

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for ECD 68

PROGRAM SUPERVISION

Effective: Fall 2011

I. CATALOG DESCRIPTION:

ECD 68 — PROGRAM SUPERVISION — 3.00 units

Management of Early Care and Education programs which includes: Strategic planning, group dynamics, supervision of staff and volunteers, development of motivation and morale, leadership skills, functions of personnel, interviewing techniques, interpersonal and group conflicts, staff evaluations, and working effectively with families and advisory boards. Designed to provide knowledge of methods and principles of working with adults in a supervisory capacity in Early Care and Education settings.

3.00 Units Lecture

Prerequisite

ECE 62 - Child, Family and Community
with a minimum grade of C
and

ECE 63 - Early Childhood Curriculum
with a minimum grade of C

Grading Methods:

Letter Grade

Discipline:

	<u>MIN</u>
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

- A. ECE62
- B. ECE63

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. identify and describe the responsibilities and tasks associated with a supervisory position in an Early Childhood Development program;
- B. demonstrate improved interpersonal skills in working with staff, groups, community agencies and families;
- C. examine and compare management styles in Early Care and Education settings;
- D. define the role of a director in supervising staff in Early Care and Education settings;
- E. enumerate legal and ethical aspects of directing a staff;
- F. formulate and review operational procedures and personnel and family policies, and
- G. evaluate methods and compare principles of group dynamics from a leadership perspective.

V. CONTENT:

- A. Personnel
 - 1. Changing needs of work force
 - 2. Recruitment, selection and hiring
 - a. Applications
 - b. Resumes
 - c. Interviewing
 - d. Affirmative action, diversity
 - 3. Staff handbook
 - 4. Ethical considerations
 - 5. Professional development and continuing education
 - 6. Staff meetings
- B. Families

1. Assessing and meeting needs
2. Communicating with diverse populations
3. Enrollment process
4. Transitional plans
5. Handbook
6. Involvement in program
7. Advisory boards
- C. Program management and operations
 1. Legal structure
 - a. Private, public, non-profit
 - b. Board of directors
 - c. College programs
 - d. Faith based
 2. Financial management
 - a. Budgets
 - b. Record keeping and taxes
 - c. Credit and debts
 - d. Grants
 3. Curriculum
 - a. Goals
 - b. Implementation
 - c. Evaluation
- D. Health and Nutrition Policy
 1. Staff
 2. Children
- E. Supervisory approaches/models
 1. Management flow chart and accountability
 2. Time management and organization
 3. Managerial functions of supervisor
 - a. Observation
 - b. Assessment
 - c. Evaluation
 4. Group dynamics and employee morale
 5. Environmental Rating Scales (ECERS, FDCRS, ITES, SACERS)
- F. Relationship Building
 1. Communication
 2. Supervision
 3. Problem Solving
 4. Decision Making
- G. Consultants and referrals

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. Media presentations
- D. Field Survey
- E. **Guest Lecturers** -
- F. **Projects** - Class projects and assignments

VII. TYPICAL ASSIGNMENTS:

A. Reading and writing: 1. Read a management book from the instructor's list of selected books. Prepare a 3-5 page typed report covering the content of the book. 2. Prepare a one-page paper, indicating what skills or techniques of management might be appropriate to use to enhance work place performance. 3. The article by Paula Jorde-Bloom has chosen to describe People, Process, and Structure as overlapping (see the Center as a Social System). From the reading describe how these three interact with each other. Does your experience in the Early Care and Education setting support this finding? Prepare a one page typed concise response. B. Project: - After reading the handout, "A Great Place to Work", make three copies of the survey in Appendix B and Appendix C. Give one copy to a director, one to a teacher (who has worked at the site for at least two years) and one to an aide. After collecting the surveys, review the responses and prepare to make a short report to the class as to the findings. (The name of the site and the respondents will be confidential.)

VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**
 1. Frequency:
 - a. A minimum of one oral and/or one written report
 - b. Weekly assignments
 - c. 8 – 10 reflections
 - d. A minimum of one midterm
 - e. A final examination or final project

IX. TYPICAL TEXTS:

1. Bloom, Paula Jorde *Blueprint for Action: Achieving Center Based Change Through Staff Development*. 2nd ed., Gryphon House, 2005.
2. Bloom, Paula Jorde *From the Inside Out: The Power of Reflection and Self-Awareness*., Gryphon House, 2007.
3. Bloom, Paula Jorde *Making the Most of Meetings: A Practical Guide*., Gryphon House, 2002.
4. Harms, Thelma and Clifford, Richard *Early Childhood Environment Rating Scale*. Revised (ECERS- ed., Teachers College Press, 2005.
5. Sciarra, Dorothy J. and Dorsey, Anne G. *Developing and Administering a Child Care Center*. 7th ed., Thomson/Delmar Learning, 2009.

X. OTHER MATERIALS REQUIRED OF STUDENTS: