

ECE 45 # 55855
Adult Supervision and Mentoring in Early Childhood Education
SPRING 24 ONLINE
April 1 – May 17

Instructor: Marcy Davidson
Phone: 559.494.3000 ext. 3127
Office Hours: Zoom Mon. 11:00 – 12:00, Wed. 9:00 – 10:00, Friday 8:00a – 9:00a
On Campus: Tues. 11:00 – 12:00
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Text:

Required Texts: NO TEXTBOOK FOR THIS CLASS!! WAHOO... This is an OER (Online Educational Resources) Course. All reading and information for this class will be available via Canvas.

Required: You will be expected to visit a licensed child development program serving children ages 2 – 5 for approximately 5 - 6 hours during this course. You may choose any program or use one where you are currently employed.

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 should 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.
- Please always make a copy of your work.
- Late assignments – As a short-term class missing an assignment is difficult to catch up. For this class, please speak with the instructor regarding submission of late assignments. assignments accepted for this class.
- Participation in this online course and discussion boards is essential to your learning. Be sure to read and respond to your classmates by the weekly deadlines.
- This class only meets ONLINE. No face to face time on campus or zoom is required. ALL work must be submitted via the class Canvas site. Please reach out to the instructor for permission BEFORE emailing work if needed.

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

Assignments:

All assignments will be available on Canvas in the weekly modules.

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. (6 x 5 = 30 points).
5. Assessment Analysis– Paper will include an in depth analysis of all assessment tools covered in class. It is expected that you know how, when, and who each assessment tool covers and provide a breakdown of the value of each. (50 points) (SLO #3)
6. Professional Development Plan – Create a professional development plan for yourself. Plan must include elements of supervision of others. (25 points) (SLO #2)
7. 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)
8. Quiz-Two quizzes will be given throughout the semester. (25 points each) (SLO #1 - 3)

9. **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 in a video format. (75 points) (SLO #3)

Grades:

	Possible Points	Total Points	Final Grade
Orientation /Ground Rules	10		
Introduction/Bio	10	230 - 260	A
Discussion Boards	30	208 - 229	B
Effective Supervision	25	182 - 207	C
Professional Development Plan	25	156 - 181	D
Assessment Analysis	50	155 or below	F
Final Project	75		
Participation	35		
Total Points	260		

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

- Please check in weekly. Not doing so may mean you are marked 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. please 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 of 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 are 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 on the Reedley College campus 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. 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

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

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 may 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, March 11, 2024
Last Day to add/drop class	Friday, March 22, 2024
Last Dy to drop with a W	Saturday, March 23, 2024
Spring Break	Monday, March 25 – Sunday, March 31
Last Day of classes	Friday, May 17, 2024