

CHLD 91: ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & LEADERSHIP

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Advisory:	Completion of nine units of Child Development courses.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Student Learning Outcomes

- Identify the developmental learning stages of teachers and other adults in an early care and education program.
- Identify leadership styles and assess one's own leadership development.

Description

Methods and principles of supervising adults in early care and education programs. Study of the supervisory process, professional conduct, communication, assessment, organizational climate, leadership styles, ethics and career development. Fulfills requirement of California Child Development Permit Matrix and Mentor Teacher course.

Course Objectives

The student will be able to:

- Review and identify the developmental learning stages of administrators, teachers and other adults in the early care and education program.
- Identify individual roles and behavior as it relates to the development of group dynamics and staff interaction.
- Demonstrate awareness and sensitivity to the wide range of personal styles and cultural differences in communication, leadership and group interactions.
- Use a variety of program and professional assessment tools designed for program assessment, identifying leadership style, group dynamics and personality characteristic of self and others.
- Identify performance appraisal methods including development of job expectations, coaching, regular supervisor conferences, self-reflections techniques and various performance appraisal instruments.

Course Content

- Review and identify the developmental learning stages of administrators and teachers in the early care and education program

- Development stages of the administrator
 - Beginning
 - Extending
 - Maturing
 - Developmental stages of the teacher
 - Survival
 - Consolidation
 - Renewal
 - Maturity
- Identify individual roles and behavior as it relates to the development of group dynamics and staff interaction
 - Group dynamics and its impact on individual roles and communication processes
 - The organizational culture
 - Demonstrate awareness and sensitivity to the wide range of personal styles and cultural differences in communication, leadership and group interactions
 - Personal styles and learned communication behaviors
 - Communication networks
 - Cultural aspects of communication and supervisor-employee interactions
 - Examine a variety of program and professional assessment tools designed for program quality assessment, identifying leadership style, group dynamics and personality characteristics of self and others
 - Early Childhood Environmental Rating Scale (ECERS)
 - Program Assessment Scale (PAS)
 - NAEYC Accreditation Criteria
 - CA Desired Results (DRDP)
 - CA Preschool Learning Foundations
 - Identify performance appraisal methods including development of job expectations, coaching, regular supervisor conferences, self-reflections techniques and various performance appraisal instruments
 - Principles of evaluation and assessment of teachers, children, classroom and program
 - Observation, documentation, collaboration, coaching for better performance, supervision and mentoring behaviors of an administrator
 - Conferencing, quality assurance and standards
 - Team building, motivating staff and avoiding burnout
 - Progressive corrective action and termination of an employee

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Method(s) of Evaluation

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

Application of methods and principles of adult supervision in case study of an early care and education program

Using an assessment tool designed for program assessment, identifying leadership style, organizational climate or personality characteristics
Oral and written reports

Tests

Final reflection paper

Method(s) of Instruction

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

Lecture

Cooperative learning and small group activities

Discussion of assigned readings

Oral presentations

Guest speakers and panelists

Representative Text(s) and Other Materials

Caruso, Joseph J., and M. Temple Fawcett. Supervision In Early Childhood Education: A Developmental Persepective. 2006.

Carter, M., and D. Curtis. The Visionary Director: A Handbook for Dreaming, Organizing and Improvising in Your Center, 3rd ed.. 2020.

Although older than five years, the Caruso text remains relevant to the field's standards and is currently the only edition published.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading and study of the text
2. Reading and written response to test questions, assignments and relevant articles and online reading material
3. Reaction writing assignments to guest speakers, video viewings, and experiences such as research projects and field trips
4. Research, planning and written evaluation of individual or group creative projects

Discipline(s)

Child Development/Early Childhood Education