

**Saddleback College**  
**CDES 127**  
**Adult Supervision and Mentor Practices**  
**Sample Syllabus 2009**

**Instructor:** Jerilyn White  
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**Course Description:** A study of the methods and principles of supervising student teachers, assistant teachers, parents, and volunteers in early childhood or school age centers. Emphasis is on the role of a mentor who functions to guide the teaching team while simultaneously addressing the needs of children, parents and their staff. Satisfies the adult supervision requirement for the Child Development Permit and eligibility to apply for the California Mentor Teacher Program (formerly HD 175).

**Course Objectives:**

- Compare and contrast the components of the supervisory process.
- Examine and recognize the developmental learning stages of student teachers and other adults.
- Maintain a safe, developmentally appropriate environment for the children while fostering the growth of student teachers, assistant teachers and others helping in the classroom.
- Identify and analyze skills that reflect positive interpersonal communication between student teachers, children, assistant teachers, parents and other staff.
- Analyze appropriate models for performance evaluation of and guidance in working with adults in ECE or school-age environments and classrooms.
- Describe advocacy and community liaison responsibility of the supervisor/mentor job.

**Textbook requirements:**

*Supervision in Early Childhood Education: A Developmental Perspective – 3rd Edition by Caruso and Fawcett. Teacher’s College Press ISBN 0807747319.*

*Fish! A Remarkable Way to Boost Morale and Improve Results. Stephen C. Lundin, Ph.D., Harry Paul, John Christensen. Hyperion. Copyright 2000. ISBN 0-7868-6602-0.*

*Early Childhood Environment Rating Scale – Revised by Harms, Clifford and Cryer. Teachers College Press. ISBN 080745499*

*All About the ECERS-R by Harms, Cryer and Riley. PACT House Publishing. ISBN 0-88076-610-7 (Recommended)*

Note: online ordering of textbooks through half.com (and others) may take up to 2 weeks. If you have not ordered yours two weeks prior to the class starting, I encourage you to buy your books on campus. There is no extension of assignment deadlines due to textbooks not arriving on time.

**Course Assignments: (specific instructions will be given in your Weekly Folder):**

**Mentor Reflection and Professional Goals**

**Developmental Assessment**

**Observation Journal**

**Philosophy of Supervision**

**Peer Interview**

**Classroom Handbook**

**Harms and Clifford Classroom Observation: ECERS-R**

**Training Presentation**

**Weekly Discussion Boards**

Discussion boards are our main source of communication with each other and so comprise a very important part of the class. In order for us to build meaning together and to learn from each other, we need to be involved in conversations with each other. Each week, you must post an original thread in response to the information posted on the week's Discussion Board. Everyone must make a thoughtful response to the designated number of classmates by the end of the week.