

**Master Course Outline  
With Sample Syllabus**

**Administration and Supervision of Programs for Young Children**

**ECED 2706**

**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:**

<b>Course Objective</b>	<b>Alignment with Standards</b>
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.	<b>OSEP:</b> All Priority Areas <b>DEC/EI/ESCE:</b> All of Standard 1: Standard 2: Standard 3: Standard 4: Standard 5: Standard 6: 6.1 and 6.2 All of Standard 7 <b>CKC's:</b> All domains, sub-domains, and categories <b>T.A. CKC's:</b> All Domains: all categories and indicators
2. The administration of high quality, developmentally appropriate, standards-based education models in a variety of settings.	<b>OSEP:</b> All Priority Areas <b>DEC/EI/ESCE:</b> 5.1, 5.2 <b>PS&amp;C for ECE:</b> 4a; All of Standard 6 <b>CKC's:</b> All Domains, sub-domains, and categories <b>T.A. CKC's:</b> All Domains: all categories and indicators

<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><b>OSEP:</b> Collaborating  <b>DEC/EI/ESCE:</b> All of Standard 3; All of Standard 7  <b>PS&amp;C for ECE:</b> 4a; All of Standard 6  <b>CKC's:</b> All of Domain 7  <b>T.A.CKC's:</b> All of Domains 1 and 2; 3.B.4, 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><b>OSEP:</b> Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions  <b>DEC/EI/ESCE:</b> All of Standard 7  <b>PS&amp;C for ECE:</b> All of Standard 3  <b>CKC's:</b> All of Domain 6, 7.A.3  <b>T.A. CKC's:</b> All of 1.A and 1.D, 3.B.3, All of Domain 5</p>
<p>5. Effective interpersonal relations, communication, and advocacy skills with staff, families, volunteers, the community, and the governing body reflecting diversity, equity, inclusion, and belonging.</p>	<p><b>OSEP:</b> Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions  <b>DEC/EI/ESCE:</b> All of Standard 2, All of Standard 3: All of Standard 7  <b>PS&amp;C for ECE:</b> 4a and 4c, All of Standard 6  <b>CKC's:</b> All categories Domain 5.A, 7.A.4 and 7 B.1  <b>T.A. CKC's:</b> All of category 1.A, 1.B.1, and all of category 1.D</p>
<p>6. Effective program personnel management including reflective, equitable supervision; staffing; evaluation; staff development; and applicable policies and procedures.</p>	<p><b>OSEP:</b> Collaborating  <b>DEC/EI/ESCE:</b> 6.2, All of Standard 7  <b>PS&amp;C for ECE:</b> 1d, All of Standard 4, All of Standard 6  <b>CKC's:</b> 7.A.2, 7.A.3, 7.B.1  <b>T.A. CKC's:</b> All of Domain 1, All of Domain 2, All of Category 4.C, All of Domain 5, All of Category 6.A</p>
<p>7. A variety of handbooks such as program, staff and/or family that reflects integration of diversity, equity, inclusion, and belonging.</p>	<p><b>OSEP:</b> Working with Families from Diverse Backgrounds, Engaging and Communicating with Families, Supporting Social and Emotional Development, Collaborating and Technology</p>

	<p><b>DEC/EI/ESCE:</b> 2.1, 2.2, and 3.1  <b>PS&amp;C for ECE:</b> 2a, 2b, 6b, and 6c  <b>CKC's:</b> 3.B.4, 4.B.1, 4.B.2, 5.A.1, 5.A.2, 5.C.1, and 7.B.1  <b>T.A. CKC's:</b> 1.A.3, 2.C.1, 2.D.1, 6.A.4</p>
8. Financial management including, childcare cost trends, funding sources, operating and capital expenses.	<p><b>DEC/EI/ESCE:</b> 7.1,7.3, and 7.4  <b>PS&amp;C for ECE:</b> 2c, All of Standard 6  <b>CKC's:</b> 7.A.3  <b>TA CKC's:</b> 1.A.4, 1.B.1, and 3.B.3.</p>
9. Budgets	<p><b>DEC/E/I/ESCE:</b> 7.3 and 7.4  <b>PS&amp;C for ECE:</b> 6b  <b>TA CKC's:</b> 1.A.4, 1.B.1, and 3.B.3.</p>
10. Marketing and public relations strategies that includes integration of diversity, equity, inclusion, and belonging.	<p><b>OSEP:</b> Working with Children and Families from Diverse Backgrounds and Collaborating, Engaging, Communicating with Families and Technology and Collaboration  <b>DEC/E/I/ESCE:</b> 2.1, 2.2, 3.1, 7.1 and 7.4  <b>PS&amp;C:</b> All of Standard 2, 6a, 6b, and 6c  <b>CKC's:</b> 7.B.1  <b>TA CKC's:</b> 6.B.5</p>

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

<b>Student Outcomes:</b>	<b>Alignment with Standards</b>
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><b>OSEP:</b> All Priority Areas  <b>DEC/EI/ESCE:</b> All of Standard 1: Standard 2: Standard 3: Standard 4: Standard 5: Standard 6: 6.1 and 6.2 All of Standard 7  <b>CKC's:</b> All domains, sub-domains, and categories  <b>T.A. CKC's:</b> 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><b>OSEP:</b> All Priority Areas  <b>DEC/EI/ESCE:</b> 5.1, 5.2  <b>PS&amp;C for ECE:</b> 4a; All of Standard 6  <b>CKC's:</b> All Domains, sub-domains, and categories  <b>T.A. CKC's:</b> 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><b>OSEP:</b> Collaborating  <b>DEC/EI/ESCE:</b> All of Standard 3; All of Standard 7  <b>PS&amp;C for ECE:</b> 4a; All of Standard 6  <b>CKC's:</b> All of Domain 7  <b>T.A. CKC's:</b> All of Domains 1 and 2; 3.B.4, 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><b>OSEP:</b> Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions  <b>DEC/EI/ESCE:</b> All of Standard 7  <b>PS&amp;C for ECE:</b> All of Standard 3  <b>CKC's:</b> All of Domain 6, 7.A.3  <b>T.A. CKC's:</b> All of 1.A and 1.D, 3.B.3, All of Domain 5</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><b>OSEP:</b> Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions  <b>DEC/EI/ESCE:</b> All of Standard 2, All of Standard 3: All of Standard 7  <b>PS&amp;C for ECE:</b> 4a and 4c, All of Standard 6  <b>CKC's:</b> All categories Domain 5.A, 7.A.4 and 7 B.1  <b>T.A. CKC's:</b> 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><b>OSEP:</b> Collaborating  <b>DEC/EI/ESCE:</b> 6.2, All of Standard 7  <b>PS&amp;C for ECE:</b> 1d, All of Standard 4, All of Standard 6  <b>CKC's:</b> 7.A.2, 7.A.3, 7.B.1</p>

	<p><b>T.A. CKC's:</b> All of Domain 1, All of Domain 2, All of Category 4.C, All of Domain 5, 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><b>OSEP:</b> Working with Families from Diverse Backgrounds, Engaging and Communicating with Families, Supporting Social and Emotional Development, Collaborating and Technology  <b>DEC/EI/ESCE:</b> 2.1, 2.2, and 3.1  <b>PS&amp;C for ECE:</b> 2a, 2b, 6b, and 6c  <b>CKC's:</b> 3.B.4, 4.B.1, 4.B.2, 5.A.1, 5.A.2, 5.C.1, and 7.B.1  <b>T.A. CKC's:</b> 1.A.3, 2.C.1, 2.D.1, 6.A.4</p>
<p>8. Discuss financial management including, childcare cost trends, funding sources, operating and capital expenses.</p>	<p><b>DEC/EI/ESCE:</b> 7.1,7.3, and 7.4  <b>PS&amp;C for ECE:</b> 2c, All of Standard 6  <b>CKC's:</b> 7.A.3  <b>TA CKC's:</b> 1.A.4, 1.B.1, and 3.B.3.</p>
<p>9. Create a budget, choosing appropriate materials and equipment.</p>	<p><b>DEC/E/I/ESCE:</b> 7.3 and 7.4  <b>PS&amp;C for ECE:</b> 6b  <b>TA CKC's:</b> 1.A.4, 1.B.1, and 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><b>OSEP:</b> Working with Children and Families from Diverse Backgrounds and Collaborating, Engaging, Communicating with Families and Technology and Collaboration  <b>DEC/E/I/ESCE:</b> 2.1, 2.2, 3.1, 7.1 and 7.4  <b>PS&amp;C:</b> All of Standard 2, 6a, 6b, and 6c  <b>CKC's:</b> 7.B.1  <b>TA CKC's:</b> 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><b>OSEP:</b> All Priority Areas  <b>DEC/EI/ESCE:</b> All of Standard 1: Standard 2: Standard 3: Standard 4: Standard 5: Standard 6: 6.1 and 6.2 All of Standard 7  <b>CKC’s:</b> All domains, sub-domains, and categories  <b>T.A. CKC’s:</b> 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><b>OSEP:</b> All Priority Areas  <b>DEC/EI/ESCE:</b> 5.1, 5.2  <b>PS&amp;C for ECE:</b> 4a; All of Standard 6  <b>CKC’s:</b> All Domains, sub-domains, and categories  <b>T.A. CKC’s:</b> 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><b>OSEP:</b> Collaborating  <b>DEC/EI/ESCE:</b> All of Standard 3; All of Standard 7  <b>PS&amp;C for ECE:</b> 4a; All of Standard 6  <b>CKC’s:</b> All of Domain 7  <b>T.A. CKC’s:</b> All of Domains 1 and 2; 3.B.4, 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><b>OSEP:</b> Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions  <b>DEC/EI/ESCE:</b> All of Standard 7  <b>PS&amp;C for ECE:</b> All of Standard 3  <b>CKC’s:</b> All of Domain 6, 7.A.3</p>

	<b>T.A. CKC's:</b> All of 1.A and 1.D, 3.B.3, All of Domain 5
5. Interpersonal relations, communication and advocacy skills with staff, families, volunteers, the community, and the governing body reflecting diversity, equity, inclusion, and belonging.	<b>OSEP:</b> Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions <b>DEC/EI/ESCE:</b> All of Standard 2, All of Standard 3: All of Standard 7 <b>PS&amp;C for ECE:</b> 4a and 4c, All of Standard 6 <b>CKC's:</b> All categories Domain 5.A, 7.A.4 and 7 B.1 <b>T.A. CKC's:</b> All of category 1.A, 1.B.1, and all of category 1.D
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.	<b>OSEP:</b> Collaborating <b>DEC/EI/ESCE:</b> 6.2, All of Standard 7 <b>PS&amp;C for ECE:</b> 1d, All of Standard 4, All of Standard 6 <b>CKC's:</b> 7.A.2, 7.A.3, 7.B.1 <b>T.A. CKC's:</b> All of Domain 1, All of Domain 2, All of Category 4.C, All of Domain 5, All of Category 6.A
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.	<b>OSEP:</b> Working with Families from Diverse Backgrounds, Engaging and Communicating with Families, Supporting Social and Emotional Development, Collaborating and Technology <b>DEC/EI/ESCE:</b> 2.1, 2.2, and 3.1 <b>PS&amp;C for ECE:</b> 2a, 2b, 6b, and 6c <b>CKC's:</b> 3.B.4, 4.B.1, 4.B.2, 5.A.1, 5.A.2, 5.C.1, and 7.B.1 <b>T.A. CKC's:</b> 1.A.3, 2.C.1, 2.D.1, 6.A.4
8. Financial management including, childcare cost trends, funding sources, operating and capital expenses.	<b>DEC/EI/ESCE:</b> 7.1,7.3, and 7.4 <b>PS&amp;C for ECE:</b> 2c, All of Standard 6 <b>CKC's:</b> 7.A.3 <b>TA CKC's:</b> 1.A.4, 1.B.1, and 3.B.3.
9. Budgets: Start-up, capital and operational.	<b>DEC/EI/ESCE:</b> 7.3 and 7.4 <b>PS&amp;C for ECE:</b> 6b

	<b>TA CKC's:</b> 1.A.4, 1.B.1, and 3.B.3.
10. Marketing and public relations strategies including recruitment of staff and children in ways that integrate diversity, equity, inclusion and belonging.	<b>OSEP:</b> Working with Children and Families from Diverse Backgrounds and Collaborating, Engaging, Communicating with Families and Technology and Collaboration <b>DEC/E/I/ESCE:</b> 2.1, 2.2, 3.1, 7.1 and 7.4 <b>PS&amp;C:</b> All of Standard 2, 6a, 6b, and 6c <b>CKC's:</b> 7.B.1 <b>TA CKC's:</b> 6.B.5

**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](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](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, 3<sup>rd</sup> Edition, 2015, New Horizons, Lake Forrest, Illinois, ISBN: 9780982708248

A Great place to Work, Bloom, et al., 2<sup>nd</sup> edition, 2016, New Horizons, Lake Forrest, Illinois , ISBN: 9780982708279

Ethics and the Early Childhood Educator: Using the NAEYC Code, Stephanie Feeney et al., 2<sup>nd</sup> Edition, NAEYC, ISBN:978-1-938113-22-2

Teaching the Code of Ethical Conduct, Revised edition, Stephanie Feeney et al., 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, 9<sup>th</sup> edition, Dorothy June Sciarra, et al., Cengage, ISBN:13:978-1-305-08808-5

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

The Visionary Director, 2<sup>nd</sup> 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 Teachers

<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/buildingckreflection/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 Conduce 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](https://www.mindtools.com/pages/article/newLDR_90.htm)

Early Childhood Environment Rating Scale (ECERS) 3<sup>rd</sup> 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](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

**SAMPLE SYLLABUS**

**Instructor:** \_\_\_\_\_ **Office:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_ **Office Hours:** \_\_\_\_\_ or by app't

**E-mail:**

**Text:** \_\_\_\_\_

**Evaluation and grading:**

## Assessments and Assignments:

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><b>Due Week 5</b></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	The NAEYC code of ethics and the NAEYC Code of Ethics for Program Administrators	CO 4	*Review the Code of ethical conduct including the Program Administrator's supplement and discuss.  Submit ECE Administrator interviews report	SO 1 and SO 2 and SO 4
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 <a href="https://www.nspra.org/files/PrincipalsTop10.pdf">https://www.nspra.org/files/PrincipalsTop10.pdf</a>  Good Ways to Communicate with Teachers <a href="https://www.ascd.org/el/articles/good-ways-to-communicate-with-teachers">https://www.ascd.org/el/articles/good-ways-to-communicate-with-teachers</a>	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	CO 6		SO 6

	professional development goals for individual staff. C.O. 6  Reflective supervision <a href="#">Building Core Knowledge and Competencies Through Reflection</a>			
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.