

CD M26: ADULT SUPERVISION & MENTORING

Originator

scoulter

College

Moorpark College

Discipline (CB01A)

CD - Child Development

Course Number (CB01B)

M26

Course Title (CB02)

Adult Supervision & Mentoring

Banner/Short Title

Adult Supervision & Mentoring

Credit Type

Credit

Start Term

Fall 2023

Catalog Course Description

Studies the methods and principles of supervising student teachers, volunteers, staff, and other adults in early childhood or school-age care and education programs. Emphasizes the roles and development of early childhood professionals as mentors and leaders.

Additional Catalog Notes

Course required by the Child Development Permit for Title 5 ECE/CD programs for Master Teachers, Site Supervisors and Program Directors.

Taxonomy of Programs (TOP) Code (CB03)

1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

B - Advanced Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will be required

Faculty notes on field trips; include possible destinations or other pertinent information

Early childhood programs in the community pre-school; Resource and referral program in the County

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

35

Maximum Contact/In-Class Lecture Hours

35

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

35

Total Maximum Contact/In-Class Hours

35

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

70

Maximum Outside-of-Class Hours

70

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

105

Total Maximum Student Learning Hours

105

Minimum Units (CB07)

2

Maximum Units (CB06)

2

Advisories on Recommended Preparation

CD M02, CD M03, CD M11, CD M12

Requisite Justification**Requisite Type**

Recommended Preparation

Requisite

CD M02, CD M03, CD M11, CD M12

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | demonstrate their understanding of leadership styles and developmental levels of teachers. |
| 2 | demonstrate competency in communication and reflective practices when working with diverse adult populations. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1	articulate methods of supervision for student teachers and others in early childhood education settings.
2	individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.
3	apply effective interpersonal communication techniques with student teachers, staff, children, parents, and other volunteers.
4	analyze and evaluate various personnel, program, and environmental assessment tools for use in early childhood education (ECE) or school-age environments and classrooms.
5	identify characteristics of effective leaders and mentors.
6	critique and practice strategies to support adult learners.
7	demonstrate reflective practice, cultural competency, and ethical conduct.

Course Content**Lecture/Course Content**

- **25% - Adult Mentoring and Supervision Strategies**
 - Difference between supervision and mentoring roles
 - Coaching
 - Modeling
 - Shadowing
 - Reflective supervision and feedback
 - Mentor/mentee relationship
- **25% - Adults in Early Care and Education Settings**
 - Adult learners and learning styles
 - Stages of teacher development
 - Orientation
 - Program
 - Role and expectations
 - Positive interactions and communication
 - Conflict resolution
 - Collaborative team building
- **10% - Mentoring Student Teachers**
 - Building trust
 - Integrating students into the classroom
 - Modeling teaching skills
- **20% - Evaluation and Assessment**
 - Tools
 - Methods
- **20% - Leadership and Development**
 - Time management
 - Characteristics of effective mentors/leaders
 - Diverse perspectives
 - Ethics-professional behaviors
 - Professional development
 - Career ladder
 - Professional resources and organizations
 - Advocacy

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Film/video productions
Group projects
Individual projects
Journals
Objective exams
Oral analysis/critiques
Oral presentations
Portfolios
Problem-solving exams
Quizzes
Reports/papers
Research papers
Role playing
Simulations
Skills demonstrations
Written homework
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

Leadership case study/analysis
Communication style self-evaluation

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Case studies
Class activities
Class discussions
Collaborative group work
Computer-aided presentations
Demonstrations
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Laboratory activities
Large group activities
Lecture
Modeling
Observation
One-on-one conference
Readings
Role-playing
Small group activities
Web-based presentations

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

Representative Course Assignments

Writing Assignments

- Essays that examine cultural competency and/or ethical conduct in early childhood education.
- Written observation and evaluations of student teachers.
- Written statement of personal philosophy on mentoring and leadership.
- Reflective journal on mentoring or leadership experience.

Critical Thinking Assignments

- Case study analysis of situations requiring supervision, leadership, and mentoring in the early childhood classroom.
- Creation of program improvement goals and objectives based on classroom evaluation.
- Self-evaluation of communication and leadership styles.

Reading Assignments

- Read a current Child Development journal article pertaining to course topics such as supervision, leadership, and mentoring in the early childhood classroom
- Read a current news article pertaining to course topics such as supervision, leadership, and mentoring in the early childhood classroom.

Skills Demonstrations

- Role-play a staff meeting.
- Role-play a conversation between a teacher and an administrator.
- Present analysis of a current news article on a course topic to the class.
- Present analysis of a current Child Development journal article on a course topic to the class.

Outside Assignments

Representative Outside Assignments

- Assigned readings from text on topics related to adult supervision and communication.
- Evaluation of children's environment using the Classroom Assessment Scoring System (CLASS).
- Observation and feedback meetings with student teacher.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Sacramento	CHDV 31	Adult Supervision and Mentoring in Early Childhood Programs	2

Comparable Courses within the VCCCD

CD V29 - Adult Supervision in Early Childhood Education
ECE R117 - Adult Supervision Mentor/Teacher

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
American River College	ECE 424	Adult Supervision: Mentoring in a Collaborative Learning Setting	2
Saddleback College	CD 127	Adult Supervision and Mentoring	3

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

CSU Baccalaureate List effective term:

F1997

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionO'Neill, Cassandra and Monica Brinkerhoff. *Five Elements of Collective Leadership for Early Childhood Professionals*. Redleaf Press, 2017.**Resource Type**

Textbook

Description

McKay, Matthew, Martha Davis, and Patrick Fanning. *Messages: The Communication Skills Book*. 4th ed., New Harbinger, 2018.

Resource Type

Textbook

Description

Carter, Margie, Deb Curtis and Luz Maria Casio. *The Visionary Director: A Handbook for Dreaming, Organizing and Improvising in Your Center*. 3rd ed., Redleaf Press, 2021.

Library Resources**Assignments requiring library resources**

Research using the Library's print and online resources via databases such as Exchange Press Articles on Demand and EBSCO ERIC.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research, using the Library's print and online resources, on subjects related to the methods and principles of mentoring student teachers and volunteers in the early childhood setting and how it effects the stability of staffing.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with the instructor as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week to be available for synchronous chat and be available in the discussion board to answer questions in live time.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Video tools such as Zoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
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100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
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Examinations**Hybrid (1%–50% online) Modality**

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

CHILD DEV/ECE

Review and Approval Dates**Department Chair**

09/01/2022

Dean

09/06/2022

Technical Review

09/15/2022

Curriculum Committee

09/20/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000428893

DOE/accreditation approval date

MM/DD/YYYY