CDE 223: THE MENTOR TEACHER/ADULT SUPERVISION

Formerly known as:
ECE 023 (or if cross-listed - inactivated courses associated with this course)

Originator
maavalos

Justification / Rationale
Changed from Spring 2022

Effective Term
Spring 2023

Credit Status
Credit - Degree Applicable

Subject
CDE - Child Development & Education

Course Number
223

Full Course Title
The Mentor Teacher/Adult Supervision

Short Title
ADULT SUPERVISION

Discipline

Disciplines List
Child Development/Early Childhood Education

Modality
Face-to-Face
100% Online
Hybrid

Catalog Description
Methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on the role and development of early childhood education professionals as mentors and leaders.

Schedule Description
Methods and principles of adult supervision required for Child Development Master Teacher, Site Supervisor and Program Director Permits. Prerequisite: CDE 203

Lecture Units
2
Lecture Semester Hours
36

Lab Units
0

In-class Hours
36

Out-of-class Hours
72

Total Course Units
2

Total Semester Hours
108

Prerequisite Course(s)
CDE 203

Required Text and Other Instructional Materials

Resource Type
Book

Formatting Style
APA

Author
Jablon, J., Dombro, A. L. , Johnsen, S.

Title
Coaching with Powerful Interactions: A Guide for Partnering with Early Childhood Teachers

Edition
1st

City
Washington. DC

Publisher
National Association for the Education of the Young Child

Year
2016

College Level
Yes

Flesch-Kincaid Level
13.1

ISBN #
9781938113192

Resource Type
Web/Other

Description
Early Childhood Environment Rating Scale, ECERS, Third Edition

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Class Size Maximum
35

Entrance Skills
Students must be able to understand, identify, and assess various environmental assessments tools. In addition, to have an understanding of classroom teacher's functions. They must observe children while also implementing activity plans and observing the other adults in the room.

Requisite Course Objectives
CDE 203-Apply basic qualitative and quantitative assessment techniques.

CDE 203-Apply knowledge of development to interpret observations and assessments.
CDE 203-Use observation and assessment tools to evaluate quality in environments, interactions, and curriculum.

Course Content

A. Leadership and Development
    1. Time management
    2. Characteristics of effective mentors/leaders
    3. Diverse perspectives
    4. Ethics-professional behaviors
    5. Professional development
        a. Career ladder
        b. Professional resources and organizations
        c. Advocacy
B. Adult Mentoring and Supervision Strategies
    1. Coaching
    2. Modeling
    3. Shadowing
    4. Reflective supervision and feedback
    5. Mentor/mentee relationship
C. Adults in Early Care and Education Settings
    1. Adult learners
    2. Orientation
        a. Program
        b. Role and expectations
    3. Positive interactions and communication
    4. Conflict resolution
D. Evaluation and Assessment
    1. Tools
    2. Methods

Course Objectives

	Objectives
Objective 1	Examine methods of supervision for student teachers and others in early care and education settings.
Objective 2	Identify characteristics of effective leaders and mentors.
Objective 3	Critique and practice strategies to support adult learners.
Objective 4	Demonstrate reflective practice, cultural competency, and ethical conduct.
Objective 5	Evaluate various personnel, program, and environmental assessment tools.
Objective 6	Develop effective interactions and communication techniques.

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Employ mentoring and supervision strategies based on the roles and developmental stages of adult learners.
Outcome 2	Demonstrate competency in communication and reflective practices when working with diverse adult populations.
Outcome 3	Identify a variety of personnel, program, and environmental assessment tools to inform leadership decisions.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Collaborative/Team	Weekly individual and group participation are required in discussions and group projects.

Supplemental/External Activity	Conduct one Recording /Interview of an ECE professional in the field. This assignment will enhance mentoring and supervision practices.
Self-exploration	Develop, apply, and evaluate best teaching practices.
Role Playing	Providing role-plays opportunities to enhancing learning and teaching techniques with adult mentees.
Lecture	Provide and deliver direct instruction at large in a face-to-face format.
Journal	Write reflective journals that demonstrate their growth in working with adult learners.
Discussion	Stimulate and encourage active participation as students emphasize and focus on chapter content. Gather students' responses to formulate understanding in increasing knowledge of their own mentoring interpretations.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Written homework	Read text (out of class) and other assigned articles (in class) and provide written responses to prompts. Weekly reading and journal responses.	In and Out of Class
Student participation/contribution	Active level of participation will be evaluated using a holistic approach of a rubric (weekly).	In Class Only
Group activity participation/observation	Group participation/observation evaluations will be using an assessment rubric (weekly).	In Class Only
Presentations/student demonstration observations	Apply and present results of observations and assessments of environments and teaching practices (weekly).	In Class Only
Guided/unguided journals	Guide (in class) and unguided (out of class) journals will be measuring their level of verbal /written interactions and/ or participation following a rubric (weekly).	In and Out of Class

Assignments

Other In-class Assignments

1. Problem-solving [case scenarios, vignettes] in small groups about current supervision issues and concerns.
2. Reflections on issues raised in the text.
3. Discussions.
4. Summary of what was learned.
5. Journaling.

Other Out-of-class Assignments

1. Reading of the text and writing responses to reading. (approximately 15 hours)
2. Assessment of a classroom environment using the appropriate tool. Students will use an industry-normed assessment tool to rate classroom environments, interactions with children and peers and curriculum efficacy. (approximately 32 hours)
3. Reflections of experiences as a teacher and with supervisors. Weekly journal entries that will record reflections of past experiences and explain how the student will create a self-assessment plan for professional growth. (approximately 30 hours)
4. Self-reflection of own supervision styles.

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

70

On-campus %
30

What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?
Orientation to the LMS, field trips, guest speakers.

Instructional Materials and Resources

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Chat room/instant messaging
Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Video or audio feedback
Weekly announcements

External to Course Management System:

Direct e-mail
E-portfolios/blogs/wikis
Listservs
Posted audio/video (including YouTube, 3cmediasolutions, etc.)
Synchronous audio/video

For hybrid courses:

Field trips
Library workshops
Orientation, study, and/or review sessions
Scheduled Face-to-Face group or individual meetings
Supplemental seminar or study sessions

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.
Instructor will log in and provide weekly announcements and will host weekly virtual office hours that will be recorded and provided for later viewing for students unable to attend.

Other Information

MIS Course Data

CIP Code
13.1210 - Early Childhood Education and Teaching.

TOP Code
130580 - Child Development Administration and Management

SAM Code
C - Clearly Occupational

Basic Skills Status
Not Basic Skills

Prior College Level
Not applicable

Cooperative Work Experience
Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to CSU only

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

ECE_CommitteeMinutes March 14 2018.pdf
10-24-19 Advisory mtg w attachments.pdf

Approvals

Curriculum Committee Approval Date

09/16/2021

Academic Senate Approval Date

09/23/2021

Board of Trustees Approval Date

10/21/2021

Chancellor's Office Approval Date

02/19/2021

Course Control Number

CCC000609657

Programs referencing this course

Early Childhood Education Master Teacher Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined/?key=129)
Early Childhood Education Site Supervisor Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined/?key=131)

Early Childhood Education AS Degree (http://catalog.collegeofthedesert.eduundefined/?key=62)