



CREDIT COURSE OUTLINE

I. COVER PAGE

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

(4) Lecture / Lab Hours:	(8) Classification:	
Course Hours		
Weekly Lec hours: 3.00	Degree applicable:	X
Weekly Lab hours:	Non-degree applicable:	
Total Contact hours: 54.00	Basic skills:	
Lec will generate __ hour(s) outside work.	(9)RC	Fulfills AS/AA degree requirement: (area)
Lab will generate __ hour(s) outside work.		General education category:
(5) Grading Basis:	Major:	
Grading Scale Only	Certificate of:	
Pass/No Pass option X	Certificate in:	
Pass/No Pass only		
(6) Advisories:	(10)CSU	Baccalaureate: X
(7) Pre-requisites (requires C grade or better):	(11)Repeatable: (A course may be repeated three times)	0
Corequisites:	(12)C-ID:	
	Proposed Start Date:	Spring 2013

(12) Catalog Description:
 A study of the methods and principles of supervising student teachers, assistant teachers, parents, and volunteers in Early Care and Education 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 Care and Education 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
 - 3. Define responsibilities for each
 - 4. Overview of the Adult Learners
 - 5. Learning strengths and weaknesses
 - 6. 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. Listening Skills
- 6. Ethical involvement with colleagues and parents
- 7. NAEYC Code of Ethical Conduct

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
- 4. Adapting the work environment to meet the needs of staff

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 setting
- 4. Environmental rating scales
 - a. ERCRS
 - b. ITRS

E. Professional Development

- 1. Development of a professional development plan
 - a. Educational goals
 - b. Record Keeping of professional growth
 - c. Child Development Permit

V. APPROPRIATE READINGS

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

I. Sample Text Title:
and/or

- 1. Recommended - Stacie G Goffin and Valora Washington *Ready or Not: Leadership Choices in Early Care and Education*, Teachers College Press, 2007,
- 2. Recommended - Thelma Harmes, Richard M. Clifford, & Debby Cryer *Early Childhood Environmental Rating Scale*, ed. Revised Teachers College Press, 1998,
- 3. Recommended - Dan Bellen, March Whitebook, & Patty Hnatiuk *The Early Childhood Mentoring Curriculum*, Center for the Child Care Workforce, Washington, D.C., 1997,
- 4. Recommended - Mary Nolan *Mentoring, Coaching, and Leadership in Early Care and Education*, Delmar, Clifton Park, NY, 2007,

II. Other Readings

- Global or international materials or concepts are appropriately included in this course
- 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

<input type="checkbox"/>	c) laboratory report(s)	<input type="checkbox"/>	f) other (specify)
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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.
4. Professional Development Plan
5. Personal Philosophy Statement

B. Problem Solving Computational or non-computational problem-solving demonstrations, including:			
<input type="checkbox"/>	a) exam(s)	<input type="checkbox"/>	d) laboratory reports
X	b) quizzes	X	e) field work
X	c) homework problems	X	f) other (specify): Complete an ECERS in an early care and education program

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.
3. Development of a Professional Plan
4. Development of a Personal Philosophy Statement

C. Skill demonstrations, including:			
X	a) class performance(s)	<input type="checkbox"/>	c) performance exams(s)
X	b) field work	<input type="checkbox"/>	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): essays
X	c) matching items	<input type="checkbox"/>	<input type="checkbox"/>

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.

Validation Language Level (check where applicable):

- Textbook
- Reference materials
- Instructor-prepared materials
- Audio-visual materials

College-Level Criteria Met

YES NO

<u> X </u>	<u> </u>
<u> X </u>	<u> </u>
<u> X </u>	<u> </u>
<u> X </u>	<u> </u>

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)

Computation Level (Eligible for MATH 101 level or higher where applicable)

Content

Breadth of ideas covered clearly meets college-level learning objectives of this course X

Presentation of content and/or exercises/projects:

Requires a variety of problem-solving strategies including inductive and deductive reasoning. X

<u> </u>	<u> X </u>
<u> X </u>	<u> </u>
<u> X </u>	<u> </u>

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 - Stacie G Goffin and Valora Washington *Ready or Not: Leadership Choices in Early Care and Education*, Teachers College Press, 2007,
 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,
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Comments:

 This course requires special or additional library materials (list attached).
 X This course requires special facilities:
 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 201. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

Check the appropriate spaces.

 Eligibility for Math 201 is advisory for the target course.
 Eligibility for English 126 is advisory for the target course.
 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.

REQUISITES

No requisites

JUSTIFICATION OF LIMITATION ON ENROLLMENT

Enrollment in courses or blocks of courses may be limited based on performance, honors, or other performance based criteria. Be mindful of the disproportionate impact the limitation will have on specific groups of students. It is important to determine if the limitation will disproportionately keep under-represented students from enrolling in the course or block of courses.

Describe the reasons for limiting the enrollment.

Course Designator: CHDEV 45

Course Title(s): SUPERVISION OF ADULTS IN ECE CLASSROOMS

Rationale for Limiting Enrollment:
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