

**CHDEV 45 #51169 REVISED**  
**Adult Supervision and Mentoring in Early Childhood Education**  
**Summer 2019 ONLINE**

**Instructor:** Marcy Davidson  
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**Text:**

**Required Text:**

Mentor Coaching and Leadership in Early Care and Education – 1<sup>st</sup> ed., Mary Nolan  
ISBN# 978-1-4180-0584-9

Early Childhood Environment Rating Scale: Revised Edition – Teacher's College Press., Thelma Harms and Richard Clifford ISBN#978-0-8077-4549-6

**Suggested Text:**

Learning to Lead – Effective Leadership Skills for Teachers of Young Children, 2<sup>nd</sup> ed., Redleaf Press., Debra Ren-Etta Sullivan  
ISBN# 978-1-60544-018-4

Required: You will be expected to visit a licensed child development program serving children ages 2 – 5 for approximately 5 - 6 hours during this summer session.

**Course Description**

Methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and leaders.

**Course Outcomes:**

Upon completion of this course the student will be able to:

1. Individualize mentoring and supervision as strategies based on roles and developmental stages of adult learners.
2. Demonstrate competency in communication and reflective practice when working with diverse adult populations.
3. Use a variety of personal, program, and environmental assessment tools to inform leadership decisions.

**Course Objectives:**

In the process of completing this course, students will:

- A. Examine methods of supervision for student teachers and others in early childhood education settings.
- B. Identify characteristics of effective leaders and mentors
- C. Critique and practice strategies to support adult learners
- D. Demonstrate reflective practice, cultural competency, and ethical conduct
- E. Evaluate various personnel, program and environmental assessment tools

## **Assignments/Requirements**

Assignments may vary weekly. This may include written work, individual and group activities, and quizzes. Students are expected to log on at least three times per week, prepared and ready to discuss reading assignments

- All assignments must be neat and clearly labeled with student name and date.
- Papers should be double - spaced, 12 point font, one inch margins in an easy to read font.
- Always make a copy of your work.
- Late assignments – As a short term class there will be no late assignments accepted for this class. As an online course, you will be required to read and respond to your classmates.
- This class only meets ONLINE. No face to face time is required. ALL work must be submitted via the class Canvas site. NO work may be turned in directly to the instructor

**Assignments** (Weekly modules and assignments will be posted on Sunday mornings for the upcoming week. **All assignments are due by Sunday at 11:59 pm of the following week unless otherwise noted**)

### **Assignments:**

All assignments will be available on Canvas in the assignments forum

1. Online Orientation and Ground Rules – read and comment on orientation presentation and ground rules (10 points)
2. Introduction/Biography – A written and/or video self-portrait of who you are. (10 points)
3. Class Participation –Activities and participation include numerous individual and group assignments given throughout the course. (35 points) (SLO # 1 – 3)
4. Discussion Boards - Read the text and handouts provided as well discussion boards. You are expected to read and respond to others in class. You will be placed in to small groups for in-depth discussions. Participation in the discussion groups is essential to *your* learning. (5 x 10 = 50 points).
5. Supervisor Shadow - Shadow a supervisor or center director for one hour. Complete a reflection paper and discuss what you learned from the assignment about the interactions between teachers, children, parents, and other staff. (25 points) \* This assignment may be combined with one of the interviews for the Effective Supervision assignment. (SLO #1)
6. ECERS – Observation, completion and recommendation of an Environmental Rating Scale. Complete an ECRS on a licensed child development classroom serving children ages 2 – 5. Complete the score sheet and create a summary of recommendations for classroom improvements. (50 points) (SLO #3)
7. Professional Development Plan – Create a professional development plan for yourself. Plan must include elements of supervision of others. (25 points) (SLO #2)
8. Effective Supervision –Interview two (2) early education teachers and two (2) early education supervisors/directors. Write a 2 – 3 page paper, discuss the developmental stages teachers and supervisors progress through based on the readings in this class. (25 points) (SLO #3)

9. Quiz-Two quizzes will be given throughout the semester. (25 points each) (SLO #1 - 3)
10. Final Project - A final project is required. Create a training workshop including the tools learned in class. Must include a PowerPoint, handouts and outline. This training will be presented and/or shared online with classmates. (70 points) (SLO #3)

**Grades:**

	Possible Points	Total Points	Final Grade
Orientation /Ground Rules	10		
Introduction/Bio	10	315 - 350	A
Discussion Boards	50	280 - 314	B
Supervisor Shadow	25	245 - 279	C
ECRS	50	210 - 244	D
Effective Supervision	25	209 or below	F
Quizzes	50		
Professional Development Plan	25		
Final Project	70		
In Class Activities	25		
TOTAL POINTS	350		

Class assignments and grades are based on a point system. Please ALWAYS refer to the points instead of percentages for this class. Canvas does NOT always give you an accurate reading of your grade as it calculates grades based on assignments submitted and graded. You are always welcome to ask about your grades at any time via email.

If a problem arises during the semester, please make an appointment with the instructor via email or phone to discuss how we can best resolve the issue and help you achieve success in class. ***If your email is received you will always receive a confirmation back and a response to your email within 72 hours.***

**Web Classroom Expectations**

- Students are expected to log on and actively participate in class discussions weekly.
- Students are expected to conduct themselves, according to the Student Conduct Standards.
- Please be respectful of fellow students and the instructor. See Ground Rules.
- Students are expected to direct all concerns/questions to the instructor in writing.
- Cheating and plagiarism will be cause for disciplinary action.

**Attendance**

- If you do not check in weekly, you will be considered absent.
- If you miss more than two weeks of expected log on deadlines, the instructor *may* drop you.
- Dropping after the drop date will result in a “F” grade.
- It is the student’s responsibility to drop a class if they no longer intend to participate.
- If you have an emergency and are unable to check in you may email the instructor.

## **Syllabus Disclaimer**

This syllabus constitutes a contract between the instructor of this course and the student enrolled in the course. The student's decision to attend the class denotes:

1. acceptance of this syllabus.
2. acceptance of the expectations of this course as outlined by this syllabus.
3. the student's understanding that the course schedule outline in this syllabus, except assignment due dates, is subject to change without notification to the student.
4. the student's understanding that it is their responsibility to read and complete all assignments and turn in all work by the designated times.

## **Academic Success**

In order to succeed at the highest level in college, be sure to utilize the College services that is available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services.

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 or the Rehabilitation Act, please see me as soon as possible. The instructor will comply with the requirements of the American's with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability.

## **Student Conduct and Cheating**

Plagiarism is the use of others' words and/or ideas without clearly acknowledging their source.

**When you incorporate those words or ideas into your own work, you must credit where the sources is cited.** Plagiarism, intentional or unintentional, is considered academic dishonesty and is not tolerated.

Threat of physical or emotional abuse, on or off college property, of the person or property of any member of the college community or members of his/her family will be cause for disciplinary action.

## **Written Work Expectations**

Proper writing is a basic expectation when someone has earned a college degree, and writing quality does matter as a college student and in the profession as an educator. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial, including rationale for continued funding for your job and the children and families you serve. It is valuable to you if you are able to communicate through writing and that you used consistent writing mechanics.

The Writing Center (Humanities Building Room 58) offers free writing assistance to students on campus. For more information on all they offer, visit or call Writing Center Information at 638-3641 ext. 3619 or email [rcwritingcenter@reedleycollege.edu](mailto:rcwritingcenter@reedleycollege.edu). Learning to study more effectively will also help with writing, and The Tutorial Center (Library Building LRC 111) has a variety of services to help you succeed in college through more effective learning strategies. For more information call the Tutorial Center at 559-638-0358

Writing Rubric

## Evaluating a College Writing Sample RUBRIC

<b>CRITERIA / SCALE</b>	<b>A Grade Exceeds Expectations</b>	<b>B Grade Meets Expectations</b>	<b>C Grade Needs Improvement</b>	<b>D Grade Inadequate</b>
<b>Structure</b> <ul style="list-style-type: none"> <li>Organization</li> <li>Flow of thought</li> <li>Transitions</li> <li>Format</li> </ul>	<ul style="list-style-type: none"> <li>Paper is logically organized</li> <li>Easily followed</li> <li>Effective, smooth, and logical transitions</li> <li>Professional format</li> </ul>	<ul style="list-style-type: none"> <li>Paper has a clear organizational structure with some digressions, ambiguities or irrelevances</li> <li>Easily followed</li> <li>Basic transitions</li> <li>Structured format</li> </ul>	<ul style="list-style-type: none"> <li>There is some level of organization though digressions, ambiguities, irrelevances are too many</li> <li>Difficult to follow</li> <li>Ineffective transitions</li> <li>Rambling format</li> </ul>	<ul style="list-style-type: none"> <li>There is no apparent organization to the paper.</li> <li>Difficult to follow</li> <li>No or poor transitions</li> <li>No format</li> </ul>
<b>Grammar/mechanics</b> <ul style="list-style-type: none"> <li>sentence structure</li> <li>punctuation/mechanics</li> </ul>	<ul style="list-style-type: none"> <li>Manipulates complex sentences for effect/impact</li> <li>No punctuation or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses complex sentences</li> <li>Few punctuation or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses compound sentences</li> <li>Too many punctuation and/or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple sentences</li> </ul>
<b>Language</b> <ul style="list-style-type: none"> <li>Vocabulary; use of vocabulary</li> <li>Tone</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is sophisticated and correct as are sentences which vary in structure and length</li> <li>Uses and manipulates subject specific vocabulary for effect</li> <li>Writer's tone is clear, consistent and appropriate for intended audience</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is varied, specific and appropriate</li> <li>Frequently uses subject specific vocabulary correctly</li> <li>Writer's tone emerges and is generally appropriate to audience</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is used properly though sentences may be simple</li> <li>Infrequently uses subject specific vocabulary correctly</li> <li>Writer's tone exhibits some level of audience sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is unsophisticated, not used properly in very simple sentences.</li> <li>Uses subject specific vocabulary too sparingly</li> </ul>
<b>Content/information</b> <ul style="list-style-type: none"> <li>Clarity of purpose</li> <li>Critical and original thought</li> <li>Use of examples</li> </ul>	<ul style="list-style-type: none"> <li>Central idea is well developed and clarity of purpose is exhibited throughout the paper</li> <li>Abundance of evidence of critical, careful thought and analysis and/or insight</li> <li>Evidence and examples are vivid and specific, while focus remains tight</li> </ul>	<ul style="list-style-type: none"> <li>Central idea and clarity of purpose are generally evident throughout the essay</li> <li>Evidence of critical, careful thought and analysis and/or insight</li> <li>There are good, relevant supporting examples and evidence</li> </ul>	<ul style="list-style-type: none"> <li>The central idea is expressed though it may be vague or too broad; Some sense of purpose is maintained throughout the essay</li> <li>Some evidence of critical, careful thought and analysis and/or insight</li> <li>There are some examples and evidence, though general</li> </ul>	<ul style="list-style-type: none"> <li>Central idea and clarity of purpose are absent or incompletely expressed and maintained</li> <li>Little or no evidence of critical, careful thought or analysis and/or insight</li> <li>There are too few, no examples and evidence or they are mostly irrelevant</li> </ul>

### CANVAS

Information about this course, and resources for it, will be available on Canvas. Canvas is available at through the main Reedley College home page. You will use your RC username and password to login. Through Canvas, you will be able to access the syllabus, assignment guidelines, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send email to your classmates and me. You will also be able to use Canvas to check your grades online. You should monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Journal entries will be utilized through Canvas. Please keep all returned assignments until your final grade has been posted at the end of the semester.

Please note that ONLY your RC (my.scccd) email address is recognized by Canvas or for emails. Any messages that I send to the class will be sent through Canvas, and therefore through your RC my.scccd email address. I will not respond to personal emails due to spam and other computer

viruses. Please only use your Reedley College email when communicating with me via email. You are responsible for information disseminated through email; ignorance (“I didn’t check my email,” “My e-mail isn’t working,” I don’t have access to a computer,” etc.) is not an acceptable excuse.

\*\* The instructor reserves the right to make changes to the course syllabus or schedule as deemed necessary for the good of the class.

Important Dates to remember

First Day of Classes	Monday, June 24, 2019
Last Day to add/drop class	Friday, June 28, 2019
Last Day of classes	Friday, Aug. 2, 2019