with an ethical dilemma.

2 HOURS

Content: Clinical Supervision and Conferencing

Student Performance Objectives: List the five steps in the clinical supervision process - when and how to use the process. Select the appropriate conferencing techniques to use with supervisees. Design and structure a successful conference with a supervisee.

2 HOURS

Content: Clinical Supervision: Gathering Evidence

Student Performance Objectives: Identify and describe how to gather objective evidence upon which to base clinical supervision reporting

2 HOURS

Content: Framework for Supervision 1: Conferencing

Student Performance Objectives: Use key evidence in a conference setting. Differentiate between styles of conferences and select an appropriate conferencing strategy.

2 HOURS

Content: Framework for Supervision 2: Clinical Supervision, Supervising, Mentoring, Coaching, Evaluating

Student Performance Objectives: Distinguish between the various roles of supervisors and identify when to use which role. Identify formative and summative evaluation strategies.

2 HOURS

Content: Staff Development in Practice: Supporting staff, applying the knowledge gained through supervisory processes for continuous improvement.

Student Performance Objectives: Summarize the role of a mentor in leadership and advocacy in the field of early childhood education. Identify staff development needs. Develop staff development plans for individuals and for the organization.

2 HOURS

Content: Applying What We Have Learned: Advocacy, action plans, and case studies.

Student Performance Objectives: Describe how to develop action plans and case studies. Describe the role of advocacy in mentoring and supervising personnel. List at least three key websites to aid in supervision. Identify advocacy organizations which support child development programs.

2 HOURS

Content: Student Reports - Oral Case Studies

Student Performance Objectives: Identify the various perspectives in case studies. Present a coherent group presentation.

2 HOURS

FINAL ASSIGNMENTS

METHODS OF INSTRUCTION:

Lecture, in class small group activities, out of class activities, videos, guest presenters.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 4

Assignment Description: a) Read ECERS document and complete the ECERS process on one classroom in written and oral form.

b) Keep a reflective journal throughout the course.

Required Outside Hours: 4

Assignment Description: a) Read Part I, Chapter 1 in the main text.

b) Complete in written form exercises as assigned.

Required Outside Hours: 4

Assignment Description: a) Read Chapter 2 in Caruso text.

b) Complete exercises as assigned.

Required Outside Hours: 4

Assignment Description: a) Read Chapter 3 in the Caruso text.

b) Check out resources for ECERS on the Desired Results website and be prepared to report on resources found.

Required Outside Hours: 4

Assignment Description: a) Read Part II, Chapters 4 - 6.

b) Complete exercises as assigned.

c) Study for next weeks Quiz.

Required Outside Hours: 4

Assignment Description: a) Read Chapters 7 and 8 in Caruso text and assigned readings.

b) Formulate a small group to examine a supervisory issue and develop a case study to present together (written and oral assignment). Due at end of course.

Required Outside Hours: 4

Assignment Description: a) Read Part III, Chapters 9 and 10 in Caruso text.

b) Complete exercises as assigned.

Required Outside Hours: 4

Assignment Description: a) Read Chapter 12 in main text.

b) Complete exercises as assigned.

Required Outside Hours: 4

Assignment Description: a) Read Chapters 13 - 15 in Caruso text.

b) Complete exercises as assigned.

Required Outside Hours: 4

Assignment Description: a) Read assigned readings on ethics.

Required Outside Hours: 4

Assignment Description: a) Read Chapters 1 and 2 in the Jorde-Bloom text.

b) Complete exercises as assigned.

c) Study for next weeks Quiz.

Required Outside Hours: 4

Assignment Description: a) Read Chapters 3 and 4 in the Jorde-Bloom text and assigned readings.

b) Complete exercises as assigned.

Required Outside Hours: 4

Assignment Description: a) Read Chapters 5 and 6 in Jorde-Bloom text and assigned readings.

b) Complete exercises as assigned.

Required Outside Hours: 4

Assignment Description: a) Read Chapters 7 and 8 in Jorde-Bloom text.
b) Complete exercises as assigned.
c) Read assigned position papers.
d) Bring in sample staff development surveys.

Required Outside Hours: 4

Assignment Description: a) Read articles as assigned.

b) Due - reflective journals.

Required Outside Hours: 4

Assignment Description: a) Read articles as assigned.

b) Written case studies due.

Required Outside Hours: 4

Assignment Description: Work on case studies presentation.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 20.00 %

Writing Assignments: 15% to 40% Written Homework, Reading Reports, Term or Other Papers, Other: written results, ECERS classroom observation

Problem-solving assignments

Percent of total grade: 20.00 %

Problem-solving assignments: 15% to 40% Homework Problems, Quizzes, Exams, Other: group case study project

Skill demonstrations

Percent of total grade: 20.00 %

Skill demonstrations: 15% - 40% Class performance

Objective examinations

Percent of total grade: 20.00 %

Objective examinations: 15% - 40% Multiple Choice, True/False, Other: short answer and application questions

Other methods of evaluation

Percent of total grade: 20.00 %

Other methods of evaluation: 15% - 20% Reflective Journal entries

REPRESENTATIVE TEXTBOOKS:

Joseph J. Caruso and M. Temple Fawcett. Supervision in Early Childhood Education: A Developmental Perspective. N.Y.: Teachers College Press, 2017.

Reading Level of Text, Grade: 12th Verified by: MS Word

Recommended Other Texts and Materials

Harms, Thelma, Richard M. Clifford and Debby Cryer, Early Childhood Environmental Rating Scale-3, (ECERS-3) Teachers College Press

Jorde-Bloom, Paula, Blueprint for Action: Leading Your Team in Continuous Quality Improvement, Lake Forest IL: New Horizons

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200530

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level:

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000238871

Sports/Physical Education Course: N

Taxonomy of Program: 130500