

West Los Angeles College Child Development Syllabus

Adult Supervision and Early Childhood Mentoring

(Section # 8053)

(Fall 2013)

Recommendation to all CD students:	Take the assessment tests for English and Math
Pre-requisites:	Recommended: Child Development 1, 2, 3,4,11, 38, and 39
Co-requisites:	Co-requisite to CD 23
Section #:	#8053
Days/Hours:	NA
Class Room Location:	Online
Instructor:	Rosemary Most 310-417-3505
E-mail:	mostra@wlac.edu
Website:	NA
Blog:	NA
Child Development Office:	Monday through Saturday check office door for current hours
Child Development Office Phone:	310-287-4563
Instructor Office Hours:	8 am to 10 pm Monday-Friday 310-417-3505
Required Text:	<ul style="list-style-type: none"> • <u>Supervision in Early Childhood Education A Developmental Perspective Edition 3rd:</u> Author: Caruso & Fawcett Publisher: Teachers College Press ISBN # 0-8077-4731-9□□□□ □□□□ <u>Early Childhood Environment Rating Scale Revised Edition</u> Authors: Harms, Clifford, & Cryer Publisher: Teachers College Press
NOTE: If you plan on taking the class without a textbook (Caruso & Fawcett), you will not be successful or learn. The book has been around for sometime and you can buy it used for under	

\$15.00. You need the book!	<i>ISBN#: 978-0-8077-4549-6</i>
Supplemental Reading:	See individual modules – various articles related to leadership
Author:	Different authors per each article
Publisher:	Various companies/organizations
Editions:	
Website Links:	
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Course Description:

This course is a study of the modalities and principles of supervising teachers, staff and student-teachers in an early childhood program. Emphasis is placed on the role of the director, teacher, staff and student-teacher. The course will review leadership styles, communication skills, conflict resolution techniques, as well mentoring responsibilities and techniques. This course includes reviewing and utilizing the ECERS Rating Scale in evaluating and assessing the classroom and teacher effectiveness and Appropriateness.

West Los Angeles College Institutional Student Learning Outcomes

B. Communication: Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, and family and community settings.

D. Self-awareness/interpersonal Skills: Apply self-assessment and reflection strategies to interpersonal, work, community, career, and educational pathways.

West Los Angeles College Child Development Program Student Learning Outcomes

1. Understanding of Young Children: Practice and demonstrate an understanding of child

development and their relationships with children and families to understand children as individuals and to plan responses to their unique needs and potential.

2. Equity Fairness, and Diversity:

Practice, model, and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children; by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children to give and expect equity, fairness, and dignity.

West Los Angeles College Child Development Course Specific Objectives

Course Objectives: Students will demonstrate that they can:

1. Use Communication skills affectively with others
2. Actively address issues of concern
3. Demonstrate behavior and ethics acceptable in the field
4. Assess his/her own skill level as well the skill level of others
5. Promote cooperative staff relationships
6. Affectively use problem solving and conflict resolution skills

Purpose and Value of Developing these Skills in terms of Teaching

Program Student Learning Outcome:	Assignment or Activity that allows the student the opportunity to master the skill or acquire the knowledge:
1. Compose, present, and submit in writing a one page personal educational philosophy	Create your philosophy of education – Chapter 5
2. Demonstrate the effective use of using ECERS-R to evaluate a preschool classroom	Observe and assess a Head Start classroom using the ECERS-R tool for assessment – Chapter 11

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Course Grading System

COURSE GRADING:

Exams = 2 EXAMS

Projects = CREATE PROFESSIONAL PORTFOLIO

Activities = SEVERAL TASKS – WRITING PHILOSOPHY, OBSERVATIONS, CASE STUDIES

Class Participation = SEVERAL DISCUSSION QUESTIONS

GRADING SCALE:

(100%- 90%) 656 - 590

(89%- 80%) 589 - 523

(79%- 70%) 522 - 456

(69%- 60%) 455 - 389

(Under 59%) 388 - 0

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Course Evaluation and Requirements for Grading:

Expectations of Students for Appropriate Participation:

COURSE REQUIREMENTS:

STANDARDS OF STUDENT CONDUCT:

The complete document can be found in the back of the schedule of classes.

CHEATING POLICY:

- Cheating constitutes academic dishonesty and in general will be handled as part of the course grading process. The penalty may range from on credit for assignment up to and including exclusion and/or an "F" grade for the course.

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Week	Date:	Lecture Topics and Classroom Activities:	Outside Assignments:
1	8/26 – 9/6	Chapter 1 - Myths about leadership and what is leadership?	Assignment: Reflective Journal and leadership and its effects on others. Discussion: Autobiography assignment Due Date: 9/6
2	9/3 – 9/11	Chapter 2 - Types of ECE Programs and NAEYC	Assignment: Test Due Date: 9/11
3	9/10 – 9/15	Chapter 3 - Roles and responsibilities of supervisors. Developing a portfolio	Assignment: Reflective Journal about qualities of supervisors Due Date: 9/15
4	9/17 – 9/30	Chapter 4 - Aspects of mentoring	Assignment: Create a log for affirmations. Reflective Journal for caring and knowing. Problem solve a workplace situation by using imaging. Analyze your listening skills. Discuss the importance of caring, knowing, and imagining. Begin developing your portfolio. Due Date: 9/30
5	9/24 - 10/17	Chapter 5 - Context of mentoring	Due Date:

6	10/1 – 10/17	Chapter 5 - Context of mentoring	Assignment: Write an education philosophy Due Date: 10/17
7	10/15 – 10/26	Chapter 6 - Supervisor development and stages	Assignment: Assess professional development, supervision stage, supervision styles, and life cycle stage. Due Date: 10/26
8	10/22 – 11/12	Chapter 7 - Supervisee development and stages	Due Date:
9	10/29 – 11/12	Chapter 7 - Supervisee development and stages	Assignment: Reflective Journal assignments about your professional development and your stage of development. Discussion assignment to analyze teacher supervision vs. supervisory supervision. Due Date: 11/12
10	11/5 – 11/19	Chapter 8 - Case study of supervision	Assignment: Problem solve a workplace situation Due Date: 11/19
11	11/19 – 11/27	Chapters 9 & 10 - Supervisory conferences	Assignment: Plan a conference following the textbook's format. Empowerment Discussion assignment. Due Date: 11/27
12	11/26 – 12/3	Chapter 11 - Supervisory observation and analysis	Assignment: Observe and evaluate a classroom using ECERS. Observe and evaluate a teacher during circle time. Due Date: 12/3
13	11/26 –	Chapter 12 – Special Issues	Assignment: Case Study

	12/10		Due Date: 12/10
14	12/5 – 12/16	Chapters 13, 14, 15, 16 – Career Ladder, Staff Recruitment, Selection, Orientation, Development and Learning	Assignment: Create a training plan and a case study Due Date: 12/16

Supplemental Reading and Recommended Reading and Additional Links			
Title:	Author:	Publisher:	Edition/Notes:
Art of Leadership	Neugebauer	Child Care Exchange	2003