

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

Child Development 136 – Adult Supervision

3 hours lecture, 3 units

Catalog Description

This course provides an opportunity for students to develop skills in establishing and maintaining supportive working relationships with adults in early childhood settings. Students explore and practice strategies for positive communication strategies including team building, collaboration, and effective problem solving.

Prerequisite

None

Recommended Preparation

12 units of Child Development as defined by Title 22 licensing regulations: 3 units in Child Growth and Development (CDEV C1000 (formerly CD 125)), 3 units in Child, Family and Community (CD 131), 6 units in Program Curriculum (CD 123 or 126 or 127 or 128 or 129 or 130)

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Developmental theorists and current research in the field of human development.
- 2) The role of family, culture social institutions in the development of children.
- 3) Effective guidance techniques to foster optimal development.
- 4) Appropriate strategies which promote healthy physical development.
- 5) Appropriate and effective communication strategies for working with a diverse population.
- 6) The requirements for reporting child abuse and recognition of factors related to children and families at risk.
- 7) Plan a daily schedule with appropriate transitions and balance of activities.
- 8) Plan and present age-appropriate art, science, math, music, movement, language and/or literature experiences for young children, including children with special needs.
- 9) Formulation of goals and objectives which are developmentally appropriate for young children, including children with special needs.

Course Content

- 1) The stages of teacher development
- 2) Learning characteristics of adults
- 3) The influence of temperament in adult relationships
- 4) Strategies for developing positive relationships and effective communication in a diverse workplace
- 5) Adult collaborative learning models
- 6) Current methods of evaluating adult performance in an early childhood setting
- 7) Strategies for mentoring, team building and problem solving
- 8) Proactive approaches to confrontation that use conflict to promote growth
- 9) National standards and assessments for evaluating early childhood classrooms
- 10) Ethics in early childhood leadership and advocacy

Course Objectives

Students will be able to:

- 1) Create a plan to develop relationships and enhance performance of staff in an early childhood program, based on a specific set of circumstances.
- 2) Compare and contrast methods of evaluating adult performance in an early childhood setting.
- 3) Identify and apply strategies for team building in an early childhood program.
- 4) Formulate and apply problem solving strategies for successful interpersonal communication.
- 5) Evaluate an early childhood classroom based on identified national standards such as ECRS or CLASS.
- 6) Discuss and summarize the implications of professional ethics in connection with leadership, mentoring, and advocacy.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Directed group activities and tasks that require students to demonstrate effective strategies for team building, problem solving, and interpersonal communication appropriate for professionals in early childhood care and education.
- 2) Quizzes and exams that measure students' ability to plan strategies for enhancing staff performance and the application of professional ethics in an early childhood program.
- 3) Projects and written assignments that measure students' ability to evaluate an early childhood classroom and adult performance in an early childhood program.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom with moveable chairs

Method of Instruction

- 1) Lecture and discussion
- 2) Small group projects
- 3) Classroom activities and exercises

Out-of-Class Assignments

- 1) **Reading:** review lecture notes, course materials, digital resources, and more primarily focused on professional development and communication.
- 2) **Writing:** assignments designed to encourage critical thinking and exploration of leadership styles, and more.
- 3) **Other:** research primarily focused on professional development and communication; directed observations and evaluation of early childhood educators and sites.

Texts and References

- 1) Required (representative examples):
 - a. Whitebook, Marcy. *Supporting Teachers as Learners: A Guide for Mentors and Coaches in Early Care and Education*. Redleaf Press, 2013.
 - b. Baird and Coughlin. *Creating a Culture of Reflective Practice: The Role of Pedagogical Leadership in Early Childhood Programs*. Redleaf Press, 2021.
- 2) Supplemental: Harms, Thelma. *Early Childhood Environment Rating Scales (ECERS-3)* 3rd. Teachers College Press, 2014.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Identify the skills and attitudes needed to establish and maintain supportive working relationships with adults in early childhood settings.
- 2) Apply positive, effective communication strategies in educational contexts, including evaluation, team building, collaboration, and problem solving.