



**Division:** Behavioral & Social Science

**Course name:** Child Development 65: Adult Supervision & Early Childhood Mentoring

**Section:** 8050 / Semester: Spring 2015

**Instructor Name:** Katy Kelley

**School Website:** [www.wlac.edu](http://www.wlac.edu)

**Class Hours:** On-line (Mon-Sunday)  
8:00 a.m. – 11:59 p.m.

**Address:** 9000 Overland Ave., Culver City, CA 90230  
**Location:** On-line

**Office Hours:**

Thursdays-4:30pm-5:30pm

**\*\*Private message me (on Etudes) to meet in person (if needed).**

**I will check Etudes messages throughout the week.**

**Instructor E-mail:** [kelleykm@wlaac.edu](mailto:kelleykm@wlaac.edu)

## Welcome

Welcome everyone to CD-65: Adult Supervision & Early Childhood Mentoring! My name is Katy Kelley and I will be your instructor this semester. This semester, CD 65 is an 8-week on-line course which introduces a broad spectrum of topics covered in our textbook "*Supervision in Early Childhood Education*." In addition, this course includes utilizing the ECERS-R Rating Scale in evaluating the classroom environment & teacher effectiveness, and how the tool can be used to enhance classroom and program practices. I am excited to explore the various aspects of supervision and mentoring with all of you and to have the opportunity to grow & learn together!

## Course Description: (Use catalog course description or approved COR)

This course is a study of the methods and principles of supervising student teachers in early childhood classrooms. Emphasis is placed on the role of classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children and parents.

## Required Texts

1. *Supervision in Early Childhood Education, A Developmental Perspective (Third Edition)*: Joseph J. Caruso and M. Temple Fawcett
2. *Early Childhood Environmental Rating Scale (Revised Edition)*: Harms, Clifford and Cryer

## Recommended Materials

Dictionary – Webster’s New World College Dictionary or American Heritage College Dictionary  
 Thesaurus – American Heritage College Thesaurus or Roget’s

## Course Objectives:

Upon completion of this class, the student will be able to:

- Evaluate the environment for early childhood programs using a rating scale tool
- Increase their knowledge of supervisory and staff stages of development
- Increase their knowledge of Early Childhood job descriptions
- Increase their understanding how to observe staff and give feedback

## Student Learning Outcomes (SLO)

### West Los Angeles College Institutional Student Learning Outcomes:

B. Communication: Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, and family and community settings.

D. Self-awareness/interpersonal Skills: Apply self-assessment and reflection strategies to interpersonal, work, community, career, and educational pathways.

CD 65 SLO:

- Student will research and examine different evaluation tools for teachers, and assistant teachers, and create an assessment tool that can be used in an early childhood Educational program to evaluate staffs.

## Course Requirements and Assignment Guidelines:

### Weekly Discussions:

- Every week there will be written discussion based on a certain aspect of the textbook. Each writing discussion is worth 10 points. You will have the entire week to answer it; however, after the week is over the window to submit will be closed. There are up to 10 points per discussion. See discussion rubric at the end of the syllabus.

### Chapter Readings & Modules:

- Every week there will be required chapters to read. The modules are brief summaries of key points covered in the text; however, they do not replace reading the material covered in the text and instead are a tool to help reinforce concepts.

### Written Assignments:

- You will have three writing assignments due (25 points each). The rubric used for written assignments is found at the end of the syllabus.

### Test/Quiz:

- Two tests/quizzes (10 points each) will be given to ensure that you are keeping up with the readings and understanding key concepts. Missed exams cannot be made-up.

### ECERS-R Assignment:

- You will evaluate a preschool classroom (ages 2.5-5 years) for Space and Furnishings (Items 1-8) and Language and reasoning (Items 15-16). After you complete the ECERS-R observation and scored the 2 subscales, you will complete a written analysis. This assignment is worth 100 points.

### Extra Credit:

- Please fill out the student survey at the beginning of the semester in order to ensure money for our college. You earn 5 points for taking this survey.

## Grading

Assignment Category	# Of Assign.	Points Per Assignment	Total Points	% of Total Grade
Test/Quizzes	2	10	20	7.3 %
Weekly Group Discussions	8	10	80	29.1 %
ECERS-R Assignment	1	100	100	36.4 %
Written Assignments	3	25	75	27.2 %
<b>Grand Total</b>	<b>14</b>	<b>145</b>	<b>275</b>	<b>100%</b>
275 - 248 = <b>A</b>	247 - 220 = <b>B</b>	219--193 = <b>C</b>	192-165 = <b>D</b>	164 and below = <b>F</b>

## Class Policies

### Attendance:

- You are required to complete weekly on-line discussions and meet all other tests/quizzes, assignments, etc. by the assigned due dates. Excessive absenteeism to Etudes and lack of weekly written discussions will lower your grade.

### Contacting Me:

- Please send me a private message on Etudes. I will be checking my Etudes messages throughout the week.

## College Policies:

### Academic Integrity (Plagiarism)

In accordance with code 9803.28, **academic dishonesty is prohibited and will not be tolerated in this class.** Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.

- **Plagiarism will result in a zero for the assignment, possible dismissal from the class and disciplinary action from the college. You will not receive credit for any essay missing previous drafts, citations and/or a Works Cited page.**

### Student Conduct

According to code 9803.15, disruption of classes or college activities is prohibited and will not be tolerated. Refer to the catalog and the Standards of Student Conduct in the Schedule of Classes for more information.

### Professional Conduct in Our Virtual Classroom Community:

One of the unifying objectives in this course is to familiarize you with best practices and give you exposure to becoming a member of a professional community. I also have the responsibility to insure that our virtual classroom is a conducive learning environment for all students. Please follow these policies for all emails, discussion groups and chat rooms:

1. No profanity or foul language, either in writing or pictures, of any kind at any time.
2. Please address everyone politely by their name.
3. Under no circumstances may you ask for a classmate's personal contact information or in any way ask for a personal meeting or date.
4. Unless I specifically ask you to do so as a proper part of an assignment, do not include in your email signatures or other material in your messages any kind of a personal nature, including a photo, sales solicitation, information about a business, or a political or religious message of any kind. Do not include a blind or other kind of hyperlink to such information. Violators will be excluded from the course.

### Recording Devices

State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval (WLAC College Catalog). **For more information refer to the attached link:**

[http://www.wlac.edu/academics/pdf/WLAC\\_12-14Catalog\\_Policies.pdf](http://www.wlac.edu/academics/pdf/WLAC_12-14Catalog_Policies.pdf)

## Campus Resources

**If you are having problems, do not let them snowball.** Please email me right away and check out some of the campus resources available to you.

### **Office of Disabled Student Programs and Services (DSP&S)**

Student Services Building (SSB) 320 | (310) 287-4450.

West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology (WLAC College Catalog).

### **Instructional Support (Tutoring) & Learning Skills Center**

Heldman Learning Resources Center (HLRC) | (310) 287-4486

Improve your reading, language, vocabulary, spelling, math fundamentals and chemistry knowledge with convenient, self-paced computer-aided courses in the Learning Skills Center. Increase your knowledge and learning success: sign up for tutoring in various college subjects (WLAC College Catalog).

### **Library Services**

Heldman Learning Resources Center (HLRC) | (310) 287-4269 & (310) 287-4486

The WLAC Library provides instruction on how to use the online catalog, periodical and research databases. In addition to a large collection of books, periodicals and videos the WLAC Library has course textbooks which students may use while in the Library. Web access is available in LIRL as well as meeting rooms. The upper floors provide a beautiful view ideal for study (WLAC College Catalog).

**For more information refer to attached link:**

[http://www.wlac.edu/academics/pdf/WLAC\\_12-14Catalog\\_Policies.pdf](http://www.wlac.edu/academics/pdf/WLAC_12-14Catalog_Policies.pdf)

## CD-65 Adult Supervision and Early Childhood Mentoring Spring 2015 (On-line)

Week	Date	Course Topics	Assignments
1	4/13	<ul style="list-style-type: none"><li>Welcome &amp; introduction</li><li>Review syllabus and course policies</li><li>Read Chapters 1 &amp; 2 in text-Supervision in Early Childhood Education</li></ul>	<ul style="list-style-type: none"><li>Purchase books and materials</li><li>Read and Respond to online Discussion</li><li>Complete 1<sup>st</sup> Written Assignment</li></ul>
2	4/20	<ul style="list-style-type: none"><li>Read Chapters 3 &amp; 4 in text-Supervision in Early Childhood Education</li></ul>	<ul style="list-style-type: none"><li>Read and Respond to online Discussion</li><li>Complete 2<sup>nd</sup> Written Assignment</li></ul>

Week	Date	Course Topics	Assignments
3	4/27	<ul style="list-style-type: none"> <li>Read Chapters 5 &amp; 6 in text-Supervision in Early Childhood Education</li> <li>Read the ECERS-R Pages 1-7 (Introduction to the ECERS-R &amp; Instructions for Using the ECERS-R). Also review ECERS PowerPoint presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Read and Respond to online Discussion</li> <li>Select the school you plan to do the ECERS-R &amp; contact the program to make an appointment. You may complete the ECERS at the center you are working at, but please select another classroom</li> </ul>
4	5/4	<ul style="list-style-type: none"> <li>Read Chapters 7 &amp; 8 in text-Supervision in Early Childhood Education</li> </ul>	<ul style="list-style-type: none"> <li>Read and Respond to online Discussion</li> <li>Quiz/Test 1: on Chapters 5, 6 &amp; 7</li> </ul>
5	5/11	<ul style="list-style-type: none"> <li>Read Chapters 9 &amp; 10 in text-Supervision in Early Childhood Education</li> </ul>	<ul style="list-style-type: none"> <li>Read and Respond to online Discussion</li> <li>Complete 3<sup>rd</sup> Written Assignment</li> </ul>
6	5/18	<ul style="list-style-type: none"> <li>Read Chapters 11 &amp; 12 in text-Supervision in Early Childhood Education</li> <li>Review ECERS-R PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>Read and Respond to online Discussion</li> <li>Review ECERS-R PowerPoint and ECERS and conduct the ECERS (2 subsections only-Space and Furnishings (Items 1-8) and Language and Reasoning (Items 15-16). Please see ECERS-R assignment</li> </ul>
7	5/25	<ul style="list-style-type: none"> <li>Read Chapters 13 &amp; 14 in text-Supervision in Early Childhood Education</li> <li>Review ECERS-R PowerPoint (as needed)</li> </ul>	<ul style="list-style-type: none"> <li>Read and Respond to online Discussion</li> <li>Quiz/Test 2: On Chapters 10, 11, 12 and also on pages 1-7 in the ECERS-R book and ECERS-R PowerPoint</li> </ul>
8	6/1	<ul style="list-style-type: none"> <li>Read Chapters 15 &amp; 16 in text-Supervision in Early Childhood Education</li> </ul>	<ul style="list-style-type: none"> <li>Read and Respond to online Discussion</li> <li>Week 8-assignment. Turn in your ECERS-R assignment which is due by 6/7/2015</li> </ul>

## Writing Assignment Rubric

CATEGORY	25-20 points	19-12 points	11-5 points	4-1 points
<b>Introduction</b>	Establishes a clear stance/position of their thoughts and uses quotes to support their position (when needed)	Defined the word perseverance and used a quote to develop ideas.	Unclear definition and understanding of the topic. Writer attempts to interpret quote but lacks development of ideas.	Inaccurate definition of the topic and there is no attempt at including a quote to further develop ideas.
<b>Body Paragraph</b>	Developed extensive interpretation and analysis of real-world application, discussing and sharing ideas about where their position on the topic is seen within our world.	Developed an analysis of real-world application, discussing ideas about where their position on the topic is seen within our world.	Partially developed an analysis of real-world application and attempted to discuss where their position on the topic is seen in the world.	Lacks development and analysis of real-world application.
<b>Textual Evidence</b>	Appropriate use of textual evidence is used demonstrating thorough understanding of the topic.	Textual evidence is evident demonstrating understanding of the topic.	Textual evidence is not fully developed and lacks clarity.	Inappropriate use of textual evidence and/or no textual evidence is evident.
<b>Writing Conventions</b>	Writer makes 1-2 errors in grammar or spelling that do not distract the reader from the content.	Writer makes several errors in grammar or spelling that do not distract the reader from the content.	Writer makes several errors in grammar or spelling that do distract the reader from the content.	Makes many errors grammar or spelling that distract the reader from the content.

## Weekly Discussion Rubric

CATEGORY	10- 8 points	7-5 points	4-3 points	2-1 points
<b>Discussion Content</b>	Developed extensive interpretation and analysis of real-world application, discussing and sharing ideas about where their position is on the topic and closely connecting the discussion to the material covered in the text.	Developed an analysis of real-world application, discussing ideas about where their position on the topic is seen within our world and made some connections to the material covered in the text.	Partially developed an analysis of real-world application and attempted to discuss where their position on the topic is seen in the world, but there was a weak connection to the text material.	Lacks development and analysis of real-world application and no connection to the text material.

<b>Writing Conventions</b>	Writer makes 1-2 errors in grammar or spelling that do not distract the reader from the content.	Writer makes several errors in grammar or spelling that do not distract the reader from the content.	Writer makes several errors in grammar or spelling that do distract the reader from the content.	Writer makes many errors in grammar or spelling that distract the reader from the content.
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