

Master Course Outline With Sample Syllabus

Administration and Supervision of Programs for Young Children

ECED 206

Course Description:

This introductory course is designed to examine the multi-dimensional aspects of administering high quality education programs for young children and their families, ages 0-8 including children with disabilities, developmental delays, language and /or cultural differences. Emphasis is placed on licensing regulations, accreditation and best practices in supervision, program implementation and operations, and the basic responsibilities of an administrator in private, public, and federally funded schools/programs. *Students who complete this course are encouraged, but not required, to complete ECED 212.*

Course Objectives: To provide students opportunities to develop knowledge, reflection, and understanding of:

Course Objective	Alignment with Standards
1. The multidimensional aspects of an administrator's role in an effective, inclusive organization that respects diversity among children, including children with disabilities, developmental delays, and/or cultural differences, staff, and families.	OSEP: All Priority Areas EI/ESCE: All of Standard 1: Standard 2: Standard 3: Standard 4: Standard 5: Standard 6: 6.1 and 6.2 All of Standard 7 NAEYC: Standard 1: all key elements; Standard 2: all key elements; Standard 3: 3.a, 3.d.; Standard 4: 4.a; 4.b, 4.d; Standard 5: 5.a; Standard 6: all key elements PS&C: All of Standard 1; and Standard 2. Standard 3: 3.a, 3.c, 3.d.; Standard 4: 4.a; All of Standard 5, and all of Standard 6 CKC's: All domains, sub-domains, and categories T.A. CKC's: All Domains: all categories and indicators
2. The administration of high quality, developmentally appropriate,	OSEP: All Priority Areas EI/ESCE: Standard 5: 5.1, 5.2

standards-based education models in a variety of settings.	NAEYC: Standard 4: 4a and 4b; All of Standard 6 PS&C: Standard 4: 4a; All of Standard 6 CKC's: All Domains, sub-domains, and categories T.A. CKC's: All Domains: all categories and indicators
3. The administrator's role in creating and maintaining an organizational culture, philosophy, shared vision, mission, goals and objectives for the program and its staff that includes integration of diversity, equity, inclusion, and belonging.	OSEP: Collaborating EI/ESCE: Standard 3: all key elements; Standard 7: all key elements; NAEYC: Standard 4: 4a and 4b; Standard 6: all key elements PS&C: Standard 4: 4a; Standard 6: all key elements CKC's: Domain 7, all sub-domains, and categories T.A.CKC.s: All of Domain Professionalism and Relationship Based Practice, Domain: Content Knowledge, TA 3.B.4, TA 3.B.5,
4. The code of ethics, learning standards, laws, policies, procedures, licensing, accreditation and/or other evaluation/assessment tools as they apply to a variety of childcare settings.	OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions EI/ESCE: Standard 7: all key elements NAEYC: Standard 3: all key elements PS&C: Standard 3: all key elements CKC's: Domain 6: Sub-Domain A , all categories, Domain 7: Sub-Domain 7.A.3 T.A. CKC's: Domain Professionalism: TA 1.A and 1.D all indicators for both Domain: Content Knowledge, 3.B.3 All of Domain: Evaluating Outcomes
5. Effective interpersonal relations, communication, and advocacy skills with staff, families, volunteers, the community, and the governing body reflecting diversity, equity, inclusion, and belonging.	OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions EI/ESCE: Standard 2: all key elements; Standard 3: all key elements; Standard 7: all key elements NAEYC: Standard 4: 4.a and 4.c Standard 6: all key elements PS&C: Standard 4: 4a and 4c Standard 6: all key elements CKC's: Domain 5 Sub-Domain A, all categories,

	<p align="center">Domain 7, 7.A.4 and 7 B.1</p> <p>T.A. CKC's: Domain: Professionalism, all of category 1.A, 1.B.1, and all of category 1.D</p>
6. Effective program personnel management including reflective, equitable supervision; staffing; evaluation; staff development; and applicable policies and procedures.	<p>OSEP: Collaborating EI/ESCE: Standard: 6.2, 7.1, 7.2, 7.3 and 7.4 NAEYC: Standard 4a, 4b, 4c, and 4d, 6a through 6e PS&C: Standard 1: 1d, 4a, 4b, and 4c, 6a through 6e CKC's: Domain 7.A.2, 7.A.3, 7.B.1 T.A. CKC's: All of Professionalism Domain All of Relationship Based Practice Domain Domain: Supporting Adult Learners: all of T.A. 4.C All of Evaluating Outcomes Domain Domain: Systems, Sectors and Settings: all of category 6.A</p>
7. A variety of handbooks such as program, staff and/or family that reflects integration of diversity, equity, inclusion, and belonging..	<p>OSEP: Working with Families from Diverse Backgrounds, Engaging and Communicating with Families, Supporting Social and Emotional Development, Collaborating and Technology EI/ESCE: Standard 2: 2.1 and 2.2, 3.1 NAEYC: Standard 2: 2a, 2b, and 2c, Standard 6: 6b and 6d PS&C: Standard 2: 2a and 2b, and Standard 6: 6b and 6c CKC's: Domain 3: 3.B.4 Domain 4: 4.B.1, and 4.B.2 Domain 5: 5.A.1, 5.A.2, 5.C.1 Domain 7: 7.B.1 T.A. CKC's: Domain: Professionalism, TA 1.A.3, 2.C.1, 2.D.1, Domain: Systems, Sectors and Settings, 6.A.4</p>
8. Financial management including, childcare cost trends, funding sources, operating and capital expenses.	<p>EI/ESCE: Standard 7: 7.1,7.3, and 7.4 NAEYC: Standard 6: 6a through 6e PS&C: Standard 2: 2c, Standard 6: 6a through 6e CKC's: Domain 7: 7.A.3 TA CKC's: Domain: Professionalism: T.A. 1.A.4, and 1.B.1 Domain: Content Knowledge, T.A. 3.B.3.</p>

<p>9. Budgets</p>	<p>E/I/ESCE: Standard:7: 7.3 and 7.4 NAEYC: Standard 6: 6b PS&C: Standards 6: 6b TA CKC’s: Domain: Professionalism: T.A. 1.A.4, and 1.B.1 Domain: Content Knowledge, T.A. 3.B.3.</p>
<p>10. Marketing and public relations strategies that includes integration of diversity, equity, inclusion, and belonging.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds and Collaborating, Engaging, Communicating with Families and Technology and Collaboration E/I/ESCE: Standard 2: 2.1 and 2.2, Standard 3: 3.1, Standard 7: 7.1 and 7.4 NAEYC: Standard 2: 2a, 2b and 2c, Standard 6: 6b, 6d, and 6e PS&C: Standard 2: 2a,2b and 2c, Standard 6: 6a, 6b, and 6c CKC’s: Domain 7: 7.B.1 TA CKC’s Domain Systems, Sectors and Settings: 6.B.5</p>

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

Student Outcomes:	Alignment with Standards
<p>1. Develop basic knowledge and understanding of the multidimensional aspects of an administrator’s role in an effective, inclusive organization that respects diversity among children, including children with disabilities, developmental delays, and/or cultural differences, staff, and families.</p>	<p>OSEP: All Priority Areas EI/ESCE: All of Standard 1: Standard 2: Standard 3: Standard 4: Standard 5: Standard 6: 6.1 and 6.2 All of Standard 7 NAEYC: Standard 1: all key elements; Standard 2: all key elements; Standard 3: 3.a, 3.d.; Standard 4: 4.a; 4.b, 4.d; Standard 5: 5.a; Standard 6: all key elements PS&C: All of Standard 1; and Standard 2. Standard 3: 3.a, 3.c, 3.d.; Standard 4: 4.a; All of Standard 5, and all of Standard 6 CKC’s: All domains, sub-domains, and categories T.A. CKC’s: All Domains: all categories and indicators</p>
<p>2. Examine the administration of high quality, developmentally appropriate, standards-based education models in a variety of settings.</p>	<p>OSEP: All Priority Areas EI/ESCE: Standard 5: 5.1, 5.2 NAEYC: Standard 4: 4a and 4b; All of Standard 6</p>

	<p>PS&C: Standard 4: 4a; All of Standard 6 CKC's: All Domains, sub-domains, and categories T.A. CKC's: All Domains: all categories and indicators</p>
<p>3. Identify and explain the administrator's role in creating and maintaining an organizational culture, philosophy, shared vision, mission, goals and objectives for the program and its staff that includes integration of diversity, equity, inclusion, and belonging.</p>	<p>OSEP: Collaborating EI/ESCE: Standard 3: all key elements; Standard 7: all key elements; NAEYC: Standard 4: 4a and 4b; Standard 6: all key elements PS&C: Standard 4: 4a; Standard 6: all key elements CKC's: Domain 7, all sub-domains, and categories T.A.CKC.s: All of Domain Professionalism and Relationship Based Practice, Domain: Content Knowledge, TA 3.B.4, TA 3.B.5,</p>
<p>4. Examine the code of ethics, learning standards, laws, policies, procedures, licensing, accreditation and/or other evaluation/assessment tools as they apply to a variety of childcare settings.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions EI/ESCE: Standard 7: all key elements NAEYC: Standard 3: all key elements PS&C: Standard 3: all key elements CKC's: Domain 6: Sub-Domain A , all categories, Domain 7: Sub-Domain 7.A.3 T.A. CKC's: Domain Professionalism: TA 1.A and 1.D all indicators for both Domain: Content Knowledge, 3.B.3 All of Domain: Evaluating Outcomes</p>
<p>5. Evaluate effective interpersonal relations, communication and advocacy skills with staff, families, volunteers, the community, and the governing body that reflects integration of diversity, equity, inclusion, and belonging.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions EI/ESCE: Standard 2: all key elements; Standard 3: all key elements; Standard 7: all key elements NAEYC: Standard 4: 4.a and 4.c Standard 6: all key elements</p>

	<p>PS&C: Standard 4: 4a and 4c Standard 6: all key elements CKC's: Domain 5 Sub-Domain A, all categories, Domain 7, 7.A.4 and 7 B.1 T.A. CKC's: Domain: Professionalism, all of category 1.A, 1.B.1, and all of category 1.D</p>
<p>6. Review personnel management (supervision, staffing, evaluation) and staff development policies and procedures. Identify references to diversity, equity, inclusion, and belonging.</p>	<p>OSEP: Collaborating EI/ESCE: Standard: 6.2, 7.1, 7.2, 7.3 and 7.4 NAEYC: Standard 4a, 4b, 4c, and 4d, 6a through 6e PS&C: Standard 1: 1d, 4a, 4b, and 4c, 6a through 6e CKC's: Domain 7.A.2, 7.A.3, 7.B.1 T.A. CKC's: All of Professionalism Domain All of Relationship Based Practice Domain Domain: Supporting Adult Learners: all of T.A. 4.C All of Evaluating Outcomes Domain Domain: Systems, Sectors and Settings: all of category 6.A</p>
<p>7. Compare and contrast a variety of handbooks for program, staff and/or family and identify if they reflect diversity, equity, inclusion, and belonging.</p>	<p>OSEP: Working with Families from Diverse Backgrounds, Engaging and Communicating with Families, Supporting Social and Emotional Development, Collaborating and Technology EI/ESCE: Standard 2: 2.1 and 2.2, 3.1 NAEYC: Standard 2: 2a, 2b, and 2c, Standard 6: 6b and 6d PS&C: Standard 2: 2a and 2b, and Standard 6: 6b and 6c CKC's: Domain 3: 3.B.4 Domain 4: 4.B.1, and 4.B.2 Domain 5: 5.A.1, 5.A.2, 5.C.1 Domain 7: 7.B.1 T.A. CKC's: Domain: Professionalism, TA 1.A.3, 2.C.1, 2.D.1, Domain: Systems, Sectors and Settings, 6.A.4</p>

<p>8. Discuss financial management including, childcare cost trends, funding sources, operating and capital expenses.</p>	<p>EI/ESCE: Standard 7: 7.1,7.3, and 7.4 NAEYC: Standard 6: 6a through 6e PS&C: Standard 2: 2c, Standard 6: 6a through 6e CKC's: Domain 7: 7.A.3 TA CKC's: Domain: Professionalism: T.A. 1.A.4, and 1.B.1 Domain: Content Knowledge, T.A. 3.B.3.</p>
<p>9. Create a budget, choosing appropriate materials and equipment.</p>	<p>E/I/ESCE: Standard:7: 7.3 and 7.4 NAEYC: Standard 6: 6b PS&C: Standards 6: 6b TA CKC's: Domain: Professionalism: T.A. 1.A.4, and 1.B.1 Domain: Content Knowledge, T.A. 3.B.3.</p>
<p>10. Examine marketing materials and public relations strategies and identify if they integrate diversity, equity, inclusion and belonging.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds and Collaborating, Engaging, Communicating with Families and Technology and Collaboration E/I/ESCE: Standard 2: 2.1 and 2.2, Standard 3: 3.1, Standard 7: 7.1 and 7.4 NAEYC: Standard 2: 2a, 2b and 2c, Standard 6: 6b, 6d, and 6e PS&C: Standard 2: 2a,2b and 2c, Standard 6: 6a, 6b, and 6c CKC's: Domain 7: 7.B.1 TA CKC's Domain Systems, Sectors and Settings: 6.B.5</p>

Course Content: The following topics will be covered:

Course Content:	Alignment with Standards
<p>1. The multidimensional aspects of an administrator's role in an effective, inclusive organization that respects diversity among children, including children with disabilities, developmental delays, and/or cultural differences, staff, and families.</p>	<p>OSEP: All Priority Areas EI/ESCE: All of Standard 1: Standard 2: Standard 3: Standard 4: Standard 5: Standard 6: 6.1 and 6.2 All of Standard 7 NAEYC: Standard 1: all key elements; Standard 2: all key elements; Standard 3: 3.a, 3.d.; Standard 4: 4.a; 4.b, 4.d; Standard 5: 5.a; Standard 6: all key elements</p>

	<p>PS&C: All of Standard 1; and Standard 2. Standard 3: 3.a, 3.c, 3.d.; Standard 4: 4.a; All of Standard 5, and all of Standard 6</p> <p>CKC's: All domains, sub-domains, and categories</p> <p>T.A. CKC's: All Domains: all categories and indicators</p>
<p>2. The administration of high quality, developmentally appropriate, standards-based education models in a variety of settings.</p>	<p>OSEP: All Priority Areas</p> <p>EI/ESCE: Standard 5: 5.1, 5.2</p> <p>NAEYC: Standard 4: 4a and 4b; All of Standard 6</p> <p>PS&C: Standard 4: 4a; All of Standard 6</p> <p>CKC's: All Domains, sub-domains, and categories</p> <p>T.A. CKC's: All Domains: all categories and indicators</p>
<p>3. The administrator's role in creating and maintaining an organizational culture, philosophy, shared vision, mission, goals and objectives for the program and its staff that includes integration of diversity, equity, inclusion, and belonging.</p>	<p>OSEP: Collaborating</p> <p>EI/ESCE: Standard 3: all key elements; Standard 7: all key elements;</p> <p>NAEYC: Standard 4: 4a and 4b; Standard 6: all key elements</p> <p>PS&C: Standard 4: 4a; Standard 6: all key elements</p> <p>CKC's: Domain 7, all sub-domains, and categories</p> <p>T.A.CKC.s: All of Domain Professionalism and Relationship Based Practice, Domain: Content Knowledge, TA 3.B.4, TA 3.B.5,</p>
<p>4. The code of ethics, learning standards, laws, policies, procedures, licensing, accreditation and/or other evaluation/assessment tools as they apply to a variety of childcare settings.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions</p> <p>EI/ESCE: Standard 7: all key elements</p> <p>NAEYC: Standard 3: all key elements</p> <p>PS&C: Standard 3: all key elements</p> <p>CKC's: Domain 6: Sub-Domain A , all categories, Domain 7: Sub-Domain 7.A.3</p> <p>T.A. CKC's: Domain Professionalism: TA 1.A and 1.D all indicators for both Domain: Content Knowledge, 3.B.3</p>

	<i>All of Domain: Evaluating Outcomes</i>
5. Interpersonal relations, communication and advocacy skills with staff, families, volunteers, the community, and the governing body reflecting diversity, equity, inclusion, and belonging.	<p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions</p> <p>EI/ESCE: Standard 2: all key elements; Standard 3: all key elements; Standard 7: all key elements</p> <p>NAEYC: Standard 4: 4.a and 4.c</p> <p>Standard 6: all key elements</p> <p>PS&C: Standard 4: 4a and 4c</p> <p>Standard 6: all key elements</p> <p>CKC's: Domain 5 Sub-Domain A, all categories, Domain 7, 7.A.4 and 7 B.1</p> <p>T.A. CKC's: Domain: Professionalism, all of category 1.A, 1.B.1, and all of category 1.D</p>
6. Program personnel management; hiring, firing, supervising, and evaluating policies and procedures. Staff development policies and procedures. How to reflect diversity, equity, inclusion, and belonging in these documents and in practice.	<p>OSEP: Collaborating</p> <p>EI/ESCE: Standard: 6.2, 7.1, 7.2, 7.3 and 7.4</p> <p>NAEYC: Standard 4a, 4b, 4c, and 4d, 6a through 6e</p> <p>PS&C: Standard 1: 1d, 4a, 4b, and 4c, 6a through 6e</p> <p>CKC's: Domain 7.A.2, 7.A.3, 7.B.1</p> <p>T.A. CKC's: All of Professionalism Domain</p> <p>All of Relationship Based Practice Domain</p> <p>Domain: Supporting Adult Learners: all of</p> <p>T.A. 4.C</p> <p>All of Evaluating Outcomes Domain</p> <p>Domain: Systems, Sectors and Settings: all of category 6.A</p>
7. Internal documents such as handbooks for the program, staff and/or family and how to reflect diversity, equity, inclusion, and belonging in these documents and in practice.	<p>OSEP: Working with Families from Diverse Backgrounds, Engaging and Communicating with Families, Supporting Social and Emotional Development, Collaborating and Technology</p> <p>EI/ESCE: Standard 2: 2.1 and 2.2, 3.1</p> <p>NAEYC: Standard 2: 2a, 2b, and 2c, Standard 6: 6b and 6d</p> <p>PS&C: Standard 2: 2a and 2b, and Standard 6: 6b and 6c</p>

	<p>CKC's: Domain 3: 3.B.4 Domain 4: 4.B.1, and 4.B.2 Domain 5: 5.A.1, 5.A.2, 5.C.1 Domain 7: 7.B.1</p> <p>T.A. CKC's: Domain: Professionalism, TA 1.A.3, 2.C.1, 2.D.1, Domain: Systems, Sectors and Settings, 6.A.4</p>
8. Financial management including, childcare cost trends, funding sources, operating and capital expenses.	<p>EI/ESCE: Standard 7: 7.1,7.3, and 7.4 NAEYC: Standard 6: 6a through 6e PS&C: Standard 2: 2c, Standard 6: 6a through 6e CKC's: Domain 7: 7.A.3</p> <p>TA CKC's: Domain: Professionalism: T.A. 1.A.4, and 1.B.1 Domain: Content Knowledge, T.A. 3.B.3.</p>
9. Budgets: Start-up, capital and operational.	<p>E/I/ESCE: Standard:7: 7.3 and 7.4 NAEYC: Standard 6: 6b PS&C: Standards 6: 6b</p> <p>TA CKC's: Domain: Professionalism: T.A. 1.A.4, and 1.B.1 Domain: Content Knowledge, T.A. 3.B.3.</p>
10. Marketing and public relations strategies including recruitment of staff and children in ways that integrate diversity, equity, inclusion and belonging.	<p>OSEP: Working with Children and Families from Diverse Backgrounds and Collaborating, Engaging, Communicating with Families and Technology and Collaboration</p> <p>E/I/ESCE: Standard 2: 2.1 and 2.2, Standard 3: 3.1, Standard 7: 7.1 and 7.4 NAEYC: Standard 2: 2a, 2b and 2c, Standard 6: 6b, 6d, and 6e PS&C: Standard 2: 2a,2b and 2c, Standard 6: 6a, 6b, and 6c CKC's: Domain 7: 7.B.1 TA CKC's Domain Systems, Sectors and Settings: 6.B.5</p>

Standards:

CT State Core Knowledge and Competencies (CKC) <https://www.ctoec.org/wp-content/uploads/2019/12/CKC-Professionals-Framework-2016.pdf>

The Connecticut Core Knowledge and Competency Framework for Technical Assistance Providers that Support Adults who Work with Young Children and Families

<https://www.ctoec.org/wp-content/uploads/2019/12/CKC-TA-Framework-2016.pdf>

Early Intervention/Early Childhood Special Education (EI/ECSE)

<https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators>

National Association for the Education of Young Children (NAEYC) https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/2021_naeyc_higher_education_accreditation_standards.pdf

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (PS&C ECE)

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards_and_competencies_ps.pdf

Key Experiences: (These can be in-class activities, graded assignments, or anything in-between.)

1. Develop basic knowledge and understanding of multidimensional aspects of administration, by completing a shadow experience, developing a questionnaire and interviewing ECE administrators in at least two different settings. Describe how these administrators see their work as supporting high quality. C.O. 1 and 2
2. For your center (real or proposed), create an educational philosophy and a vision and mission statement that includes integrating diversity, equity, inclusion and belonging. Discuss how the administrator could communicate this through regular activities of the center so it can become a shared vision with the staff, families, and community. C.O. 3 and C.O. 5
3. Review the NAEYC Code of Ethical Conduct, Supplement for Program Administrators <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Supplement%20PS2011.pdf> and discuss how and when the document should be used. C.O. 4
4. Survey a variety of program evaluation tools (ECERS, ITERS, PAS, BAS) as well as national accreditations (NAEYC, NAC, NECPA). C.O. 4
5. Identify and discuss equitable personnel management and the administrator's role in hiring, supervising, evaluating, and establishing professional development goals for individual staff. C.O. 6
6. Compare and contrast several internal documents such as staff, program, and family handbooks and discuss if/how they reflect diversity, equity, inclusion and belonging. C.O. 7
7. Create a list of funding sources including public and private grant opportunities (local, state, federal) for capital and/or operating expenses of an early childhood facility. C.O. 8
8. Review and evaluate a variety of start-up budgets and operating budgets for home-based and/or center-based program. Develop an operating budget for a childcare facility of your choice. C.O. 9
9. Design a marketing brochure for your real or proposed family-based or center-based program with attention to integrating diversity, equity, inclusion and belonging. C.O. 10

RESOURCES

Books:

Circle of Influence: Implementing Shared Decision Making and Participative Management, Paula Jorde Bloom, 2011, New Horizons, Lake Forrest, Illinois, ISBN-13: 978-0962189432

Blueprint for Action: Leading Your Team in Continuous Quality Improvement, Paula Jorde Bloom, 3rd Edition, 2015, New Horizons, Lake Forrest, Illinois, ISBN: 9780982708248

A Great place to Work, Bloom, etal., 2nd edition, 2016, New Horizons, Lake Forrest, Illinois , ISBN: 9780982708279

Ethics and the Early Childhood Educator: Using the NAEYC Code, Stephanie Feeney etal., 2nd Edition, NAEYC, ISBN:978-1-938113-22-2

Teaching the Code of Ethical Conduct, Revised edition, Stephanie Feeney etal., NAEYC, ISBN:978-1-938113-88-8

Advancing the Early Childhood Profession , Lutton, A., NAEYC: (2012).ISBN-13: 978-1928896814

Developing & Administering A Childcare and Education Program, 9th edition, Dorothy June Sciarra, etal., Cengage, ISBN:13:978-1-305-08808-5

Administration of Programs for Young Children, 7th edition, Phyllis Click and Kimberly A. Karkos, Thompson Delmar Learning,

The Visionary Director, 2nd edition, Margie Carter and Deb Curtis, Redleaf Press, ISBN: 978-1-60554-020-7

Articles:

A Principal's Top 10 list for Successful Communications

<https://www.nspr.org/files/PrincipalsTop10.pdf>

Good Ways to Communicate with Techers

<https://www.ascd.org/el/articles/good-ways-to-communicate-with-teachers>

Financing and Budgeting Guidebook for Early Care and Facilities <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/financing-budgeting-guidebook-for-early-care-facilities.pdf>

How to Manage Your Daycare Budget
<https://www.himama.com/blog/child-care-budget-template/>

6 Affordable Marketing Ideas for Childcare Services
<https://www.geteduca.com/blog/marketing-strategies-child-care/>

Professional Development Plans
<https://www.ctoec.org/core-knowledge-and-competency-frameworks/professional-development-plans/>

Preschool Teacher Evaluations
<https://www.himama.com/blog/child-care-staff-evaluation-template/>

How to Retain the Best Early Childhood Educators
<https://www.himama.com/blog/how-to-retain-the-best-early-childhood-educators/>

Recruiting Childcare Providers
<https://eclkc.ohs.acf.hhs.gov/publication/recruiting-child-care-providers>

Websites:

CT OEC Core Knowledge and Competence Frameworks (CKC's) for Early Childhood
<https://www.ctoec.org/professional-development-and-technical-assistance/core-knowledge-and-competency-frameworks/>

Building Core, Knowledge and Competency Through Reflection
<https://sites.google.com/cestrumbull.org/buildingckcreflection/home>

Reflective Supervision
<https://sites.google.com/cestrumbull.org/buildingckcreflection/reflective-supervision>

McCormick Center for Early Childhood Leadership

<https://mccormickcenter.nl.edu/library-category/administrative-leadership/>

CT Association for Education of Young Children, (CTAEYC) CtShares

<https://www.ctshares.org/marketing-home/>

CT211

<https://uwc.211ct.org/categorysearch/children/>

NAEYC Code of Ethical Conduct

<https://www.naeyc.org/resources/position-statements/ethical-conduct>

NAEYC Code of Ethical Conduct Supplement for Administrators

<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Supplement%20PS2011.pdf>

Childcare Marketing Strategies

<https://www.theempowerededucatoronline.com/2018/02/child-care-marketing.html/>

Videos:

Audio Podcast:

<https://www.childcaresites.com/podcast-player>

Additional Resource:

Connecticut Office of Early Childhood(OEC) Licensing Statutes and Regulations

<https://www.ctoec.org/licensing/statutes-and-regulations/>

Mission Statements and Vision Statements: Unleashing the Power of Purpose

https://www.mindtools.com/pages/article/newLDR_90.htm

Early Childhood Environment Rating Scale (ECERS) 3rd Edition

<https://ers.fpg.unc.edu/scales-early-childhood-environment-rating-scale-third-edition>

Program Assessment Tools:

<http://newhorizonsbooks.net/assessment-tools-2/>

Sample Budget

<http://apps.marylandfamilynetwork.org/mdcfc/pdfs/BUDG1-centeroperations02.pdf>

Work Environment Profile

https://docs.google.com/document/d/1tFe4NVygs-8VEGCDZliVsc7cOVnvH_GhVz1qmD_IRA4/edit

Active Supervision Toolkit

<https://www.nmcaahs.com/uploads/2/4/0/2/24026312/active-supervision-toolkit.pdf>

Children's Books:

The Sum of the Parts

The Remarkable Farkle McBride by John Lithgow

How To Be by Lisa Brown

Cooperation

Swimmy by Leo Lionni

Stone Soup, several different authors

Communication

Amelia Bedelia by Peggy Parish

The Hungry Thing by Jan Slepian

Valuing Different Strengths in Staff

Tacky the Penguin by Helen Lester

All the Ways to be Smart by Davina Bell

Feeling like there's never enough time?

So Few of Me, by Peter Reynolds

UConn UCEED

SAMPLE SYLLABUS

Instructor: _____ **Office:** _____
Telephone: _____ **Office Hours:** _____ or by app't
E-mail: _____

Text: _____

Evaluation and grading:

Assessments and Assignments:

UConn

Date	Topic and Learning Experiences	Alignment with Course Objectives	Assignments	Alignment with Student Outcomes
1	<p>Introduction Multi-dimensional aspects of the administrator's role.</p> <p>*Introduce the assignment of the shadow experience and an interview with an ECE administrator two different settings.</p>	CO 1	<p>Coordinate and schedule dates for the shadow experiences and interviews with ECE administrators in two different settings. Develop a set of questions to use in the interviews.</p> <p>Due Week 5</p>	
2	<p>Various models of high quality, standards based early childhood programs. Discuss the questions presented by students and establish the parameters for the interviews.</p>	CO 2		
3	<p>What is the "culture" in your program? Examining /developing a Philosophy, Vision, and Mission.</p>	CO 3 and Co 5	<p>*For your center (real or proposed), create an educational philosophy and a vision and mission statement that includes integrating diversity, equity, inclusion and belonging. Discuss how the administrator could communicate this through regular activities of the center so it can become a shared vision with the staff, families, and community.</p>	SO3 and SO 5
4	<p>State Licensing Regulations and the CT Early Learning and Development Standards</p>	CO 4		
5	<p>The NAEYC code of ethics and the NAEYC Code of Ethics for Program Administrators</p>	CO 4	<p>*Review the Code of ethical conduct including the Program Administrator's supplement and discuss.</p>	SO 1 and SO 2 and SO 4

			Submit ECE Administrator interviews report	
6	Program Evaluation/Assessment tools.	CO 4	*Survey a variety of program evaluation tools (ECERS, ITERS, PAS, BAS)	SO4
7	National Program Accreditations	C.O. 4	*Survey National accreditations (NAEYC, NAC, NECPA).	SO 4
8	Interpersonal relations reflecting diversity, equity, inclusion, and belonging with staff, families, volunteers, the community, and the governing body.	CO 5	*Choose two articles and complete an evaluation of them: A Principal's Top 10 list for Successful Communications https://www.nspr.org/files/PrincipalsTop10.pdf Good Ways to Communicate with Teachers https://www.ascd.org/el/articles/good-ways-to-communicate-with-teachers	SO 5
9	Overview of Program personnel management and the administrator's role in hiring, supervising, evaluating, and establishing professional development goals for individual staff.	CO 6	Gather personnel policies for next week's class discussion.	
10	*Identify and discuss equitable personnel management and the administrator's role in hiring, supervising, evaluating, and establishing professional development goals for individual staff. C.O. 6 Reflective supervision Building Core Knowledge and Competencies Through Reflection	CO 6		SO 6

11	Internal documents such as staff, program, and family handbooks.	CO 7	*Examine your program's handbooks; how do they reflect diversity, equity, inclusion and belonging?	SO 7
12	Financial management including, childcare cost trends, funding sources, operating and capital expenses.	CO 8	*Create a list of funding sources including public and private grant opportunities (local, state, federal) for capital and/or operating expenses of an early childhood facility	SO 8
13	Review and evaluate a variety of start-up budgets and operating budgets for home-based and/or center-based program.	CO 9	*Develop an operating budget for a childcare facility of your choice.	SO 9
14	Marketing	CO 10	*Design and present a marketing brochure for your real or proposed family-based or center-based program with attention to integrating diversity, equity, inclusion and belonging.	SO 10
15			Presentations	
16		C.O. 10	Presentations	

*** Key Experiences.**