

CDE A277: ADULT SUPERVISION IN EARLY CHILDHOOD PROGRAMS

Item	Value
Curriculum Committee Approval Date	09/22/2021
Top Code	130580 - Child Development Administration and Management
Units	2 Total Units
Hours	36 Total Hours (Lecture Hours 36)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)

Course Description

Methods and principles of supervising adults in early childhood programs. Emphasis on the role of experienced teachers who function as mentors while simultaneously addressing the needs of children, parents, and staff. Formerly known as EC A277. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Describe how to implement a safe, developmentally appropriate environment for young children while fostering the growth of adults.
2. Explain how to orient, evaluate and provide constructive criticism to a student teacher.

Course Objectives

- 1. Recognize and know how to support developmental stages of adult learners.
- 2. Maintain a safe, developmentally appropriate environment for young children while fostering growth of adults.
- 3. Facilitate positive interactions between adults, children, parents, and other staff.
- 4. Analyze and use appropriate models for performance evaluation.
- 5. Describe advocacy and community liaison responsibilities of the supervisor/mentor job.

Lecture Content

Supervisory Process Difference between supervision and mentoring (roles) Difference between management and leadership Communicating goals and philosophy with students/staff Exploring the myths and realities of supervision Adult Learners Learning cycles of adults and children Stages of teacher development Initiating the Mentor/Mentee Relationship Assessing background information Conducting the initial interview Communicating expectations and goals Integrating Adults into the Classroom Assigning activities/activity plans Preparing children, parents, and staff Program Assessment Developmentally appropriate environments (including health and safety) Observational assessment

techniques Using the Early Childhood Environment Rating Scale as a tool for empowerment Interpersonal Communication Supervisory skill building (active listening, problem solving, conflict resolution, empowerment) Collaborative team building (staff responsibilities, flexibility) Strategies for positive guidance and giving feedback to students/staff Maintaining a Positive Relationship with the Student Teacher Follow-through Recognizing and supporting developmental stages of adults Balancing needs of adults with other professional responsibilities Facilitating positive interactions for adults Children Staff Parents Performance Evaluation Formal vs. informal Evaluation tools Using evaluation to empower and build mutual trust Advocacy and Community Liaison Mentor/supervisor as a role model and advocate Networking Continued professional development

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

Lecture Small and large group discussion Field trips

Reading Assignments

Assigned reading from text and lecture information. 5 hours per week = 40 hours per term

Writing Assignments

Discussion participation and sharing of resources. 12 hours per term

Out-of-class Assignments

Written assignments in which students assess learning styles and how to use that information to support, supervise and mentor adult teachers in the classroom, philosophy of mentoring, and discussion topics. 20 hours per term

Demonstration of Critical Thinking

Critical thinking will be demonstrated on written assignments, discussion topics, and projects.

Required Writing, Problem Solving, Skills Demonstration

Students will demonstrate skills to self-reflect and to facilitate positive interactions between adults, children, parents, and other staff in written assignments.

Eligible Disciplines

Child development/early childhood education: Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelor's degree in any of the above AND master's degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Heffron, M.C., Murch, T. Reflective Supervision and Leadership in Early Childhood Programs, 2 ed. Washington, D.C.: Zero to Three Publishers, 2016 Rationale: -