

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

**ACADEMIC AFFAIRS**

Course Number: CHLD-331 Department: Early Childhood Education

Course Title: Supervision Skills in Early Childhood Education Semester: \_\_\_\_\_ Year: \_\_\_\_\_

The student will examine the special needs of supervisors and staff in programs for young children - the meeting of which enables them to support and facilitate the growth and development of young children and their families. Course content will be both descriptive and practical, will consider supervisor and supervisee roles and responsibilities, supervisory approaches, issues that affect staff morale and effectiveness, design of staff development and training, implementation tools, adult learning styles, effective communication and observation, holding conferences, and evaluating staff within the context of a clinical supervision approach. A major focus of the course will be the importance of the supervisor's own ongoing professional development and willingness to learn.

<b>Course Objective</b>	<b>Competencies</b>
<ol style="list-style-type: none"><li>1. Examine and interpret licensing requirements and NAEYC criteria and standards as they pertain to staff and supervision.</li> <li>2. Identify and determine effective observation tools and methods.</li></ol>	<p>Students will</p> <ol style="list-style-type: none"><li>1. apply standards and objectives of regulated policies and practices to existing program designs and implementations.</li><li>2. develop plans of action for supervision of staff to meet standards and policies set forth in licensure, EEC, and NAEYC criteria.</li></ol> <p>Students will</p> <ol style="list-style-type: none"><li>1. select and use various techniques for effective observation of classrooms and program models.</li><li>2. identify key practices in program delivery and determine appropriate strategies for improving them through research and purposeful observation.</li></ol>

Course Objective	Competencies
<p>3. Recognize importance of effective communication and documentation for the purpose of evaluation and development of staff, assessment of children and reporting and sharing with outside agencies.</p> <p>4. Examine supervisory approaches, staff incentives, and the need to build morale for staff retention.</p>	<p>3. design need specific strategies for effective observation and recording to improve program implementation and services.</p> <p>4. generate supervisory practices and tools for ongoing evaluation through observation.</p> <p>5. determine criteria for creating alignment of all areas of programming with regulated standards and licensing requirements.</p> <p>Students will</p> <p>1. create models of supervisory responses to observed and documented practices on site and in the community based on the documentation and analyses of formal observations.</p> <p>2. use appropriate communication strategies to address programming and staffing concerns. Students will prepare both written and verbal responses to staff, conferences with families and representatives of community agencies, using appropriate strategies to deliver information professionally.</p> <p>3. determine methods of communication and documentation with respect for the diversity of children, families, and staff.</p> <p>Students will</p> <p>1. determine the needs of staff and the potential for staff development to improve services and program administration.</p> <p>2. examine supervision, based on job descriptions of</p>

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<p>5. Examine the business/educational aspects of childcare, explore the family as “the customer” and the need to provide positive customer relations.</p>	<p>program directors/administrators while synthesizing alternative styles of management to accomplish job requirements.</p> <ol style="list-style-type: none"> <li>3. formulate methods to determine and deliver relevant staff training and provide appropriate incentives.</li> <li>4. synthesize the role of supervisors with the roles of various staff. Develop plans of action to provide positive feedback as well and deliver difficult messages to staff. Develop cultural competence and understand diversity of the workforce to guide such plans of action.</li> <li>5. generate potential incentives to train and motivate staff and consider retention of excellent staff as a critical responsibility of a supervisor.</li> </ol> <p>Students will</p> <ol style="list-style-type: none"> <li>1. recognize the benefits of building strong connections with families and community agencies.</li> <li>2. determine situations that require professional intervention and those that are linked to personal preferences including cultural practices.</li> <li>3. establish criteria for modification of any or all practices that put the needs of children and families at the forefront of program planning and implementation.</li> <li>4. prepare meaningful and effective methods for engaging families and developing connections that will improve services to children.</li> </ol>

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