



HSU Course Outline

Early Childhood Education Supervisor Credential

EDES200

12 Weeks

Description

This supervisor credential students with skills and strategies to develop language-rich classroom experiences as well as best policies to focus on best practices and procedures for Head Start Education. The credential will show you how to respond to and improve disruptive behavior with ethical strategies that promote Head Start children's skill development and safeguard the emotional needs of all involved. During this supervisor credential you will learn strategies for solving behavior problems in positive ways. The supervisor credential will define the leadership responsibility as a collaborator, standard-bearer, resource, manager and advocate and explore how the position interacts with other Head Start staff in achieving program goals and it will ensure effective literacy instructions for children ages 3 to 5 years. Students will learn to set standards for quality and ensuring that these standards are met and understand participatory management and consensus building for component decision making. Students will receive 6 week lessons, built around a theme with associated vocabulary lists and fun activities. Students will learn how to utilize take-home tools to create general lesson plans for each week as well as detailed daily lesson plans. Students will receive strategies for communing with staff to share information, build skills, oversee performance and resolve problems.

Prerequisites

- Knowledge of Performance Standards

Who Should Take This Course?

All Education staff will benefit from this course. It is designed for new teachers and education manager, coordinators and specialist. Education staff that is scheduled for reviews should attend this course.

Objectives

- ✓ Understand child centered overview of program quality care
- ✓ Have suggestions for building children's self-esteem
- ✓ Learn how to engage children through structured and unstructured activities
- ✓ Learn to address the needs of children from low resource backgrounds
- ✓ Learn how to ensure alignment with Head Start outcomes framework
- ✓ Learn how to incorporate with current program
- ✓ Help parents continue home learning
- ✓ How to set standards for quality and ensuring that these standards are met
- ✓ How to serve as a resource to staff and parents on component organization, on the Head Start Performance Standards and other policies that relate to the Education Component and on early childhood education and development
- ✓ How to use participatory management and consensus building for component decision making
- ✓ How to manage time and resources effectively
- ✓ How to serve as an advocate for quality programs for children and families
- ✓ How to communicate with staff to share information, build skills, oversee performance and resolve problems
- ✓ How to collaborate with the Director, component coordinators and supervisors to help ensure that individual component services are integrated into one comprehensive program
- ✓ Learn insight into why specific behaviors might surface
- ✓ Learn proven strategies and insights about behaviors
- ✓ Help teachers to deliver curriculum content effectively

Outline

Building Language Curriculum

Using the Curriculum
Role of Parents

Monitoring Progress

Lesson and Take Home Activities
School Days

Family
Alphabet
Personal places
Seasons
Food
Animals
Fall
Helpers
Color Shapes & Signs
The Great Outdoors
Thanksgiving
Winter Wonderland
Our Senses
Movement & Music
Transportation in My Neighborhood
Our Bodies, Our Selves
Numbers & Counting
Fables and Fairy Tales
Solar Systems

Outcomes Assessment

Instructions for using forms

Responsibility of the Education Manager

Education Manager Leadership
Program Collaboration
Quality Assurance
Resource and Support
Management Skills
Advocating

Education Planning

Area Plans
Setting up Teams
Utilizing the Community Assessment
Understanding the Performance Standards
Program Philosophy
Goals and Objectives
Curriculum
Assigning Responsibilities
Ongoing Monitoring
Budget Plans
Staffing Needs

Education Component Area

Supervising and Supporting the program
Individualizing
Physical Environments
Materials and Equipment
Classroom Management and Relationships
Planning
Collaborating
Parent Involvement

Education Administration

Policies and Procedures
Record Keeping
Tracking
Managing Facilities

Education Management

Supervision
Motivation
Individualizing
Evaluation

Dealing with conflict
Supervising the Teaching staff

Training Requirements

Training Responsibilities
Training Plans
Staff Training
Parent and Volunteer Training

Ongoing Monitoring & Self-Assessment

Annual Self Assessment
Monitoring
Monitoring Process and Outcomes
Collecting Information
Monitoring Techniques
Program Effectiveness
Using Results
Obtaining Support

Foundation of Discipline

Ideas on Discipline
Beliefs
Goals of discipline
Evidence about disciplinary practices
Effectiveness
Disadvantages
Principles

Universal Interventions

Child-centered educational program
Curriculum planning
Aims of Head Start programs
Behavioral Assessments
Educational provision
Meeting children's basic needs
Survival
Emotional Safety
Wellbeing
Meeting children's needs to belong
Social Competence
Acceptance
Empathy
Connectedness
Meeting need for autonomy
Freedom to make choices
Mastery
Self-efficacy
Environmental supports
Meeting children's need for self-esteem
Nature of self-esteem
Signs of low self-esteem
Facilitating children's health self-esteem

Supportive Interventions

Origins of inconsiderate behavior
Guidance explanations for disruptiveness
Responses to the behavior type
Attention-seeking myth
Communicating to solve problems
Listening
Assertiveness
Collaborative problem solving
Everyday responses to disruptions
Institute guidelines, not rules

- Giving positive instructions
- Changing the demands
- Avoiding escalating confrontations
- Teaching children emotional self-control
- Demonstrate empathy
- Teach Coping strategies
- Explaining growing up
- Teaching Constructive thinking
- Soothing children
- Consistency
- Solutions for chronic difficulties
- Amplifying present solutions
- Viewing events differently
- Responding differently

Solutions to common behaviors

- Disruptions during routines
 - Meal times
 - Sleep times
 - Group-time disruptions
 - Toileting
 - Separating from parents
 - Reunions
 - Transitions between activities
 - Packing away equipment
- Guiding pro-social behavior
 - Social withdrawal
 - Excessive reliance on others
 - Physical aggression
 - Exclusion of peers
 - Rough and tumble play
 - Super-hero play
 - Unwillingness to share
 - Sexuality
 - Fears
 - Children who have been bereaved
- Disruptions associated with atypical development
 - Delayed or impaired communication skills
 - Social application of language
 - Sensory integration difficulties
 - The autism spectrum
 - The attention-deficit disorders
 - Oppositional defiance disorder (ODD)
 - Transition to school

Supporting Adults

- Nurturing Staff
 - Manageable demands
 - Enrich adults' personal resources
 - Workplace support
 - Access to outside expertise
- Working with parents
 - Trends in relationships with parents
 - Impediments to collaboration
 - A collaborative style
 - Collaborative practices
 - Collaborative problem solving
 - Cross-cultural collaboration
 - Responding to parents' complaints
 - Complaints from third parties
- Formulating a discipline policy

- Benefits of formal policies
- Pre-planning
- Components of a policy
- Evaluation of the policy