

Lassen Community College Course Outline

CD-23 Adult Supervision in the Child Care Setting

3.0 Units

I. Catalog Description

This course is a study of the methods and principles of supervising student teachers, assistant teachers, parents and volunteers in early childhood education/child development classrooms. Emphasis is on the role of classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. Required by the Child Development permit for administrators of ECE/CD programs. This course has been approved for online and hybrid delivery.

Prerequisite(s): Twelve (12) units of Early Childhood Education Prerequisite Skills: Before entering this course, the student should be able to:

1. Recognize and implement developmentally appropriate practices to be used with preschool children.
2. Design and implement a developmentally appropriate indoor and outdoor environment, daily curriculum and schedule for preschool.
3. Demonstrate understanding of and implement effective discipline techniques for preschool children.
4. Demonstrate understanding of the physical, emotional, social and cognitive stages of preschool children.
5. Experience working in a preschool under the direction of a qualified director.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to CSU only

51 Hours Lecture, 102 Expected Outside Class Hours, 153 Total Student Learning Hours Scheduled: Spring (odd)

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded only

Credit Type: Credit - Degree Applicable

TOP Code: 130500

III. Course Objectives

A. Course Student Learning Outcomes

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

1. Demonstrate the ability to maintain a safe and developmentally appropriate environment for young children.
2. Demonstrate the ability to provide appropriate models, guidance and evaluation for staff working in the classroom.
3. Develop skills in recognizing and supporting developmental stages of staff.
4. Demonstrate facilitation skills between staff members.

B. Course Objectives

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

1. Provide appropriate models, guidance and evaluation for adults working in ECE/CD environments and classrooms.

2. Examine and recognize the developmental learning stages of student teachers and other adults.
3. Facilitate positive interactions between student teachers, children, parents and other staff.
4. Demonstrate sensitivity to and awareness of diversity in student teachers and other adults.
5. Maintain a safe, developmentally appropriate environment for children while fostering the growth of student teachers.

IV. Course Content

1. Communicating teaching goals and philosophy including commitment to creating a culturally sensitive and inclusive environment.
2. Examining issues of supervising of adults, including establishing the goals of supervision and examining issues of power including who has and has not had power both culturally and in the classroom.
3. Strategies for assessing strengths and needs along developmental Dimensions.
4. Characteristics of the adult learner-including issues of race, gender, physical disabilities and sexual orientation.
5. Environments for teaching and learning-including attention to personal and group histories and cultural differences.
6. Early Childhood Education Rating Scale: Explanation, uses and practice
7. Examination of conference content, strategies and the evaluation of adult learners.
8. Ethical issues, collaborative negotiation and conflict resolution, how to support self-reflection and evaluation.
9. Formal evaluation methods
10. Problem-solving
11. Modeling teaching-making things explicit
12. Goal setting and support
13. Leadership and advocacy for children, families and child care teachers including issues which impact differently on members of different races, classes, genders, physical abilities and sexual orientation.

V. Assignments

A. Appropriate Readings

Student will be expected to read college level material including the text, professional journals and publications in the area of child development and adult supervision.

B. Writing Assignments

Written assignments will include journal entries, self-assessment inventory, and summary paper on adult learning styles, essay exams and written analysis of situations presented in class.

C. Expected Outside Assignments

Outside assignments will include keeping a journal, summary paper on adult learning styles. Adult Self-Assessment Inventory, journal, critique articles, Philosophy and goal statements.

D. Specific Assignments that Demonstrate Critical Thinking

Students will critique, analyze and evaluate subject matter in assignments and activities.

VI. Methods of Evaluation

Traditional Classroom Evaluation

Portfolio, weekly written assignments, attendance/participation, essay, midterm and final.

Online Evaluation:

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), exercises/assignments, online quizzes and exams, and postings to online website.

Hybrid Evaluation

A combination of traditional classroom and online instruction will be utilized, such as 1) Traditional classroom: Portfolio, weekly written assignments, attendance/participation, essay, midterm, and final. 2) Online delivery: A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), exercises/assignments, online quizzes and exams.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery Correspondence Delivery

Hybrid Delivery

Online Delivery

Traditional Classroom Instruction

Lecture

Small group activities

Discussion

Audio Visual Presentations

Student Presentations

Online Delivery:

Delivery includes the following: online written lectures, forum-based discussions, exercises/assignments contained on website, adding extra resources and other media sources as appropriate.

Hybrid Delivery

A combination of traditional classroom and online instruction will be utilized. Each semester a minimum of 17 hours, or 1/3 of the lecture hours, will be taught face-to face by the instructor and the remaining hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.

VIII. Representative Texts and Supplies

Rush and Shelden, *The Early Childhood Coaching Handbook*, 2nd edition, 2019, Brookes Publishing; ISBN-10:1681252562.

Simon & Schuster, Covey, "*7 Habits of Highly Effective People: 30th Anniversary Edition* ", 4th edition, 2020, Free Press, ISBN- 10: 1982137274

IX. Discipline/s Assignment

Child Development / ECE

X. Course Status

Current Status: Active

Original Approval Date: 4/3/1997

Revised By: Laura Greer

Curriculum/Academic Standards Committee Revision Date: 11/02/2021