

CHLD 79.4 Course Outline as of Fall 2019**CATALOG INFORMATION**

Dept and Nbr: CHLD 79.4 Title: ADULT SUPERVSN/MENTORING

Full Title: Adult Supervision and Mentoring

Last Reviewed: 2/13/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	2.00	Lecture Scheduled	2.00	17.5	Lecture Scheduled	35.00
Minimum	2.00	Lab Scheduled	0	4	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	2.00		Contact Total	35.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 70.00

Total Student Learning Hours: 105.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: CHILD 79.4

Catalog Description:

This course explores methods of supervision, mentoring and community building for experienced teachers and directors of staff and students in the field of early childhood. Upon successful completion of this course, participants may apply for the California Early Childhood Mentor Teacher Program, if they have also met other requirements. This course also meets the requirements on the Child Development Permit Matrix for adult supervision.

Prerequisites/Corequisites:

Course Completion of CHLD 10 and Course Completion of CHLD 90.1

Recommended Preparation:

Eligibility for ENGL 1A or equivalent; Course Completion of CHLD 51 and Course Completion of CHLD 90.4; possession of a Child Development Teacher Permit or equivalent

Limits on Enrollment:**Schedule of Classes Information:**

Description: This course explores methods of supervision, mentoring and community building for experienced teachers and directors of staff and students in the field of early childhood. Upon successful completion of this course, participants may apply for the California Early Childhood

Mentor Teacher Program, if they have also met other requirements. This course also meets the requirements on the Child Development Permit Matrix for adult supervision. (Grade or P/NP)
Prerequisites/Corequisites: Course Completion of CHLD 10 and Course Completion of CHLD 90.1

Recommended: Eligibility for ENGL 1A or equivalent; Course Completion of CHLD 51 and Course Completion of CHLD 90.4; possession of a Child Development Teacher Permit or equivalent

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Fall 2001	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.
2. Demonstrate competency in communication and reflective practices when working with diverse adult populations.
3. Use a variety of current personnel, program, and environmental assessment tools to inform leadership decisions.

Objectives:

Upon completion of this course, students will be able to:

1. Examine methods of supervision and mentoring for student teachers and other professionals in early childhood education settings.
2. Identify characteristics of effective leaders and mentors.
3. Critique and practice strategies to support adult learners.
4. Examine reflective practice, cultural competency and ethical conduct.
5. Evaluate various personnel, program and environmental assessment tools.
6. Develop effective interaction and communication techniques.
7. Implement techniques and tools that assist with personal and professional organization.
8. Understand the Mentor Teacher or Director Mentor application process through the California Early Childhood Mentor Program.

Topics and Scope:

- I. Leadership and Development
 - A. Time management
 - B. Listening and communication skills
 - C. Characteristics of effective mentors/leaders
 - D. Diverse perspectives
 - E. Ethics and professional behaviors
 - F. Professional development
 - 1. professional strengths and skills
 - 2. professional growth plan: development and assessment
 - 3. career ladders
 - 4. advocacy; professional organizations
 - G. Program development
 - 1. program assessment
 - a. uses of the Program Administration Scale (PAS)
 - b. other tools
 - 2. identification of program strengths
 - 3. development of program vision and mission
- II. Adult Mentoring and Supervision Strategies
 - A. Supporting the professional development of others
 - 1. coaching
 - 2. modeling
 - 3. shadowing
 - B. Developing mentor/mentee relationships
 - 1. initiating a mentoring relationship
 - 2. developing rapport
 - C. Providing reflective supervision and feedback
- III. Adults in Early Care and Education Settings
 - A. Adult learners
 - B. Orientation
 - 1. program
 - 2. role and expectations
 - C. Community building strategies
 - 1. positive interactions and communication
 - 2. relationships with parents
 - D. Conflict resolution
- IV. Evaluation and Assessment
 - A. Tools
 - B. Methods
 - 1. Written feedback
 - 2. Individual conferences

Assignment:

Assignments may include the following:

1. Reading and discussion of assigned texts and handouts (approximately 10-15 pages per week)
2. Written homework reflections on reading and articles (approximately 5 papers of 3 pages each)
3. Complete and document a listening exercise with an adult, utilizing reflective listening and conflict resolution strategies (approximately 3-5 pages)
4. Complete a multi-step project, including a vision statement of personal and professional goals, a work plan listing: goals, activities, needed resources, and timelines plus evaluation of

- progress towards goals (2 papers of approximately 3-5 pages)
5. Presentation of vision project
 6. Exams, including final

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reflection papers; vision and goals project	Writing 50 - 70%
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Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%
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Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Vision and goals presentation; listening exercise	Skill Demonstrations 15 - 35%
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Exams: All forms of formal testing, other than skill performance exams.

Exams; final exam	Exams 5 - 15%
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Other: Includes any assessment tools that do not logically fit into the above categories.

None	Other Category 0 - 0%
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Representative Textbooks and Materials:

- The Program Administration Scale. 2nd ed. Talan, Teri and Bloom, Paula. Teachers College Press. 2011 (classic)
- The Visionary Director. Carter, Margie and Curtis, Deb. 2nd ed. Redleaf Press. 2009 (classic)
- Supervision in Early Childhood: A Developmental Perspective. Caruso, Joseph and Fawcett. Temple. 3rd ed. Teachers College Press. 2006 (classic)