

**Unit 4****Chapter 4: The Role of the Administrator****Getting Ready for the Unit and Connecting to Experience****Course: Observation and Assessment**

Student Learning Outcomes:

- Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.

Objectives:

- Identify logistical challenges, biases, and preconceptions about observing and assessing children.

Content and Topics:

- Link between child development theory and research to observation and assessment

**Course: Practicum-Field Experience**

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Perform teaching and non-teaching responsibilities.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Theory to practice
  - Developmentally, culturally, and linguistically appropriate practices
  - Current research
  - State and national standards
- Typical teaching and non-teaching activities in early childhood settings
- Professional and ethical teaching

**Course: Administration I: Programs in Early Childhood Education**

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
  - Program evaluation tools

**Expansion Course: Administration II: Personnel and Leadership in  
Early Childhood Education**

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Identify components of hiring practices, observation and evaluation practices of staff.

Content and Topics:

- Administrator Responsibilities
  - Legal requirements and responsibilities
  - Ethics – Professional behaviors
  - Reflective Practice
  - Time Management
  - Working with colleagues and families
    - Creating a diverse and inclusive environment
    - Team building strategies
    - Establishing professional relationships and boundaries
    - Communication strategies
    - Dealing with conflict.

## Unit 4

### Chapter 4: The Role of the Administrator

#### Key Topic 1:

#### Overview and Rationale of the Chapter

##### **Course: Practicum-Field Experience**

##### Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

##### Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

##### Content and Topics:

- Theory to practice
  - Developmentally, culturally, and linguistically appropriate practices
  - Current research
  - State and national standards

##### **Expansion Course: Administration I: Programs in Early Childhood Education**

##### Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

##### Objectives:

- Assess various methods and tools of evaluation.

##### Content and Topics:

- Program Development
  - Program evaluation tools

##### **Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education**

##### Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

##### Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Identify components of hiring practices, observation and evaluation practices of staff.

**Expansion Course: Administration II: Personnel and Leadership in  
Early Childhood Education – Continued**

Content and Topics:

- Administrator Responsibilities
  - Legal requirements and responsibilities
  - Ethics – Professional behaviors
  - Reflective Practice
  - Time Management
  - Working with colleagues and families
    - Creating a diverse and inclusive environment
    - Team building strategies
    - Establishing professional relationships and boundaries
    - Communication strategies
    - Dealing with conflict

## Unit 4

### Chapter 4: The Role of the Administrator

#### **Key Topic 2: Leadership**

##### **Course: Introduction to Curriculum**

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation

##### **Course: Practicum-Field Experience**

Student Learning Outcomes:

- Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.

Objectives:

- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.
- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.

Content and Topics:

- Theory to practice
  - Developmentally, culturally, and linguistically appropriate practices
  - Current research
  - State and national standards

##### **Expansion Course: Adult Supervision and Mentoring in Early Care and Education**

Student Learning Outcomes:

- Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.

Objectives:

- Examine methods of supervision for student teachers and others in early childhood education settings.
- Identify characteristics of effective leaders and mentors.

### **Expansion Course: Adult Supervision and Mentoring in Early Care and Education – Continued**

#### Content and Topics:

- Adult Mentoring and Supervision Strategies
  - Coaching
  - Modeling
  - Shadowing
  - Reflective supervision and feedback
  - Mentor/mentee relationship.

### **Expansion Course: Administration I: Programs in Early Childhood Education**

#### Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

#### Objectives:

- Compare and contrast various program structures, philosophies and curriculum models.
- Identify strategies to ensure equity and respect for children, families, staff and colleagues.

#### Content and Topics:

- Program Development
  - Mission, philosophy, values
  - Culture and climate of program

### **Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education**

#### Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.
- Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

#### Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Identify components of hiring practices, observation and evaluation practices of staff.
- Summarize essential practices for collaboration with staff, families and community.

#### Content and Topics:

- Working with colleagues and families
  - Creating a diverse and inclusive environment
  - Team building strategies
  - Establishing professional relationships and boundaries

### **Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education – Continued**

#### Content and Topics:

- Working with colleagues and families – Continued
  - Communication strategies
  - Dealing with conflict
- Leadership and Professional Development
  - Development of staff and administrators
  - Modeling and coaching
  - Cultivating leaders
  - Leadership styles
  - Confidentiality
  - Setting priorities between home and work
  - Professional memberships and advocacy

### **Expansion Course: Curriculum and Strategies for Children with Special Needs**

#### Student Learning Outcomes:

- Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
- Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.

#### Objectives:

- Explain current special education laws and their impact on early childhood practice.
- Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

#### Content and Topics:

- Policies and Procedures for Early Intervention and Special Education
  - Individuals with Disabilities Education Act (IDEA)
  - Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) process
  - Response to intervention
  - Least restrictive environment
  - Family rights
- Teacher's Role
  - Philosophical approach
  - Ethics-professional behaviors
  - Collaborating with family and early interventionists/specialists
  - Communication
  - Diverse and cultural perspectives
  - IFSP/IEP team

## Unit 4

### Chapter 4: The Role of the Administrator

#### **Key Topic 3: Management**

##### **Course: Practicum-Field Experience**

###### Student Learning Outcomes:

- Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.

###### Objectives:

- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.
- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.

###### Content and Topics:

- Curriculum
  - Ongoing curriculum development cycle
    - Observation
    - Planning
    - Implementation
    - Evaluation
    - Documentation
  - Authentic assessment and documentation
    - Common tools
    - State and federal requirements

##### **Expansion Course: Adult Supervision and Mentoring in Early Care and Education**

###### Student Learning Outcomes:

- Demonstrate competency in communication and reflective practices when working with diverse adult populations.
- Use a variety of personnel, program, and environmental assessment tools in inform leadership decisions.

###### Objectives:

- Evaluate various personnel, program and environmental assessment tools.
- Develop effective interactions and communication techniques.

###### Content and Topics:

- Adult Mentoring and Supervision Strategies
  - Coaching
  - Modeling

### **Expansion Course: Adult Supervision and Mentoring in Early Care and Education – Continued**

#### Content and Topics:

- Adult Mentoring and Supervision Strategies – Continued
  - Shadowing
  - Reflective supervision and feedback
  - Mentor/mentee relationships
- Adults in Early Care and Education Settings
  - Adult learners
  - Orientation
    - Role and expectations
  - Positive interactions and communication
  - Conflict resolution

### **Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education**

#### Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.
- Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

#### Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Connect staff needs to professional development and opportunities.
- Summarize essential practices for collaboration with staff, families and community.

#### Content and Topics:

- Leadership and Professional Development
  - Development of staff and administrators
  - Modeling and coaching
  - Cultivating leaders
  - Leadership styles
  - Confidentiality
  - Setting priorities between home and work

### **Expansion Course: Curriculum and Strategies for Children with Special Needs**

#### Student Learning Outcomes:

- Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
- Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.

### **Expansion Course: Curriculum and Strategies for Children with Special Needs – Continued**

#### Objectives:

- Explain current special education laws and their impact on early childhood practice.
- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.
- Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

#### Content and Topics:

- Policies and Procedures for Early Intervention and Special Education
  - Response to intervention
  - Least restrictive environment
  - Family rights
  - Working with local public/private school systems
  - People first language
  - Advocacy and public policy
  - Community resources and agencies