



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	CDEV
Course Number:	131
Descriptive Title:	Supervising and Mentoring Adults
Division:	Behavioral and Social Sciences
Department:	Child Development
Course Disciplines:	Child Development, Early Childhood Education
Catalog Description:	<p>In this course, students will study the principles and practices of supervising and evaluating student teachers, volunteers, staff, and other adults in early care and education settings. Topics will include balancing the needs of children, families and staff, ethics, advocacy, and professionalism in the field. Emphasis will be placed on the development of early childhood professionals as mentors and leaders.</p> <p>Note: This course fulfills the adult supervision requirement for the Child Development Permit and the California Early Childhood Mentor Teacher Program.</p>
Prerequisite:	Child Development 125 with a minimum grade of C or concurrent enrollment, or 50 days of preschool teaching experience within the past two years
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education:	ECC
Term:	
Other:	

CSU GE:	
Term:	
Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Individualized Mentoring</p> <p>Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.</p> <p>SLO #2 Communication</p> <p>Demonstrate competency in communication and reflective practices when working with diverse adult populations.</p> <p>SLO #3 Informing Leadership and Decisions</p> <p>Use a variety of personnel, program, and environmental assessment tools to inform leadership and decisions.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Analyze professional behaviors and responsibilities that facilitate positive interactions between student teachers, children, parents and staff. 2. Identify and assess developmental stages in student teachers. 3. Compare and contrast methods of evaluating the performance of student teachers. 4. Propose strategies for balancing the needs of student teachers with other professional responsibilities. 5. Examine methods of supervision for student teachers and others in early childhood education settings. 6. Identify characteristics of effective leaders and mentors. 7. Critique and practice strategies to support adult learners. 8. Demonstrate reflective practice, cultural competency, and ethical conduct. 9. Evaluate various personnel, program and environment assessment tools. 10. Develop effective interactions and communication techniques.
Major Topics:	<p>I. Adult Mentoring and Supervision Strategies (6 hours, lecture)</p> <p>A. Developmental Stages of Student Teacher</p> <p>B. Coaching</p> <p>C. Modeling</p> <p>D. Shadowing</p> <p>E. Reflective Supervision and Feedback</p>

F. Mentor/Mentee Relationship

II. Leadership and Development (3 hours, lecture)

- A. Time Management
- B. Characteristics of Effective Mentors/Leaders
- C. Diverse Perspectives
- D. Ethics and Professional Behaviors

III. Initiating the Mentor/Student Teacher Relationship (6 hours, lecture)

- A. Initial Interviews
- B. Assessing Background Information
- C. Communicating Expectations and Goal

IV. Adults in Early Care and Education Settings (3 hours, lecture)

- A. Adult Learners and Learning Styles
- B. Orientations
 - 1. Program
 - 2. Role and Expectations

V. Communication Styles (3 hours, lecture)

- A. Positive Interactions and Communication
- B. Conflict Resolution

VI. Integrating Student Teachers into the Classroom (6 hours, lecture)

- A. Preparing Children, Parents, and Staff
- B. Scheduling
- C. Planning for Observations and Conferences

D. Assigning Activities and Responsibilities

VII. Balancing Needs of Student Teachers with Other Professional Responsibilities (6 hours, lecture)

A. Time Management

B. Prioritization of Tasks

C. Organization of Space

D. Communication Strategies

VIII. Professionalism (6 hours, lecture)

A. Modeling Behavior

B. Interaction with Parents

C. Confidentiality

D. Guiding Children

E. Curriculum Planning

F. Advocacy

IX. Professional Development (3 hours, lecture)

A. Career Ladders

B. Professional Resources and Organizations

C. Child Development Permits

X. Evaluation and Assessment (6 hours, lecture)

A. Methods and Tools

B. Observation

C. Narrative

D. National and Statewide Rating Scales and Assessments

	<p>XI. Motivating Staff (6 hours, lecture)</p> <p>A. Communicating Evaluation Results</p> <p>B. Positive Reinforcement</p> <p>C. Written Evaluations</p> <p>D. Conferences</p>
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Read the articles presented in class such as What is Leadership Anyway? by Marriane Jones, or Professionalism - The Missing Ingredient by Parker M. Anderson. Complete a two- to three-page paper in which you summarize the article and then explain how the information could be helpful in your role as a professional leader.
Critical Thinking Assignment 1:	Review the case study presented in class related to performance evaluations of student teachers who have been identified as performing at a marginal level. In a minimum two-page paper, analyze the performance issues and outline the steps that should be taken to help the student teacher improve their performance.
Critical Thinking Assignment 2:	<p>Write a minimum 1-page letter that you could actually present to a student teacher or a new teaching assistant on their first day in your classroom. Before you begin, review your textbook, article summaries, and discussions for ideas. Carefully proofread your letter as you may wish to include this in your professional portfolio. Make sure it reflects your true feelings and working style. Consider the following topics, but remember that it is ultimately up to you to decide what you wish to include.</p> <ul style="list-style-type: none"> • Use a welcoming and warm tone. • Discuss what you expect from them and what they should expect from you. • Explain some of the important elements of your general philosophy of working with children and adults. • Describe what you hope they gain from their experience with you. • Describe your leadership or communication style. • Explain what they should do if they have a problem or concern. • Include a closing thought.
Other Evaluation Methods:	Class Performance, Essay Exams, Presentation, Reading Reports, Term or Other Papers
Instructional Methods:	Demonstration, Discussion, Group Activities, Guest Speakers, Lecture, Other (specify), Multimedia presentations, Role play/simulation
If other:	

Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	Judy Jablon, Amy Laura Combdro, and Shaun Johnsen, Coaching with Powerful Interactions: A Guide for Partnering with Early Childhood Teachers , 1st ed., National Association for the Education of Young Children, 2016. (Discipline Standard)
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	Child Development 125 with a minimum grade of C or concurrent enrollment
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Students must have a foundation and understanding of the roles and responsibilities of the teacher, assistant teachers and the director in a preschool classroom.</p> <p>CDEV 125 - Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate play-based learning experiences in early childhood classrooms in various areas such as space and routines, health and safety, classroom environments, positive guidance, and culturally and linguistically sensitive curriculum.</p> <p>CDEV 125 - Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate play-based learning experiences in early childhood classrooms in various areas such as space and routines, health and safety, classroom environments, positive guidance, and culturally and linguistically sensitive curriculum.</p>
Requisite Skill:	50 days of preschool teaching experience within the past two years
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	<p>Students must have a foundation and understanding of the roles and responsibilities of the teacher, assistant teachers and the director in a preschool classroom.</p> <p>Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate play-based learning experiences in early childhood classrooms in various areas such as space and routines, health and safety, classroom environments, positive guidance, and culturally and linguistically sensitive curriculum.</p> <p>Ability to formulate techniques for working with adults in early childhood education programs such as coordinating curriculum plans and conducting parent-teacher conferences.</p>
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding	

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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Antoinette Phillips
Date:	11/18/1996
Original Board Approval Date:	12/16/1996
Last Reviewed and/or Revised by:	Michelle Moen
Date:	10/23/2022
Last Board Approval Date:	12/19/2022