CHLD 79.4 Course Outline as of Fall 2025

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 is designed for experienced teachers and directors of staff to further explore methods of supervision, mentoring, and community building in the field of early childhood. Students will become familiar with the role of a mentor and methods of coaching and mentoring new and developing teachers. This course meets the requirements for the California Early Childhood Mentor Teacher Program and the Child Development Permit Matrix requirements for adult supervision.

Prerequisites/Corequisites:
Course Completion of CHLD 10 and Course Completion of CHLD 90.1

Recommended Preparation:
Eligibility for ENGL C1000 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 is designed for experienced teachers and directors of staff to further explore methods of supervision, mentoring, and community building in the field of early

childhood. Students will become familiar with the role of a mentor and methods of coaching and mentoring new and developing teachers. This course meets the requirements for the California Early Childhood Mentor Teacher Program and the Child Development Permit Matrix requirements 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 C1000 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.

Objectives:
At the conclusion of this course, the student should 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. Practice and critique strategies to support adult learners.
4. Define 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
  5. 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
  3. California Early Childhood Mentor Teacher Program and the Child Development Permit Matrix
- 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:

Reading Assignments:
1. Reading and discussion of assigned texts and handouts (approximately 10-15 pages per week)

Writing Assignments:

1. Written reflections on readings (3- 6 papers of approximately 1500 words each)

Skill Demonstrations Assignments:
1. Complete and document a listening exercise with an adult, utilizing reflective listening and conflict resolution strategies
2. Complete a multi-step vision and goals project, including:
   A. Vision statement of personal and professional goals
   B. Work plan listing: goals, activities, needed resources, and timelines
   C. Evaluation of progress towards goals
   E. Presentation of vision project

Other Assignments:
1. Participation in activities and discussions, in class or online

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	Writing 20 - 40%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Listening exercise; vision and goals project	Skill Demonstrations 40 - 70%

Exams: All forms of formal testing, other than skill performance exams.

None	Exams 0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Participation in activities and discussions, in class or online	Other Category 0 - 20%

Representative Textbooks and Materials:
Supervision in Early Childhood: A Developmental Perspective. 3rd ed. Caruso, Joseph and Fawcett. Temple. Teachers College Press. 2007 (classic).
The Program Administration Scale. 3rd ed. Talan, Teri and Bloom, Paula. Teachers College Press. 2022.
The Visionary Director. 3rd ed. Carter, Margie, Casio, Luz Maria and Curtis, Deb. Redleaf Press. 2023.