

Basic Course Information

Semester:	Winter 2018	Instructor Name:	Rebecca Green
Course Title & #:	Adult Supervision in CD Programs	Email:	Becky.green@imperial.edu
CRN #:	15180	Webpage (optional):	
Classroom:	212	Office #:	760-355-6232
Class Dates:	02 Jan 2018-02Feb 2018	Office Hours:	Call sec. for appointment
Class Days:	MTWRF	Office Phone #:	
Class Times:	0400-0610	Emergency Contact:	Child Dev. Secretary
Units:	3		

Course Description

A study of the methods and principles of adult supervision in an early childhood setting from a development perspective. Topics covered include competence in personnel management, effective interpersonal communication, how adults learn, team building. (CSU)

Course Prerequisite(s) and/or Corequisite(s)

This course does not have any prerequisites but is part of the Administrative certificate.

This course is required for the mentor program and mentor teacher permit.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify methods for staff improvement. (ILO1, ILO2, ILO3, ILO4)
2. Demonstrate ability to work with staff. (ILO1, ILO2, ILO3, ILO4)
3. Provide a variety of sources to evaluate self and staff. (ILO1, ILO2, ILO3, ILO4)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Define and analyze the principles of adult supervision.
2. Compare and contrast the implications for supervision in different types of early childhood programs.
3. Describe the characteristics of adult learning and development.
4. Explain and be able to apply the methods of effective communication with adults in early childhood settings
5. Explain how personal values influence ethical choices
6. Describe the characteristics of a skilled leader in supervising and supporting adults

7. Identify the ways to improve staff performance
8. Describe and plan a successful supervisory conference
9. Examine the techniques for making staff evaluations work in child care
10. Explain team-building guidelines for leaders.

Textbooks & Other Resources or Links

Resources below found on internet:

California State Preschool Learning Foundations, Available at:

<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

California State Infant/Toddler Learning & Development Program Guidelines, Available at:

<http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

Developmentally Appropriate Practice in Early Childhood Programs, Bredekamp & Copple, current edition, NAEYC Publications 2009

Early Childhood Rating Scale, current edition, Harms, Clifford & Cryer, Teachers College Press 2011

Desired Results Developmental Profile, California State Department of Education, Available at:

<http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp> current year

Course Requirements and Instructional Methods

The most important aspect of this course is your own personal and professional growth and development as an early childhood leader. This will be enhanced by your participation in each of our class meetings, as we will all be learning with and from each other. I am available to meet with you to discuss your own growth, issues related to the class, or concerns you may have. Please don't hesitate to set up an appointment at any time to meet with me by calling 760-355-6232. I am truly looking forward to sharing ideas and issues with you throughout this very short Winter session!

You will be assigned the following written assignments during the session:

Written assignment: What qualities should a good mentor have? List the qualities with a brief explanation of the value of each.

Assignment: Catch three people (adults) being effective (good) at something and tell them about it. Come to class prepared to share your stories.

Written assignment: Professional Philosophy Statement

Conduct the Environmental Rating Scale on your own classroom or a classroom in your program.

Create either a Classroom Handbook or Training (possible points: 100)

Your handbook will be written for someone who is working in your program that you would supervise: a student teacher, a volunteer, a new assistant teacher, a substitute, etc. Your handbook must include the following components: All information must be typed, clearly organized, and presented in a manner that reflects your professionalism and leadership skills. Be sure to indicate the particular class, age group, etc. that your handbook is targeting (e.g. the two year old room, preschool, etc.) and for whom it is written (parent volunteer, new teacher, student teacher, etc.) Components: each is worth a possible ten (10) points

1. Cover page – including the position for which it is designed (e.g. volunteer)
2. General information about your classroom
3. Your philosophy for the classroom
4. Role of the person for whom your book is written (e.g. student teacher/volunteer/teacher assistant/etc.).
What is expected from the person?
5. Roles of other staff members in the class/program
6. Basic health and safety information
7. Daily schedule and routines, what is expected from the person
8. Discipline/communication techniques to be used with children
9. Emergency/disaster information, what is expected from the person

The final ten (10) points will be based on the organization and presentation of your handbook.

Try to keep the handbook to a maximum of five pages (not including cover page), so that it can be duplicated into a usable tool for working with mentees/students/volunteers/etc.

Choice Two: Staff Training (possible points: 100) Prepare a PowerPoint presentation of one aspect of your program or philosophy in action to be used as a tool for teaching adults for staff development. This may take one of many forms: learning that is occurring in your classroom (e.g. how children learn through block play), , collaborative learning among children, etc. Your presentation must be presented visually in a PowerPoint. Remember to check for spelling, grammar, etc. and be sure all information is presented in an engaging and aesthetic manner. Share why you chose this topic, its values, and how this presentation could be used for an adult learning experience. This assignment is worth one hundred (100) points: 40 for content, 40 for presentation, and 20 for overall professional organization of your training.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

Attendance

Your daily attendance in this course is extremely important. We will be completing several in class activities. Students who are not in attendance will not receive credit for those activities.

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Remember your goal is to become a leader in the field of early childhood education, trust and respect should be important for you to obtain.

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care

for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.

- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 Jan2-Jan.5	Review of syllabi Myths About Supervision Lead Teacher, Mentor, Coach, Site Supervisor, Director Professional Philosophy ECE Programs and Implications for Supervision Roles and Responsibilities	Written assignment: What qualities should a good mentor have? List the qualities with a brief explanation of the value of each. Due Jan. 4
Week 2	Developmental Perspective	11 th & 12th complete ECERS

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Jan.8-12	Reflective Practices Coaching and Mentoring Supervisor Development 2+2 Setting goals Adult Learning ECERS	of your classroom. (If you are not in a classroom- please schedule to do it at Preschool). Assignment: Catch three people (adults) being effective (good) at something and tell them about it. Come to class prepared to share your stories. Stories will be shared Wed. 10th
Week 3 Jan. 15-19	Observation and Analysis Evaluating Staff Class Issues affecting ECE Supervision Staff Development and Training Tools to use in Staff Development and Training	ECERS due Mon. 15 th
Week 4 Jan. 22-26	Types of Supervision Professional Workshops Reflective Supervision	Professional Philosophy Statement due Jan. 23 Create either a Classroom Handbook or Training (possible points: 100) Presentations will occur week 5.
Week 5 Jan. 29-Feb 2	Presentations	Power points of Trainings and Handbooks due Monday 29 th

*****Tentative, subject to change without prior notice*****