

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Child Development 215**COURSE TITLE:** Adult Supervision and Mentoring in Early Childhood Settings**Units: 3**
Grade Only**CATALOG COURSE DESCRIPTION:**

This course emphasizes the methods and principles of supervising adults in early childhood settings. Students study effective models for guidance and evaluation of adults, positive communication skills, and the role of the mentor in a teaching environment. It is designed for students who supervise other adults in the preschool classroom while simultaneously providing an appropriate setting for young children. This is a required course for the levels of Master Teacher, Site Supervisor and Program Director for the Child Development permit issued by the Commission on Teacher Credentialing.

REQUISITES:**Prerequisite:**

CHIL 151 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS: Not required**TRANSFER APPLICABILITY:** Associate Degree Credit only and not Transferable**TOTAL LECTURE HOURS:** 48 - 54**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Provide appropriate models, guidance and evaluation of student teachers, aides and other adults in the preschool classroom.
2. Analyze the stages of teacher development.
3. Facilitate positive interactions between student teachers, children, parents and other staff.
4. Evaluate a preschool classroom based on developmentally appropriate guidelines.
5. Examine the role of a mentor teacher in leadership and advocacy in early childhood education.

SECTION II**1. COURSE OUTLINE AND SCOPE:****A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. The following topics will be included in the framework of the course but are not intended as

limits on the content. The order of presentation and relative emphasis may vary with the instructor.

- A. Examine the supervisory process and the mentor/student relationship.
 - 1. Define and review the goals of supervision in an early childhood setting.
 - 2. Review the role of a mentor in a preschool classroom.
- B. Analyze the developmental stages of adult learners and teacher development.
 - 1. Review and compare the different adult learning styles.
 - 2. Review the stages of teacher development.
 - 3. Examine effective methods to motivate adult learners.
- C. Positive communication skills.
 - 1. Use of active listening, problem solving, brainstorming and team building.
 - 2. Techniques for confronting inappropriate behaviors.
 - 3. Providing feedback to student teachers, aides, parents and other adults in the preschool classroom.
- D. Performance evaluation of student teachers, aides and other adults.
 - 1. Formal and informal methods of evaluation.
 - 2. Review evaluation tools.
 - 3. Examine diversity in teaching styles, experiences and abilities.
 - 4. Build mutual respect and empowerment.
- E. Assessment of the preschool classroom.
 - 1. Review developmentally appropriate environments for children.
 - 2. Analyze the evaluation process.
- F. Professionalism in the field of early childhood.
 - 1. The role of the mentor as a professional.
 - 2. Fostering advocacy and positive relationships in the community.

B. Reading Assignments:

Reading assignments are required and may include but, are not limited to, the following:

I. Students are expected to read and to evaluate information from college level materials which may include the textbook and supplemental reading assignments in reference texts and journals in the areas of child development and parent education.

II. The reading assignments may include, but are not limited to the following:

III. 1. Carurso and Fawcet. Supervision in Early Childhood Education: A Developmental Perspective. NY: Teachers College Press (latest edition or 1986).

IV. 2. Harms and Clifford. The Early Childhood Program Rating Scale. NY: Teachers College Press (latest edition or 1980).

V. 3. Whitebook, Pemberton, Lombardi, Galinski, From the Floor-Raising Child Care Salaries, Oakland: Child Care Employee Project. (latest edition, 1990).

C. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

I. Critical thinking assignments will require independent thinking such as:

II. 1. Evaluating the role and the responsibility of a supervising teacher.

III. 2. Examining the methods for guiding and evaluating adults in the preschool classroom.

IV. 3. Assessing the developmental levels of adults learners using guidelines from the texts and supplemental readings.

V. 4. Critiquing the preschool classroom environment.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

I. Outside assignments may include, but are not limited to, the following:

II. 1. Studying the text and supplemental readings.

III. 2. Writing evaluations of preschool classrooms using the rating scale provided in the text.

E. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

I. Written assignments may include, but are not limited to the following:

- II. 1. Writing responses to in-class projects which involve the students in using the knowledge, ideas and skills presented in class.
- III. 2. Writing responses to articles on topics which relate to working with adults-teacher, assistants, aides, volunteers, and/or parents.
- IV. 3. Writing evaluations summarizing the student's experiences in assessing a preschool classroom.
- V. 4. Writing a summary of an interview of a Lead Teacher in an early childhood setting.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Evaluation is based upon the satisfactory progress of a grade of "C" or better and reflects the student's overall performance in a variety of activities and assignments which may include, but are not limited to: Written assignments that demonstrate a clear understanding of the role and goals of adult supervision and mentoring. Tests that assess the student's knowledge of the subject matter. Individual and group projects that demonstrate effective guidance and evaluation techniques.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * The appropriate method of instruction will be determined by each instructor and may include; discussion, observations, preschool visits, interviews, written assignments, and audio-visual aids.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. CARUSO. SUPERVISION IN EARLY CHILDHOOD EDUCATION, 2 ed. TCP, ISBN: 0807738522
2. HARMS. EARLY CHILDHOOD ENVIRON RATING SCALE, 2 ed. TCP, ISBN: 0807737518

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

- 1.

ORIGINATOR: Berta Harris

CO-CONTRIBUTOR(S)

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