Reedley College

CREDIT COURSE OUTLINE

I. COVER PAGE

(1) CHDEV 45   (2) SUPERVISION OF ADULTS IN ECE CLASSROOMS   (3) 2

Number   Title   Units

(4) Lecture / Lab Hours:				(8) Classification:				
	Total Course Hours							
		Total Lec hours:		2.00			Degree applicable:	X
		Total Lab hours:					Non-degree applicable:	
		Total Contact hours:		36.00			Basic skills:	
	Lec will generate _0_ hour(s) outside work.			(9) RC	Fulfills AS/AA degree requirement: (area)			
	Lab will generate _0_ hour(s) outside work.							
					General education category:			
(5) Grading Basis:	Grading Scale Only				Major:	CHILD DEVELOPMENT		
	Pass/No Pass option	X			Certificate of:			
	Pass/No Pass only				Certificate in:			
(6) Advisories:								
				(10) CSU	Baccalaureate:		X	
Eligibility for English 125 and				(11) Repeatable: (A course may be repeated three times)			0	
Eligibility for English 126								
(7) Pre-requisites(requires C grade or better):								
Corequisites:								

(12) Catalog Description:
A study of the methods and principles of supervising student teachers, assistant teachers, parents, and volunteers in early childhood/child development classrooms. Emphasis is on the role of classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents, and other staff.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:
    I. Analyze and define strategies for supervising teachers and other adults in the early care and education settings.
    II. Evaluate and modify environments to meet Early Childhood Environmental Rating Scale (ECERS) standards.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:
    I. gain an understanding of the methods and principles of supervising student teachers and other adults in the early childhood/child development classroom.
    II. identify the developmental stages of student teachers and other adults.
    III. gain an awareness of the importance of self-awareness and respect for diversity in building trusting relationship with others.
    IV. understand and practice a variety of communication skills.
    V. learn to administer the Early Childhood Environmental Rating Scale (ECERS).
    VI. learn to facilitate positive interactions between student teachers, children, parents and staff.

IV. COURSE OUTLINE:

Lecture Content:

A. Goals of Supervision
1. Background information on the supervisory process.
2. Mentor/student relationship
a. Define responsibilities for each
1. Overview of the Adult Learners
a. learning strengths and weaknesses
b. adult styles of learning

B. Maintain Positive Relationships
1. Recognizing a supporting developmental stages of teaching
2. balancing needs of student teachers with other professional responsibilities
3. Facilitating positive interactions
4. Communication skills
5. Ethical involvement with colleagues and parents

C. Examination of Issues and Behaviors Related to Diversity Appreciation
1. Community representation
2. Curriculum reform and application
3. Adapting the classroom to meets of all learners

D. Evaluation
1. Informal
a. Feedback on performance
b. Positive reinforcement
2. Formal
a. Observations
b. Conference
c. Written evaluations
d. Grading
3. Evaluation process for adult learners within the ECE/CD setting
4. Environmental rating scales

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

    I. Sample Text Title:
        1. Recommended - Thelma Harmes, Richard M. Clifford, & Debby Cryer *Early Childhood Environmental Rating Scale,* ed. Revised Teachers College Press, 1998,
        2. Recommended - Dan Bellen, March Whitebook, & Patty Hnatiuk *The Early Childhood Mentoring Curriculum ,* Center for the Child Care Workforce, Washington, D.C., 1997,

    II. Other Readings

  ___ Global or international materials or concepts are appropriately included in this course
  _X_ Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

This course will look at the role cultural diversity plays in communicating and supervising student teachers and other adults. Through discussions and assignments students will identify prejudices and biases they might have which could interfere with the supervisor's role.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	***1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.***		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a) essay exam(s)		d) written homework
X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)		f) other (specify)

Required assignments may include but are not limited to the following:
1. Write a summary of Early Childhood Environmental Rating Scale (ECERS) results.
2. Writing critiques of assigned reading.
3. Self-reflective journal writing.

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes	X	e) field work

X	c) homework problems	X	f) other (specify):

Required assignments may include but are not limited to the following:
1. Apply course material to in-class discussions and assignments.
2. Conduct the Early Childhood Environmental Rating Scale (ECERS) in a preschool, daycare, infant, or school-age program.

C. Skill demonstrations, including:			
X	a) class performance(s)		c) performance exams(s)
X	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:
1. Evaluation assessment tools used to evaluate job performance.
2. Role-play effective communication skills.

D. Objective examinations including:			
X	a) multiple choice	X	d) completion
X	b) true/false	X	e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

30% Writing 30% Problem Solving 30% Skills Demonstration 10% Exam

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

College-Level Criteria Met

Validation Language Level (check where applicable):	YES	NO
Textbook	X	
Reference materials	X	
Instructor-prepared materials	X	
Audio-visual materials	X	

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher)	____
Text is used in a college-level course	X
Used grading provided by publisher	____
Other: (please explain; relate to Skills Levels)	____

	YES	NO
Computation Level (Eligible for MATH 101 level or higher where applicable)	____	X

Content

	YES	NO
Breadth of ideas covered clearly meets college-level learning objectives of this course	X	

Presentation of content and/or exercises/projects:

	YES	NO
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	X	
Requires independent thought and study	X	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	X	

List of Reading/Educational Materials

Recommended - Thelma Harmes, Richard M. Clifford, & Debby Cryer *Early Childhood Environmental Rating Scale,* ed. Revised Teachers College Press, 1998,

Recommended - Dan Bellen, March Whitebook, & Patty Hnatiuk *The Early Childhood Mentoring Curriculum ,* Center for the Child Care Workforce, Washington, D.C., 1997,

Comments:

	This course requires special or additional library materials (list attached).
	This course requires special facilities:
__X__	Early Care and Education/Child Development Program or Lab School

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

(eligibility for English 126)
(as outcomes for English 262)
 	
__X__ Using phonetic, structural, contextual, and dictionary
    skills to attack and understand words.
__X__ Applying word analysis skills to reading in context.
__X__ Using adequate basic functional vocabulary skills.
__X__ Using textbook study skills and outlining skills.
__X__ Using a full range of literal comprehension skills and
    basic analytical skills such as predicting, inferring,
    concluding, and evaluating.
	1. Students will read course text.
	
	2. Students will demonstrate ability to determine literal and interpretive meaning.
	
	3. Student s will demonstrate skills to employ reading strategies and the writing process.

(eligibility for English 125)
(as outcomes for English 252)
 	
__X__ Writing complete English sentences and avoiding
    errors most of the time.
__X__ Using the conventions of English writing: capitalization,
    punctuation, spelling, etc.
__X__ Using verbs correctly in present, past, future, and
    present perfect tenses, and using the correct forms of
    common irregular verbs.
_____ Expanding and developing basic sentence structure with
    appropriate modification.
__X__ Combining sentences using coordination, subordination,
    and phrases.
__X__ Expressing the writer's ideas in short personal papers
    utilizing the writing process in their development.
	1. Student will write reading critiques.
	
	2. Students will write an ECERS evaluation.
	
	3. Students will write papers that are well crafted from the standpoint of vocabulary, grammar and organization.

Check the appropriate spaces.
_____ Eligibility for Math 101 is advisory for the target course.
__X__ Eligibility for English 126 is advisory for the target course.
__X__ Eligibility for English 125 is advisory for the target course.
If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

CONTENT REVIEW

REQUISITES

No requisites