

Welcome to

Child Development 131 - Mentoring and Supervising Adults

Fall 2009 Section 4128 2 Units

Prerequisite: Current or past experience teaching in a licensed program for young children.

This a 12-week course which ends on Friday, November 20th

***Missed the Orientation? Wish to Remain in the Class?
Please contact me via email immediately so I do not drop you!***

Instructor: Janet Young

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Office ArtB 326B

Office Hours:

Mondays 5:30 to 6:30pm (on campus)

Tuesdays 3:00 to 4:00pm (online)

Wednesday 10:00 to 11:00am (online)

Thursdays 12:00 to 1:00pm (on campus)

Or by appointment.

However, when I am teaching online I check my email every day!

Required Texts

Learning to Lead: Effective Leadership Skills for Teachers of Young Children
by Debra Ren-Etta Sullivan ISBN 0-13-172790-7

ECERS-R Early Childhood Environment Rating Scale, Revised Edition
by Thelma Harms, Richard M. Clifford, and Debby Cryer
ISBN 978-0-8077-4549-0

Skills for Success!

In order to succeed in this course you need to:

- have regular and reliable access to a computer
- be willing to read, read, and reread the syllabus and all other posted materials
- be a self-motivated learner and possess good time management skills
- be willing to ask your instructor and classmates questions if you don't understand something

Dropping this Class

I am hoping that you all complete this class and have a wonderful, rewarding learning experience. However, if you decide to drop this class, it is your responsibility to notify the College. If you stop participating, but do not formally withdraw from the class, you will receive a grade of F. Don't let this happen. Be sure to drop the class online or in person.

Managing Your Time

Please review the due dates for the quizzes and assignments so that you can plan your time accordingly. It is important that you keep up with your reading and your assignments so you don't fall behind.

Another way to ensure your success is to COMMUNICATE with me and with your classmates. If you have questions about the class, please email me at jyoung@elcamino.edu. You can also go into the "Chat Room" or "Discussion and Private Messages" area to communicate with your classmates.

Catalog Description

This course covers the principles and practices of supervision and evaluation of staff in early childhood education programs. The emphasis of this course is on the role of experienced classroom teachers who mentor or supervise new teachers and student teachers while simultaneously addressing the needs of children, families and staff.

NOTE: This course fulfills the adult supervision requirement for the Child Development Permit and the California Early Childhood Mentor Teacher Program.

Course Objectives

1. Analyze professional behaviors and responsibilities that facilitate positive interactions between student teachers, children, parents and staff.
2. Identify developmental stages in student teachers.
3. Compare and contrast methods of performance evaluation for student Teachers.
4. Analyze the principles of professionalism, ethics and advocacy in Early Childhood Education as they relate to supervising teachers in training.
5. Childhood Education as they relate to supervising teachers in training.
6. Propose a plan for balancing needs of student teachers with other professional responsibilities.

Overarching Student Learning Outcome

Identify developmental stages of early childhood education teachers and recommend training and professional growth opportunities to help them move to the next developmental level.

Assignment Overview

Discussions

Go To “Discussion and Private Messages” Join the discussion group based on the **first letter** of your **last name**.

These discussion prompts are directed related to the readings from the *Learning to Lead* book and are designed to encourage you to think more deeply about the ideas and concepts being presented. For full credit, your postings must be a minimum of 60 words (a short paragraph.) You only need to post once for each discussion prompt, but if you feel compelled to make other comments, please feel free to do so.

PLEASE remember to respect one another’s opinions. It is sometimes necessary (and professional) to “agree to disagree.” Try to learn from a different perspective if someone posts an answer that may be different from your own or seems unusual.

Article Summaries

Read the 5 articles provided and write a ½ page summary of the key points. Go to “Assignments” for the articles and complete instructions.

ECERS Assignment

Conduct a “mini” ECERS evaluation in your preschool classroom. If you are not currently teaching, you will need to find a site in which to conduct this assignment. Go to “Assignments” for articles and complete instructions.

Student Teacher Handbook

Create a handbook for staff or potential student teachers which includes a ½ page philosophy of mentoring. Go to “Assignments” for articles and complete instructions.

Late Assignments

Five (5) points per week will be deducted for late assignments, regardless of the reason. The final assignment will not be accepted past the due date (Friday, November 20th). I need to submit my grades the following Monday.

Assignments	Points
Go to the “Assignments” section for complete instructions for all of the assignments.	
Discussions Based on Readings (5 postings x 5 points)	25
Article Summaries	25
Staff In-Service PowerPoint Presentation	50
ECERS Assignment	50
Student-Teacher Handbook	75
Total	225

Grading Scale	
200-225	A
175-199	B
150-174	C

125-149	D
Below 125	F
In order to apply this course to the requirements for a Child Development Permit or to the A.A. degree, students must complete this course with a C or above.	

College-Level Writing Requirement

Papers must be college-level and edited for proper spelling and grammar. If a paper has too many errors, it will affect your grade. If you would like assistance in writing your papers, you can meet with a tutor at the Learning Resource Center in the library or to go to the ECC. Well-developed writing skills are essential to your success in college. Writing Center

Communication is Key

If you are struggling with or have a question about any of the concepts that I am presenting in class please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

Week	Date	Reading and Topics	Assignment Due Dates
1	8/31	Read Chapter 1: Leadership in Early Childhood	Reading and Discussion #1 Due Sun. Sept. 6th by 11:45 pm
2	9/7	Read Chapter 2: Who, Me a Leader?	Reading and Discussion #2 Due Sun. Sept. 13th By 11:45 pm
3	9/14	<i>Read Chapter 3: Being an Effective Leader</i>	Reading and Discussion #3 Due Sunday, Sept. 20th By 11:45 pm
4	9/21	Read Chapter 4: It Takes a Village Review ECERS Materials	Reading and Discussion #4 Due Sunday, Sept. 27th by 11:45 pm

5	9/28	Read Chapter 5: Empowerment, Followership, and Advocacy	Reading and Discussion #5 Due Sunday, Oct. 4th
6	10/5	Elements of a Good Philosophy Statement	Article Summaries Due Sunday, Oct. 11th by 11:45 pm
7	10/12	Team Work Staff Development and In-Service Training	ECERS Assignment Due Sunday, October 18th by 11:45 pm
8	10/19	Child Development Permits . Are you ready to apply or upgrade?	
9	10/26	Professional Development Professional Growth Advisors	Staff In-Service PowerPoint Due Sunday, Nov. 1st by 11:45 pm
10	11/2	Evaluating Student Teachers	
11	11/9	The Mentor Teacher Program Application Process and Requirements	
12	11/16	Student Teacher Handbook Due on or before Friday, Nov. 20th by 11:45 pm No late assignments will be accepted. Please plan accordingly	