HDEV 0038 - ADULT SUPERVISION AND MENTORING IN EARLY CARE AND EDUCATION

Catalog Description

Prerequisite: Completion of HDEV 2 and 9 with grades of "C" or better
Hours: 54 lecture
Description: Methods and principles of supervising student teachers, volunteers, staff, and other adults in early childcare and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and leaders. (CSU)

Course Student Learning Outcomes

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

Effective Term

Fall 2018

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Examine methods of supervision for student teachers and others in early childhood education settings.
2. Identify characteristics of effective leaders and mentors.
3. Critique and practice strategies to support adult learners.
4. Demonstrate reflective practice, cultural competency, and ethical conduct.
5. Evaluate various personnel, program and environmental assessment tools.
6. Develop effective interactions and communication techniques.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable

Methods of Evaluation

- Objective Examinations
  - Example: Answer multiple choice questions on conflict resolution and choose which response best reflects criteria outline in lecture and text. Graded based on correct application of criteria. Example: When mentoring a new employee, which comes first? a. Relationships b. A formal assessment of learning styles c. Policies and procedures
- Problem Solving Examinations
  - Example: Present an ethical dilemma to which students must apply NAEYC's Code of Ethical Conduct. Graded based on accuracy and completeness, as well as application of theory.
- Projects
  - Example: Create a plan of action to make center wide improvements to teaching practices. Project would be graded on completeness, accuracy of content, and ability for implementation.
- Skill Demonstrations
  - Example: Per the developmental concepts learned in class, demonstrate the best way to approach a new teacher with challenging work habits. Grading will be based on thoroughness and use of effective strategies.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor invites a panel of directors from the child development program field to discuss the effects of supervision relationships in child care programs. Instructor will facilitate a discussion with critical thinking questions about the students own growth as professionals, including the ability to integrate work experiences and to conceptualize issues related to practice.
2. Instructor instructs and supports students in role-play of a dialogue in which a mentor is helping a student to develop a conceptual framework for understanding a difficult practice issue.

Distance Learning

1. Students will respond to a discussion board prompt posted by the instructor on adult learning styles.

Typical Out of Class Assignments
Reading Assignments

1. Read Enhancing Child Care Quality and be prepared to discuss in class.
2. Read Reflecting, Coaching and Mentoring to Enhance Teacher-Child

Interactions in Head Start Classrooms and list the key points to coaching and mentoring.

Writing, Problem Solving or Performance

1. Write plan of improvement based on scenarios detailing typical challenges in the early childhood workforce. 2. In a small group, describe a "marginal performer" you have encountered in a work setting. Together, analyze the development of this practitioner and then develop an evaluation strategy to address the issues.

Other (Term projects, research papers, portfolios, etc.)
Required Materials

- Coaching with Powerful Interactions
  - Author: Jablon, Judy, Dombro, Amy Laura, & Johnson, Shaun
  - Publisher: NAEYC
  - Publication Date: 2016
  - Text Edition: 1st
  - Classic Textbook?:
  - OER Link:
  - OER:
- Developing Mentoring and Coaching Relationships in Early Care and Education: A Reflective Approach (Practical Resources in ECE)
  - Author: Chu, Marilyn
  - Publisher: Pearson
  - Publication Date: 2013
  - Text Edition: 1st
  - Classic Textbook?:
  - OER Link:
  - OER:
- The Early Childhood Coaching Handbook
  - Author: Rush, Dathan D. & Sheldon, M'Lisa L.
  - Publisher: Brookes Publishing
  - Publication Date: 2011
  - Text Edition: 1st
  - Classic Textbook?:
  - OER Link:
  - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.