

“Adult Supervision/Early Childhood Mentoring”

Texts:

1. Supervision in Early Childhood Education: A Developmental Perspective, by Joseph J. Caruso and M. Temple Fawcett (New York: Teacher’s College Press, 2008)
2. Early Childhood Environment Rating Scale R*, by Thelma Harms and Richard M. Clifford (New York: Teachers College Press, 2005)
*if working with infants and toddlers, purchase the ITERS, if working with school age children, purchase the SACERS

Week	Date	Topic	Assignment
1.	Aug. 27	Introduction and Course Overview	<p><u>Read:</u> Chapters 1-3 <u>Written assignment:</u> What qualities should a good mentor have? List the qualities with a brief explanation of the value of each.</p>
2.	Sept. 3	No Class – Labor Day	
3.	Sept. 10	Role of a Supervisor/Mentor Adults as Learners	<p><u>Written assignment:</u> For the program in which you work, describe the system of staff supervision (who supervises whom?) Include: A. When, where and how does staff supervision occur? Eg. - staff meetings, individual meetings, etc. B. What seems to work well with the staff supervision? C. Do you have any problems or concerns with how staff supervision occurs? Include your thoughts about their causes. D. What are your ideas for improvement of the effectiveness of staff supervision? Be specific. <u>Read:</u> Chapters 4-6</p>
4.	Sept. 17	No Class	<p><u>Written Assignment:</u> For the program that you described above, choose one member of the staff and ask them questions B. C. and D. Write down their answers and compare them to you own. How were they the same? How were they different?</p>
	Sept. 24	Supervisee Development/Establishing the Relationship Philosophy	<p><u>Assignment:</u> Obtain a copy of the personnel/staff evaluation tools used in your program. If possible, make copies for everyone to bring to class on Oct. 15th.</p>

Assignment: Catch three people (adults) being effective (good) at something and tell them about it. Come to class prepared to share your stories.

Begin working on your own professional philosophy statement.

- 6.Oct. 1 Observing and Assessing Environments
Environmental Rating Scale (according to age of children)
Assignment: Conduct the Environmental Rating Scale on your own classroom or a classroom in your program. Based on the results, identify at least two short term (immediate) goals and at least two long term goals. Describe how each could be achieved. Include a diagram of the classroom you observed. Due: Oct. 22nd.
- Read: Chapters 7-9
7. Oct. 8 Leadership Styles/Communication Skills/Conferencing
Assignment: Continue working on your handbook or Adult Training Presentation. Handbooks are due November 1st.
8. Oct. 15 Communication Skills
Evaluation Methods/Teacher Competencies
Assignment: Bring to class the evaluation tools used in your program. If possible, bring copies for everyone.
Read: Chapters 10-12
9. Oct. 22 California Early Childhood Mentor Program
Mentor Modeling – Case Studies
Read: Chapters 13-15
Environmental Rating Scale Due
10. Oct. 29 Guest Panel: Mentor Teachers and Directors
11. Nov. 5 Staff /Parent Development and Training
Presentations: Presentation Boards
Handbooks Due
12. Nov. 12 Professional Growth Training/Permit Workshop
Final Class – Bring your favorite staff development/motivation idea as well as copies of our favorite quotation to share with the rest of the class
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**ADULT SUPERVISION/EARLY CHILDHOOD MENTORING
CHILD DEVELOPMENT 65****COURSE DESCRIPTION:** (2 units)

This class explores methods and principles of supervising adults in early childhood education settings. Emphasis will be on the role of administrators and experienced teachers acting as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. This course is required for the Master Teacher, Site Supervisor and Program Director categories of the California Child Development Permit, and for eligibility to apply to become a California Early Childhood Mentor Teacher.

STUDENT LEARNING OUTCOMES:

1. Students will examine various methods and principles of supervising adults in early childhood settings. (evaluation – role playing and/or group presentations)
Institutional Learning Outcome: 1. Written and oral communication 2. Problem solving
2. Students will evaluate the quality of an early care and education program utilizing a nationally recognized assessment tool.
(evaluation – implementation of the Environmental Rating Scale)
Institutional Learning Outcome: 1. Written and oral communication 2. Problem solving
3. Students will select and demonstrate a leadership strategy for professional development in either a supervisor or mentor role.
(evaluation – oral presentation)
Institutional Learning Outcome: 1. Written and oral communication 2. Problem solving

COURSE OBJECTIVES:

1. employ appropriate models, guidance, and evaluation for supervisees and student teachers
2. recognize and support developmental stages of supervisees and student teachers
3. demonstrate techniques of facilitating positive interactions between student teachers, children, parents and other staff
4. utilize the Environmental Rating Scale (Harms, et al) to evaluate a safe and developmentally appropriate environment for young children while fostering growth of student teachers
5. demonstrate the role of a mentor in learning and advocacy in the field of early childhood education
6. assess effective principles for evaluation of student teachers
7. formulate techniques for developmentally appropriate classroom evaluation including meeting the diverse needs of all children enrolled in the program.

SPECIAL NEEDS:

If any students have identified special needs and would benefit from modifications or additional support, please come and see me after class to introduce yourself and discuss accommodations necessary for your success.

INSTRUCTOR INFORMATION:

OFFICE: CCDS 211

WEBPAGE: www.lamission.edu/~silverjg

OFFICE PHONE: (818) 364-7714

E-MAIL: silverjg@lamission.edu

OFFICE HOURS: Tuesdays: 2:00 – 4:00

Wednesdays: 12:30 – 3:30

ASSIGNMENTS:

1. Written Assignments
2. Environmental Rating Scale
3. Group work/presentations
4. Handbook *or* Staff Development Presentation
5. Attendance and Participation (10 points lost for each absence)

GRADING INFORMATION

There is often much interest, and occasionally some concern over the grading system. To help clarify the expectations and avoid confusion, here is some information for you as we begin this course together. You will be evaluated on the basis of your participation and coursework in the six categories listed below. Your final grade will be the sum of earned points throughout the semester.

Written assignments:	50 points
ECERS and classroom diagram	100 points
Group work/presentations	25 points
Handbook/Brochure	100 points
or	
Staff development presentation	100 points
Attendance and participation	<u>25 points</u>
 Possible points:	 300

Grade Distribution:

270-300	= A
240-269	= B
210-239	= C
150-209	= D
Below 150	= F

Note: The most important aspect of this course is your own personal and professional growth and development. This will be enhanced by your participation in each of our class meetings, as we will all be learning with and from each other. I am always available to meet with you to discuss your own growth, issues related to the class, or concerns you may have. Please don't hesitate to set up an appointment at any time to meet with me. I am truly looking forward to sharing ideas and issues with you throughout the semester!

Environment Rating Scale Evaluation Form

100 points

Attach this form to your assignment when you submit it

Scoring (out of 40)

Accuracy

Completion

Comments (out of 20)

Quantity

Relevance

Goals (out of 30)

Two short term

Two long term

Item number for each

Diagram (out of 10)

Indoor classroom

Total (out of 100)

Comments:

FINAL ASSIGNMENT – Choose one of the following two assignments.**Choice One: HANDBOOK/BROCHURE (possible points: 100)**

Your handbook or brochure will be written for someone who is working in your program **that you would supervise**: a student teacher, a volunteer, a new assistant teacher, a substitute, etc.

Your handbook or brochure must include the following components. All information must be typed, clearly organized, and presented in a manner that reflects your professionalism and leadership skills. Be sure to indicate the particular class, age group, etc. that your handbook is targeting (e.g. the two year old room, the kindergarten classroom, etc.) and for whom it is written (parent volunteer, new teacher, student teacher, etc.)

Components: each is worth a possible ten (10) points

1. Cover page – including the position for whom it is designed (e.g. volunteer)
2. General information about your school, program or classroom
3. Your philosophy for the classroom
4. Role of the person for whom your book is written (e.g. student teacher/volunteer/teacher assistant/etc.) **what is expected from the person**
5. Roles of other staff members in the class/program
6. Basic health and safety information
7. Daily schedule and routines, **what is expected from the person**
8. Discipline/communication techniques **to be used with children**
9. Emergency/disaster information, **what is expected from the person**

The final ten (10) points will be based on the organization and presentation of your handbook.

Try to keep the handbook to a maximum of five pages, so that it can be duplicated into a usable tool for working with mentees/students/volunteers/etc.

Choice Two: STAFF/PARENT DEVELOPMENT PRESENTATION (possible points: 100)

Prepare a PowerPoint presentation of one aspect of your program or philosophy in action **to be used as a tool for teaching adults through staff development or parent education**. This may take one of many forms: learning that is occurring in your classroom (e.g. how children learn through block play), the role of parents in your program, collaborative learning among children, etc.

Your presentation must be presented visually in a PowerPoint. Remember to check for spelling, grammar, etc. and be sure all information is presented in an engaging and aesthetic manner. **Share why you chose this topic, its values, and how this presentation could be used for an adult learning experience.**

This assignment is worth one hundred (100) points: 40 for content, 40 for presentation, and 20 for its values.

HANDBOOK GRADING SHEET

Name: _____

Cover Page _____/10

General Information About Program _____/10

Teaching Philosophy _____/10

Role of teacher/volunteer, etc _____/10

Roles of other staff _____/10

Health and Safety _____/10

Schedule and Routines
(including the person's role) _____/10

Emergency/Disaster _____/10

Discipline/Communication _____/10

Organization and Presentation _____/10

Total Points _____/100

Grade:

Child Development 65 Staff/Parent Development Presentation

Name:

1. The reason that I chose this topic for my presentation board is:

2. The values of this presentation are:

1. _____

2. _____

3. _____

Grading:

Content: _____/40

Presentation: _____/40

Values: _____/20

Total: _____/100