



CDE-534: ADULT SUPERVISION AND MENTORING IN EARLY CARE AND EDUCATION (FORMERLY CDE-134)

Effective Term

Fall 2023

BOT Approval Date

03/10/2022

Discipline

CDE - Child Development & Education

Course Number

534

Course Title

Adult Supervision and Mentoring in Early Care and Education (formerly CDE-134)

Short Title

Adult Sup Mentor ECE

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

2.00

Total Units

2.00

Hours**Lecture Contact Hours**

32-36

Out of Class Hours Lecture

64-72

Total Contact Hours

32 - 36

Total Out of Class Hours

64 - 72

Total Student Learning Hours

96 - 108

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course covers the methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. The emphasis is on the roles and development of early childhood professionals as mentors and leaders while, simultaneously, addressing the needs of children, parents, and other staff. (formerly CDE-134)

Attach Supporting Documents

cd-matrix.pdf

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

CDE-101 (with a grade of C or better).

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

Completion of at least 24 units in Child Development and Education courses and two years teaching experience.

Other Enrollment Criteria

Other Enrollment Criteria

Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Codes

TOP Code (CB 03)

1305.80* - *Child Development Administration and Management



CIP Code

19.0708 - Child Care and Support Services Management.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective
1. Evaluate the important role of communication in facilitating positive interactions between supervisors, mentor teachers and mentees.
2. Compare and contrast early childhood classroom environments for developmentally and culturally appropriate teaching practices.
3. Examine methods of supervision for student teachers and others in early childhood education settings.
4. Compare characteristics of effective leaders and mentors
5. Critique and practice strategies to support adult learners
6. Demonstrate reflective practice, cultural competency, and ethical conduct.
7. Evaluate various personnel, program and environmental assessment tools.
8. Develop effective interactions and communication strategies

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners
Demonstrate competency in communication and reflective practices when working with diverse adult populations
Apply a variety of personnel, program, and environmental assessment tools to inform leadership decisions.
Incorporate and encourage diverse perspectives.

Program Learning Outcomes

Learning Outcome
Become permit and/or transfer eligible and thus prepared to enter the workforce.
Demonstrate a commitment to lifelong learning including personal and professional development and responsibility.
Demonstrate professionalism based upon the NAEYC Code of Ethics.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.
Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.
Personal and Professional Responsibility
Civic

Content

Course Lecture Content

- A. Leadership and Development
1. Time management
 2. Characteristics of effective mentors/leaders

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- 3. Diverse perspectives
 - a. Lived Experiences
 - 4. Ethical conduct and professional behaviors in early childhood leadership
 - 5. Professional development
 - a. Adult collaborative learning models
 - b. Moving up the career ladder
 - c. Professional resources and organizations (NAEYC, ACEI, NAFCC)
 - d. Advocacy
 - B. Adult Mentoring and Supervision Strategies
 - 1. Coaching
 - 2. Modeling
 - 3. Shadowing
 - 4. Problem solving
 - 4. Reflective supervision and feedback
 - 5. Mentor/mentee relationship
 - 6. Reflective practice
 - a. Sustainable habits of self-reflection
 - b. critical thinking
 - c. problem-solving
 - d. lifelong learning
 - e. ability to intentionally facilitate others to engage in reflective practice
 - 7. Understanding Power and Control
 - 8. Embracing diverse perspectives
 - 9. Equitable and anti-bias supervision strategies
 - 10. Implementing practical strategies that can help increase equity in early education
 - 11. Applying learning to practice
 - C. Adults in Early Care and Education Settings
 - 1. Diverse Adult learners
 - 2. Orientation
 - a. Program
 - b. Roles and expectations
 - 3. Positive interactions and communication
 - 4. Conflict resolution
 - a. Proactive approaches to confrontation that use conflict to promote growth
 - D. The stages of teacher development
 - 1. Lillian Katz - 4 stages of Teacher Development
 - a. Characteristics and needs of teachers during each stage
 - 2. Teachers' Beliefs and Practices
 - a. Teachers' Beliefs Regarding Culturally Diverse Children
 - b. Teachers' Attitudes toward Anti#bias Curriculum
 - c. Support educators in understanding the importance of equity in their interactions with children and families
 - 3. Survival skills
 - E. Supervisor- Teacher relationships
 - 1. The influence of temperament in adult relationships
 - 2. Strategies for developing positive relationships and effective communication in a diverse workplace
 - D. Evaluation and Assessment
 - 1. Current methods of evaluating adult performance in an early childhood setting
 - 2. State and National standards and assessments for evaluating early childhood classrooms
 - 3. Evaluation and Assessment Tools

- a. ECERS, ITES, SACRS, FDCRS, QRIS
- a. Evaluating assessment tools for bias
- b. Analyze classrooms for an anti#bias approach

E. Habits of Mind

- a. Thinking Flexibly
- b. Identify options and generate alternative approaches.
- c. Engage in multiple and simultaneous outcomes and activities
- d. Listening to Others
- e. Detect emotional states in oral and body language

Methods of Instruction

Method

Discussion

Integration

Large and small group discussions and personal reflection demonstrating the use and application of self-assessments and goal setting.

DE Adaptations for MOI

Large and small group discussion boards via a Course Management System (CMS) will be utilized to allow students to analyze real life scenarios dealing with the supervision of adults, communication strategies and teamwork.

Method

Lecture

Integration

Lecture and audio-visual presentations will examine the roles and responsibilities of child development program supervisors and mentors, including effective communication strategies, and the professional ethics of supervisors and mentees. These lectures may be administered in a face-to-face classroom or online environment and may incorporate audio/visual aids (print material, DVDs, closed-captioned videos, PowerPoint, or slide share presentations).

DE Adaptations for MOI

Lecture and accessible audio-visual presentations will examine the roles and responsibilities of child development program supervisors and mentors, including effective communication strategies, and the professional ethics of supervisors and mentees. Lectures will be provided through links on the CMS using instructor-prepared web-based lectures, links to accessible audio-video materials (closed captioned videos, PowerPoint or slide share presentations), and links to the California Department of Education Child Development websites.

Method

Group Projects

Integration

Students will work in small groups in order to practice and illustrate strategies that will support adult learners. Students will present a professional training session on a current topic in teacher development (examples: developmentally appropriate practice, advocacy, professional development, communication, and relationship-building strategies). Students will present this training in class with their classmates as the audience.

DE Adaptations for MOI

Students will work in small groups in order to practice and illustrate strategies that will support adult learners. Students will present a professional training session on a current topic in teacher development (examples: developmentally appropriate practice, advocacy, professional development, communication, and relationship-building strategies). Students will work together on Wikis, Discussion Boards, or in break-out rooms using accessible video conferencing software to create an accessible PowerPoint or other visual presentation that will be submitted onto the CMS and posted by the instructor for the class to view.



Method

Online Activity/Discussion

Integration

Quizzes and/or exams that demonstrate the students' comprehension of the theories of adult development and how these apply to the supervising process will be completed on the CMS.

DE Adaptations for MOI

Online discussion and review of quizzes/exams and individual learning activities will be used to reinforce student comprehension of the theories of adult development and how these apply to the supervising process. The instructor will give student feedback in the grade book on the CMS and will reinforce any concepts needing clarification via an online lecture within the CMS.

Methods of Evaluation

Method

Class Participation

Integration

Students will be evaluated on their participation in and contributions to discussions and activities about the roles and responsibilities of effective supervisors, mentors, and master teachers and those of new student teachers and mentees.

DE Adaptations for MOE

Students will be evaluated on their weekly discussion board responses, participation, and contributions to discussions questions about the qualities and roles, and responsibilities of good supervisors and master teachers and those of new student teachers and mentees. Students will be graded on participation in independent and group exercises emphasizing positive adult interactions. These activities will be completed on the CMS via the Discussion Boards. These activities will be graded online within 1 week of the assigned due date. Instructor comments will be included.

Method

Homework

Integration

Students will be evaluated on homework assignments that will demonstrate the students' ability to apply course material in the actual early childhood setting (i.e. using the Clifford and Harms Environmental Rating Scale to evaluate program/classroom setting). These assignments will be submitted on the CMS and graded online within 1 week of the assigned due date. Instructor comments will be included.

DE Adaptations for MOE

Students will complete homework assignments that demonstrate the students' ability to apply course material in the early childhood setting (i.e. using the Clifford and Harms Environmental Rating Scale to evaluate program/classroom setting). These will be submitted online via the CMS. These assignments will be submitted on the CMS and graded online within 1 week of the assigned due date. Instructor comments will be included.

Method

Group Projects

Integration

Students will be evaluated on their ability to conduct research on adult learning theory and to use that research to develop and present an effective training session on a current topic that will foster teacher development (examples: developmentally appropriate practice, advocacy, professional development, communication, and relationship-building strategies). The students will present this training session in class. Students will be graded on the content of the presentation and the demonstration of effective adult learning theory within one week of the presentations



DE Adaptations for MOE

Students will be evaluated on their ability to conduct research on adult learning theory and to use that research to develop and present an effective and accessible training session that will foster teacher development (examples: developmentally appropriate practice, advocacy, professional development, communication, and relationship-building strategies). Students will be graded on the content of the presentation and the demonstration of effective adult learning theory within one week of the presentations

Method

Quizzes

Integration

Quizzes and/or exams will be given that will evaluate the students' comprehension of the theories of adult development and how these theories apply to the process of effective adult supervision. Some of the concepts included in these quizzes will be the characteristics of effective leaders and mentors, reflective practice, cultural competency, and ethical conduct, and effective communication strategies.

DE Adaptations for MOE

Online Exams/Quizzes, comprised of multiple-choice, short answer, or essay questions will be given via the CMS will be given that will evaluate the students' comprehension of the theories of adult development and how these theories apply to the process of effective adult supervision. Some of the concepts included in these quizzes will be the characteristics of effective leaders and mentors, reflective practice, cultural competency, and ethical conduct, and effective communication strategies. These quizzes and exams will be graded online in the CMS grading area with 1 week of the assigned due date.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

The students will make an appointment to observe in a lab classroom at the MSJC Child Development Center or any licensed early childhood program. Students will evaluate an early childhood classroom environment using the Clifford and Harms Environmental Rating Scale (ECERS). Students will complete the ECERS scoresheet and write a 3-4 page paper describing their findings and setting goals for making the improvements necessary to ensure a high-quality environment in which to train new teachers and student teachers.

How assignment will be adapted in online format

The students will make an appointment to observe in a lab classroom at the MSJC Child Development Center or any licensed early childhood program. Students who are unable to visit a classroom will be provided an accessible video of a tour of an early childhood classroom. Students will evaluate the classroom environment using the Clifford and Harms Environmental Rating Scale (ECERS). Students will complete the ECERS scoresheet and write a 3-4 page paper describing their findings and setting goals for making the improvements necessary to ensure a high-quality environment in which to train new teachers and student teachers. Students will submit the completed scoresheet and paper via the CMS. The assignment will be graded including comments on the CMS within one week of the assigned due date.

Assignment Type

Other

In-class and/or outside of class

In-class



Formative or Summative

Formative

Assignment

Students will practice scoring of the Harms Clifford Early Childhood Rating Scale (ECERS) assessment tool by viewing training videos in class. Students will view the video and will score the scenarios shown in the video on practice score sheets provided by the instructor. They will compare responses with other students in small groups. The instructor will visit the small groups and give feedback on the groups' responses.

How assignment will be adapted in online format

The accessible Harms Clifford Early Childhood Rating Scale (ECERS) training video will be posted on the CMS to be viewed by students. Students will view the video and will score the scenarios shown in the video on practice score sheets provided by the instructor on the CMS. The instructor will review the scores and give feedback on the CMS within 1 week of the assigned due date.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Choose and read an accessible article on the NAEYC website <https://www.naeyc.org/resources/blog/anti-bias-education-in-action> on Anti-bias education in practice.

Students will reflect on this reading by identifying how reflective practice, and cultural competency can facilitate anti-bias educational practices. Students will take notes on the reading and bring them to class. Students will discuss this reading with classmates and receive additional information on connecting this information with adult supervision strategies, and adult training practices. Students will receive instructor feedback during this in-class discussion.

How assignment will be adapted in online format

Choose and read an accessible article on the NAEYC website <https://www.naeyc.org/resources/blog/anti-bias-education-in-action> on Anti-bias education in practice.

Students will reflect on this reading by identifying how reflective practice, and cultural competency can facilitate anti-bias educational practices. Students will take notes on the reading and add their thoughts to a discussion on the CMS. Students will discuss this reading with classmates on the CMS and receive additional information on connecting this information with adult supervision strategies, and adult training practices. Students will receive instructor feedback during this in-class discussion and will be graded within one week. This will receive a complete or incomplete grade.

Course Materials**Textbooks**

Hine, C. (2020) Transformational Coaching for Early Childhood Educator. Redleaf Press, ISBN-13 : 978-1605546407

Other Resources

Harms, Clifford (2015). Early Childhood Environment Rating Scale 3rd Edition Teacher's College Press. ISBN: ISBN-13: 978-0807755

Seplocha, H. (2018). Coaching with ECERS Strategies and Tools to Improve Quality in Pre-K and K Classrooms Teachers College Press. ISBN: 9780807759547

McFarren Aviles J. (2021) Hearing All Voices: Culturally Responsive Coaching in Early Settings ISBN:978-1-60554-752

Class Size Information

Class Size

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course will include discussions of understanding unconscious bias when mentoring teachers and supervising staff. This course will include readings and discussions to identify strategies that can be used to ensure equality and respect for children, families, staff, and colleagues in an early childhood education program. Discussions of different biases in the early care setting will be included to examine societal issues and challenges that impact young children and the early childhood education system.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course will use videos and case studies reflecting diverse experiences which will allow students to see themselves in the material. Students will have the opportunity to complete many assignments based on their preferred representational styles in alignment with UDL. For example, students will be able to present many discussion responses in written format or Video. Students will be encouraged to work with their peers to obtain a diverse understanding of the course material. Students will be able to share personal stories in their educational and professional journeys into the field of early care and education

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will engage in a variety of collaborative activities such as break-out rooms in the online course or small groups in class so that students will have frequent opportunities to engage in peer-to-peer discussions and activities. These are designed to foster community and encourage students to exchange ideas on the concepts of supervision as they are presented in the course. There will be opportunities in class and in discussion forums to reflect on specific aspects of adult supervision and the mentoring of new teachers and student teachers. Students will discuss the characteristics of effective leaders and mentors by sharing experiences in the early childhood classroom with their own mentors and supervisors. They will practice effective interactions and communication techniques with their classmates in the classroom and in the online course through participation in accessible small group break-out rooms on the CMS. A group project will give students the opportunity to work within a small group to plan and present a training for teachers.

In the online course, students will be required to continue discussions or comment on their group members' presentations on the CMS. Students will be placed in groups in class or in accessible break-out rooms on the CMS where they will be able to practice these communication skills. There will be a Q and A forum on the CMS where students can dialogue about the course, answer questions, and help one another.

Explain how the course will incorporate instructor-to-student interaction.

Using the CMS the instructor will:

- send a pre-course welcome letter
- send assignment submission reminders via email or the CMS grade book
- provide timely feedback (within 1 week of assigned due date) on assignments, learning journals, or other reflective activities
- send course updates, fun facts, etc. through social media
- participate in discussion forums
- send frequent announcements to offer instruction or additional support
- provide online or telephone assistance during office hours
- work with small groups of students assigned to help teach portions of the course through peer-to-peer teaching. Students in the online environment could schedule a time with the instructor online on accessible video conferencing software to meet, discuss and receive feedback on their presentations before they are posted for the class on the CMS.

The instructor will interact with the students each week through in-class or online discussions.

For example, accessible instructor-created lecture materials addressing course concepts such as methods of supervision, characteristics of effective leaders and mentors, and effective interactions and communication strategies for supervisors will be available using the CMS.

All discussions and learning activities will include feedback from the instructor, within one week of the due date, either during the activity or in the grading area to clarify concepts or to acknowledge the learning that is occurring in each area.

Explain how the course will incorporate student-to-content interaction.

To learn about mentoring and supervision strategies based on the roles and developmental stages of adult learners students will access a variety of accessible course materials such as assigned readings, PowerPoint presentations, videos, and audio lecture materials, linked or embedded multimedia content, and student-curated material.

Using the discussions in the CMS, or in break-out groups, students will be asked to respond to initial prompts related to course topics such as adult learning styles, communication, and mentoring strategies, professional development, and the assessment and evaluation of classroom teachers.

These discussions will introduce these course learning concepts and connect the students' prior knowledge with the information presented in the course readings and lectures. Students will learn from their own connections with the course content and will expand on that learning by reading and responding to their classmates' new understanding of the course material.

Students will be given case studies or scenarios in the CMS or in the classroom where they will illustrate their understanding of teachers' stages of development and supervision strategies through connecting the scenarios with assigned readings in mentoring and supervision. This will contribute to the students' learning as they apply the course learning concepts, critical thinking, and problem-solving skills in a safe, real-world context.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will be required to reflect on their own stages of teacher and supervisor development and their communication strategies. This will be done in discussions and in personal journals and reflection papers. Each learning unit ends with a reflection where students are asked to reflect on their experiences with the material and apply critical analysis to their approach to the assignments.

They are asked to reflect on their struggles and strengths in both mentoring and supervision and assess what type of support they require to move forward with their goals. To combat bias in any self-reflection, students will be asked about their ideal supervision and communication styles before rating their actual supervision and communication styles. Through readings, lectures, activities, and discussions, students will discover the traits of inclusive supervisors and reflect on any unconscious personal biases that are affecting their ability to succeed as effective communicators, mentors, and supervisors. These self-reflections can be applied in a childcare setting by giving the student experience in connecting their new understanding of effective and appropriate supervision and communication strategies in their professional environment. This would allow students to identify their strengths and challenges in supervision and to formulate appropriate strategies to interact with diverse children, families, and staff in their early childhood programs.

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