

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

Course Outline for ECD 83

ADULT SUPERVISION

Effective: Fall 2010

I. CATALOG DESCRIPTION:

ECD 83 — ADULT SUPERVISION — 2.00 units

Methods and principles of mentoring and supervising adults in early care and education settings. Emphasis on the role of experienced classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, families and other staff.

2.00 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:

	MIN
Lecture Hours:	36.00
Total Hours:	36.00

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 compare the developmental stages of teachers, directors and mentee's;
- B. explain methods of integrating mentees and other adults into the classroom;
- C. distinguish the different roles of mentors with children, families, colleagues and mentees;
- D. assess the ethical and professional responsibilities of mentor/mentee relationship;
- E. demonstrate respectful, culturally sensitive communication skills;
- F. develop a plan of action, using quality environmental rating tools for classroom improvement and enrichment and
- G. create a professional portfolio

V. CONTENT:

- A. Developmental stages of teachers, directors and mentee's
- B. Mentor/ mentee relationship
 - 1. Conducting the initial interview
 - 2. Assessing background experiences
 - 3. Communicating expectations and goals
 - 4. Differentiating between supervision and mentoring
 - 5. Balancing needs of mentee and mentor's professional responsibilities
- C. Integrating mentees and other adults into the classroom
 - 1. Preparing children, families, and staff
 - 2. Scheduling times and activities
 - 3. Assigning responsibilities
 - 4. Planning for observations and conferences
- D. Role of mentor
 - 1. Model Developmentally Appropriate Practices (DAP)
 - a. Facilitate planning of curriculum

- b. Schedule
 - c. Physical environment
 - d. Children's individual needs
- 2. Promote positive interactions with children
 - a. Respectful of family and cultural practices
 - b. Expanding language acquisition
 - c. Guidance and challenging behaviors
- 3. Establish relationships with families within a cultural context
 - a. Communication
 - b. Parent/child interactions
 - c. Classroom environment that represents diverse cultures
 - d. Parent/family conferences
- 4. Demonstrate professional behavior
 - a. Interactions with colleagues
 - b. Confidentiality
 - c. Ethical and legal responsibilities
 - d. Professional portfolio
 - e. Participation in professional organizations
 - f. Advocacy
 - g. Leadership
- E. Value of ongoing assessment
 - 1. Supporting developmental stages of mentee
 - 2. Informal/formal
 - 3. Scheduling routine feedback and conferences
 - 4. Reflective practices
 - 5. Development of professional portfolio
 - 6. Observations
 - 7. Written evaluations
- F. Use of quality environmental rating tools (ECERS-R, etc)
 - 1. Environmental assessment and scoring
 - 2. Identify strengths and weakness in the environment
 - 3. Develop plan of action for improvement and enrichment
 - 4. Timeline for implementation and evaluation

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. Role play
- D. **Guest Lecturers** -
- E. **Audio-visual Activity** -
- F. Class reports

VII. TYPICAL ASSIGNMENTS:

A. Reading and writing 1. After reading the assigned chapter from your textbook, insert your own name into the "case study". Write a scenario with yourself as the "supervisor". The scenario must include background information, the problem, assessment of the "supervisee", and supervisory plan. 2. Using the above scenario, change your role to that of "mentor" and the supervisee to mentee. How will the plan change? The paper must include a comparison of the mentor/supervisor roles. 3. Keep a professional journal during the length of this class. Use it as a "tool for reflection". Journal on classroom experiences, reactions and feelings. Include reflections from "on-site" experiences that either support or are a contrast to class material. B. Projects 1. Create a "handbook" for mentees, substitute teachers, new employees or adult volunteers. This can be an extension of current material available at the place of employment or can be a new document. Be sure to give credit to work that you have not created. If there is a handbook already in place, select 10 sections to revise, update or improve upon. Instructor approval required. 2. Using the appropriate environmental rating tool, rate your classroom. Justify each score with detailed notes. 3. Using the final rating score, develop a plan of action for one section. Be sure to include a timeline, who is responsible for each item, and when the evaluation will take place.

VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**
 - 1. Frequency
 - a. One or two oral reports
 - b. One or two written reports
 - c. Weekly assignments
 - d. Weekly journal writing
 - e. One midterm or quiz
 - f. One final or final project

IX. TYPICAL TEXTS:

- 1. Caruso, Joseph and Faucett, M. Temple *Supervision in Early Childhood Development: A Developmental Perspective*. 3rd ed., Teacher's College Press, 2007.
- 2. Feeney, Stephanie and Freeman, Nancy *Ethics and the Early Childhood Educator: Using the NAEYC Code.*, National Association for the Education of Young Children, 2005.
- 3. Harms, Thelma and Clifford, Richard *Early Childhood Environment Rating Scale*. Revised ed., Teachers College Press, 2005.

X. OTHER MATERIALS REQUIRED OF STUDENTS: