Los Angeles Mission College  
Child Development 65  
Adult Supervision /Early Childhood Mentoring  
Fall 2017

Section # 14745  
Room: CCDS 200  
Units: 2 - Prerequisite: CD 23 and 39  
Monday: 6:45-9:50  
11 Week Class: Starts 8/28/17, Ends 11/13/17  
THIS COURSE IS REQUIRED FOR CHILD DEVELOPMENT SKILL  
CERTIFICATE IN ADMINISTRATION

Instructor: Rita Grigoryan

Office Hours:
M. 3:30-630 & Th. 1:50 – 4:30 and by appointment

Location: CCDS – office 213

Email: grigorr@lamission.edu

Webpage:  
www.lamission.edu/~grigorr

Office Phone: 818-364-7860

Course Description (2 units):
This class explores methods and principles of supervising adults in early childhood education settings. Emphasis will be on the role of administrators and experienced teachers acting as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. This course is required for the Master Teacher, Site Supervisor and Program Director categories of the California Child Development Permit, and for eligibility to apply to become a California Early Childhood Mentor Teacher.

STUDENT LEARNING OUTCOMES:

1. Students will examine various methods and principles of supervising adults in early childhood settings.  
   (evaluation – role playing and/or group presentations)  
   Institutional Learning Outcome: 1. Written and oral communication 2. Problem solving

2. Students will evaluate the quality of an early care and education program utilizing a nationally recognized assessment tool.  
   (Evaluation – implementation of the Environmental Rating Scale)  
   Institutional Learning Outcome: 1. Written and oral communication 2. Problem solving

3. Students will select and demonstrate a leadership strategy for professional development in either a supervisor or mentor role.  
   (Evaluation – oral presentation)  
   Institutional Learning Outcome: 1. Written and oral communication 2. Problem solving
Important Message!!!

The most important measure of your progress is your own growth and development throughout this class. We will be exploring methods and principles of supervising adult in early childhood education settings with emphasis on the role of administrators and mentors to new teachers.

SPECIAL NEEDS:

If any students have identified special needs and would benefit from modifications or additional support, please come and see me after the first class to introduce yourself and discuss accommodations necessary for your success.

Attendance:

As in each college level course, attendance and participation is essential for a successful learning experience. Los Angeles Mission College policies related to attendance will be respected. Students are expected to attend and participate in each class session. Students are responsible for all materials and information presented during each class. Absences of more than six (6) hours will result in class “exclusion.” Points will be deducted for each absence and for partial class time missed. **It is the student’s responsibility to complete all paperwork necessary to add, drop or withdraw from class.**

COURSE OBJECTIVES:

1. Assess employ appropriate models, guidance, and evaluation for supervisees and student teachers.
2. Examine techniques of facilitating positive interactions with student teachers, children, parents and other staff members.
3. Identify and support developmental stages of supervisees and student teachers.
4. Assess effective principles for evaluation of student teachers and staff members.
5. Evaluate program environments utilizing a professionally accepted standardized quality assessment tool.
6. Propose relevant recommendations for quality enhancement.
7. Create a professional development experience for staff or parents.
8. Examine the role of a mentor/supervisor in professional growth and advocacy in the field of early childhood education.
COLLEGE RESOURCES FOR STUDENTS

Admissions and Records: Students can register for classes, request transcripts, file petitions for graduation, and drop classes at this office. For more information call 818-833-3322 or visit: http://www.lamission.edu/admissions/

Assessment Center: Offers student assessments in English, English-as-a-Second-Language (ESL) and Mathematics. Please contact the Assessment Center at (818) 364-7613 for more information or visit http://www.lamission.edu/assessment/

Bookstore: For hours of operation, book availability, buybacks, and other information call 818-364-7767 or 7768 or visit http://eagleslanding.lamission.edu/default.asp

Counseling Department Office: For appointments and information call 818-364-7655 or visit http://www.lamission.edu/counseling/

Disabled Students Programs and Services (DSP&S): For appointments, eligibility and information call 818-364-7732 or visit http://www.lamission.edu/dsp/s/

Extended Opportunity Programs and Services (EOPS): For appointments, eligibility and information call 818-364-7645 or visit http://www.lamission.edu/eops/

Financial Aid: For information and applications call 818-364-7648 or visit http://www.lamission.edu/financialaid/

Library: For information on hours, resources, workshops, and other services contact 818-364-7106 or visit http://www.lamission.edu/library/

Tutoring Services in Learning Center: Laboratories for Learning, Writing, Math&Science. Walk-in and appointment services offered. Call 818-364-7754 or visit www.lamission.edu/learningcenter/

Child Development Tutoring – CCDS Room 200: For appointments and information call 818-364-7600 ext. 7123

Important Dates to Remember:
- 11 Week Class – August 28 – November 13
- September 8, 2017: Deadline to add 11 week classes
- September 10, 2017: Deadline to drop classes without receiving a “W” with refund
- October 7, 2017: Drop classes with a “W”

Reminder: There is a new LACCD enrollment limit. The limit is now three times to take a class and includes substandard grades and withdrawals.
Required Texts & Materials:

Texts:
   *if working with infants and toddlers, purchase the ITERS, if working with school age children, purchase the SACERS, if working in the Family Child Care Program, purchase the FCCERS

Late Work

Occasionally something occurs that prevents an assignment from being submitted on time. If this has been discussed in advance, there is no penalty, however if work is submitted late without a previous agreement with me, your grade for that assignment will be lowered. If an assignment is not submitted at all, it will be counted as a “0”.
<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Topic</th>
<th>Assignments and Assignments Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aug. 28</td>
<td>Introduction and Course Overview</td>
<td></td>
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<tr>
<td>2 Sept. 4</td>
<td><strong>Labor Day – No Class</strong></td>
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<tr>
<td>3 Sept. 11</td>
<td>Role of a Supervisor/Mentor Adults as Learners. Building Relationships with Adults</td>
<td>Read chapters 1 and 2 &lt;br&gt;Written Assignment # 1 Due</td>
</tr>
<tr>
<td>4 Sept. 18</td>
<td>Supervisee Development/Establishing the Relationship/ Philosophy</td>
<td>Read Chapters 3 and 4 &lt;br&gt;Written Assignment # 2 Due</td>
</tr>
<tr>
<td>5 Sept. 25</td>
<td>Observing and Assessing Environments  &lt;br&gt;Environmental Rating Scale (according to age of children)</td>
<td>Written assignment # 3 Due</td>
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<tr>
<td>6 October 2</td>
<td>ECERS – continue (questions/concerns). Developing hand book</td>
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<tr>
<td>7 October 9</td>
<td>Mentoring, Coaching and Leadership</td>
<td>Read Chapters 5, 6 and 7</td>
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<tr>
<td>8 October 16</td>
<td>California Early Childhood Mentor Program. Mentor Modeling – Case Studies</td>
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<tr>
<td>9 October 23</td>
<td>Guest Panel: Mentor Teachers and Directors</td>
<td>Environmental Rating Scale Due</td>
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<tr>
<td>10 October 30</td>
<td>Evaluation Methods/Teacher Competencies</td>
<td>Read chapter 8 &lt;br&gt;Staff/Parent Development and Training Presentations &lt;br&gt;Handbooks Due &lt;br&gt;Assignment: Bring to class the evaluation tools used in your program</td>
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<tr>
<td>11 November 6</td>
<td>Professional Article Review – Group work</td>
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<tr>
<td>12 November 13</td>
<td>Final Class – Professional Growth Training/Permit Workshop</td>
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Written Assignments

**Written Assignment # 1:** What qualities should a good mentor have? List the qualities with a brief explanation of the value of each.

**Written Assignment # 2:** For the program, in which you work, describe the system of staff supervision (who supervises whom?) Include:

A. When, where and how does the supervision of staff members occur? E.g. - staff meetings, individual meetings, etc.
B. What seems to work well with the supervision of staff?
C. Do you have any problems or concerns with how staff is supervised? Include your thoughts about their causes.
D. What are your ideas for improvement of the effectiveness of how staff is supervised? Be specific.

**Written Assignment # 3:** Catch three people (adults) being effective (good) at something and tell them about it. Come to class prepared to share your stories.
ASSIGNMENTS:

1. Written Assignments
2. Environmental Rating Scale
3. Group work/presentations
4. Handbook or Staff Development Presentation
5. Attendance and Participation (10 points lost for each absence)

GRADING INFORMATION
There is often much interest and occasionally some concern over the grading system. To help clarify the expectations and avoid confusion, here is some information for you as we begin this course together. You will be evaluated on the basis of your participation and coursework in the six categories listed below. Your final grade will be the sum of earned points throughout the semester.

Written assignments (#1: 20 points, #2: 20 points, and #3: 10 points) = 50 points
ECERS and classroom diagram = 100 points
Group work/presentations = 25 points
Handbook/Brochure = 100 points
or
Staff development presentation = 100 points
Participation in class discussions = 25 points

Possible points: 300

Grade Distribution:
270-300 = A
240-269 = B
210-239 = C
150-209 = D
Below 150 = F

Note: The most important aspect of this course is your own personal and professional growth and development. This will be enhanced by your participation in each of our class meetings, as we will all be learning with and from each other. I am always available to meet with you to discuss your own growth, issues related to the class, or concerns you may have. Please don’t hesitate to set up an appointment at any time to meet with me. I am truly looking forward to sharing ideas and issues with you throughout the semester!
Environment Rating Scale Evaluation Form
100 points
Attach this form to your assignment when you submit it

Scoring (out of 40) ______________________________
   - Accuracy
   - Completion

Comments (out of 20) ______________________________
   - Quantity
   - Relevance

Goals (out of 30) ______________________________
   - Two short terms
   - Two long terms

Diagram (out of 10) ______________________________
   - Indoor classroom

Total (out of 100) ______________________________

Comments:
**FINAL ASSIGNMENT – Choose one of the following two assignments.**

**Choice One: HANDBOOK/BROCHURE (possible points: 100)**

Your handbook or brochure will be written for someone who is working in your program *that you would supervise*: a student teacher, a volunteer, a new assistant teacher, a substitute, etc. Your handbook or brochure must include the following components. All information must be typed, clearly organized, and presented in a manner that reflects your professionalism and leadership skills. Be sure to indicate the particular class, age group, etc. that your handbook is targeting (e.g. the two year old room, the kindergarten classroom, etc.) and for whom it is written (parent volunteer, new teacher, student teacher, etc.)

**Components:** each is worth a possible ten (10) points
1. Cover page – including the position for whom it is designed (e.g. volunteer)
2. General information about your school, program or classroom
3. Your philosophy for the classroom
4. Role of the person for whom your book is written (e.g. student teacher/volunteer/teacher assistant/etc.) *what is expected from the person*
5. Roles of other staff members in the class/program
6. Basic health and safety information
7. Daily schedule and routines, *what is expected from the person*
8. Discipline/communication techniques *to be used with children*
9. Emergency/disaster information, *what is expected from the person*
10. The final ten (10) points will be based on the organization and presentation of your handbook.

Try to keep the handbook to a maximum of five pages, so that it can be duplicated into a usable tool for working with mentees/students/volunteers/etc.

**Choice Two: STAFF/PARENT DEVELOPMENT PRESENTATION (possible points: 100)**

Prepare a PowerPoint presentation of one aspect of your program or philosophy in action *to be used as a tool for teaching adults through staff development or parent education*. This may take one of many forms: learning that is occurring in your classroom (e.g. how children learn through block play), the role of parents in your program, collaborative learning among children, etc.

Your presentation must be presented visually in a PowerPoint. Remember to check for spelling, grammar, etc. and be sure all information is presented in an engaging and aesthetic manner. *Share why you chose this topic, its values, and how this presentation could be used for an adult learning experience.*

This assignment is worth one hundred (100) points: 40 for content, 40 for presentation, and 20 for its values.
# HANDBOOK GRADING SHEET

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
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<tbody>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Cover Page</td>
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<tr>
<td>General Information about Program</td>
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<tr>
<td>Teaching Philosophy</td>
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<tr>
<td>Role of teacher/volunteer, etc</td>
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<tr>
<td>Roles of other staff</td>
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<tr>
<td>Health and Safety</td>
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<tr>
<td>Schedule and Routines</td>
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<tr>
<td>(Including the person’s role)</td>
<td></td>
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<tr>
<td>Emergency/Disaster</td>
<td></td>
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<tr>
<td>Discipline/Communication</td>
<td></td>
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<tr>
<td>Organization and Presentation</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
</tr>
</tbody>
</table>

Grade:
Name: ________________________________________________________________

1. The reason that I chose this topic for my presentation is:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

2. The values of this presentation are:

1.___________________________________________________________________
_________________________________________________________________  
_________________________________________________________________

2.___________________________________________________________________
_________________________________________________________________  
_________________________________________________________________

3.___________________________________________________________________
_________________________________________________________________  
_________________________________________________________________

Grading:

Content: ___________________________/40

Presentation: _______________________/40

Values: ____________________________/20

Total: ____________________________/100