CDEV 212 – Adult Supervision in Early Childhood Programs

Instructor: Becky Green
Class Code: 10267
Academic Term: Fall 2013
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Time and Room: M – 0630-0940

Messages: Messages may be left at the Preschool (760) 355-6232

Text:

Author: Caruso
Title: Supervision in Early Childhood Education
Publisher: Teachers College Press, Teachers College, Columbia
                         University
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Course Description:

A study of the methods and principles of adult supervision in an early childhood setting from a developmental perspective. Emphasis is on the roles and development of early childhood professionals as mentors and leaders.

Course Objectives and Minimum Standards for a Grade of "C":

Student will:
▸ Define and analyze the principles of adult supervision.
▸ Compare and contrast the implications for supervision in different types of early childhood programs.
▸ Describe the characteristics of a skilled (effective) leader in supervising and supporting adults.
▸ Explain how personal values influence ethical choices.
▸ Describe the characteristics of adult learning and development.
▸ Explain and be able to apply the methods of effective communication with adults in early childhood settings.
▸ Examine the techniques for evaluating personnel, program and environment.
▸ Explain team-building guidelines for leaders.

Course Content:

Leadership and Development
1. Time management
2. Characteristics of effective mentors/leaders
3. Diverse perspectives
4. Ethics-professional behaviors
5. Professional development

    a. career ladder
    b. professional resources and organizations
    c. advocacy

Adult Mentoring and Supervision Strategies
   1. Coaching
   2. Modeling
   3. Shadowing
   4. Reflective supervision and feedback
   5. Mentor relationship
Adults in ECE setting
   1. Adult learners
   2. Orientation
    a. program
    b. role and expectations
   3. Positive interactions and communication
   4. Conflict resolution
Evaluation and Assessment
   1. Tools
   2. Methods

Student Learning Outcomes

Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners	Peer Coaching Plan Professional Growth Plan	ISLO1, ISLO2, ISLO3, ISLO4
Demonstrate competency in communication and reflection practices when working with diverse adult populations.	Reflection journals Professional Growth Plan	ISLO1, ISLO2, ISLO3, ISLO4
Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions	Test	ISLO1, ISLO2, ISLO3, ISLO4

Methods of Evaluation:

Grades will be based upon class participation, attendance and completion of assignments, pop quizzes, quizzes, and tests throughout the semester. All material presented in the text, study guide, videos, and handouts will be part of the evaluation process.
All assignments should be typed or written legibly in blue or black ink.

No assignments or projects will be accepted late. They are due on the date assigned. There will be no make-up tests given. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan your schedule to allow for ample study time so you will be prepared.

Attendance & Class Policies:

Regular attendance in all classes is expected of all students enrolled. Instructors are expected to take a student's attendance record into account in computing grades. A student may be excluded

from further attendance in a class during a semester when absences after the close of registration have exceeded the number of class hours which the class meets per week.

An instructor will drop any student judged to be a disturbing element in class or lab.

Each time a student is tardy, they will automatically have 3 attendance points deducted from the total possible points for attendance (once a week classes). 1 ½ points will be deducted for classes that meet twice a week. Each absence will mean an automatic deduction of 6 points from the total possible points for attendance for classes that meet once a week, 3 points for classes that meet twice a week.

Beepers and cellular phones should be turned off while class is in session.

It is the student's responsibility to complete a drop request if they are withdrawing from the class.

It is also the student's responsibility to make an appointment with the instructor if they have concerns about their progress in the course.

You should be prepared when you come to class to be an active participant in the learning process. Learning doesn't occur in a vacuum, it occurs through interaction with others.

Disabled Student Programs and Services

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible.   DSP&S
Room 2117
Health Sciences Building
(760) 355-6312

Classroom Schedule

CDEV 212 Adult Supervision in CD Programs

Week	Topic of Discussion	Assignments
Week 1	Taking a Leadership Role	Watch: A Day Without Childcare www.youtube.com/watch?v=BGpEXKgU20A20A
Week 2	Self Reflection: You as a leader	Self Reflection
Week 3	Ethics and Professional Behaviors	Investigate NAEYC Code of Ethics
Week 4	Characteristics of Effective mentors/leaders	Self Reflection activity
Week 5	Perspectives: Diverse	
Week 6	Professional Development: Career Ladder	Professional Growth Plan
Week 7	Readiness for Change	
Week 8	Communication	Group discussions
Week 9	Evaluating: Tools and methods	

Week 10	Evaluating: Tools and methods	
Week 11	Strategies: Adult Coaching Modeling	Peer Coaching
Week 12	Strategies: Shadowing Reflective supervision	
Week 13	Building a relationship with mentee	Group discussions
Week 14	Orienting adults to programs and expectations	
Week 15	Conflict resolution	
Week 16	Professional Development: Advocacy	Group discussions