

## CAP MOE Summary Sheet for Administration and Supervision Courses

Administration I: Programs in Early Childhood Education	
CAP Objectives:	Methods of Evaluation
1. Compare and contrast various program structures, philosophies and curriculum models as the foundation for early childhood education program development and administration within and across sites.	AD I: Comparing Program Models and Philosophies
2. Describe the range and the types of laws, regulations, policies and procedures applicable to early childhood education program operations and program types.	AD I: Understanding Community Care Licensing Regulations
3. Demonstrate effective procedures for maintaining the business-related operations and fiscal processes for an early childhood education setting.	AD I: Maintaining Fiscal Operations
4. Develop policies for effective staffing and staff scheduling, in accordance with applicable regulations and/or local policies and procedures.	AD I: Staffing and Scheduling
5. Evaluate programs using a variety of methods and tools to establish goals and develop improvement plans.	AD I: Using the ECERS to Identify Improvement Goals
6. Identify, address, and monitor issues of diversity, inclusion, equity and access within early childhood education programs and settings.	AD I: Strategies to Identify, Address, and Monitor Issues of Diversity, Inclusion, Equity, and Access
7. Demonstrate how to represent the program effectively to families, the community, funding and oversight agencies, and others.	AD I: Promoting Your Program
8. Model ethically responsible, culturally- and linguistically-sensitive conduct and interactions with children, staff, families, and the community as related to program administration.	AD I: Choosing Ethical Responses
Administration II: Personnel and Leadership in Early Childhood Education	
1. Review a variety of program structures, philosophies, and leadership characteristics and styles in early childhood education programs	AD II: Exploring Program Philosophies and Mission Statements AD II: Introducing Ourselves and our Attributes
2. Explore approaches to interactions, team building, reflective practice, and conflict resolution that reflect an awareness of various cultural, linguistic, and other unique characteristics and needs of program staff	AD II: Team Building, Reflective Practice, and Conflict Resolution

3. Discuss responsive leadership strategies and program policies to ensure the immediate and long-term goals for staffing the early childhood program with qualified, effective personnel.	AD II: Recruitment and Job Description
4. Describe effective coordination of and collaboration with staff in determining program goals, policies, and operations, where applicable and appropriate	AD II: Process of Change in ECE Settings
5. Research processes for recruiting, hiring, compensating, and evaluating program personnel consistent with applicable personnel laws, regulations, and policies for early childhood programs	AD II: Interview on Approaches for Recruiting, Hiring and Evaluating Personnel
6. Identify essential components of personnel handbooks.	AD II: Essential Elements of an Employee Handbook
7. Determine appropriate formal and informal observation or other evaluation methods to assess the quality of instruction and interactions, recognize the effectiveness of staff efforts, and identify and address areas in need of improvement	AD II: Staff Evaluation Policy
8. Demonstrate appropriate techniques for providing feedback and setting goals for teaching performance and supervision of others.	AD II: Purposes and Techniques for Providing Feedback
9. Develop and present professional learning opportunities to enhance staff competencies.	AD II: Staff Workshops
10. Model ethically responsible, culturally and linguistically sensitive conduct and interactions with children, staff, families, and the community	AD II: Ethically, Culturally and Linguistically Sensitive Practices

### Adult Supervision and Mentoring

1. Identify characteristics of effective supervising teachers, mentors and coaches.	AS: Characteristics of Supervising Teachers, Mentors, and Coaches Interview
2. Explain the career requirements and pathways for supervisors of teachers, mentors, and coaches in the ECE classroom.	AS: Comparing Career Pathways
3. Describe the various methods and skills for adult supervision, mentoring, and coaching to support teachers and other adults in early childhood settings.	AS: Reflecting on the Roles of Supervising Teachers, Mentors, and Coaches
4. Model strategies to support teachers and other adults in their teaching of young children.	AS: Strategies to Support Student Teachers

5. Demonstrate the skills necessary to coordinate, supervise, mentor, and/or coach the work of other adults in the early childhood setting	AS: Scenario: Are you a Supervisor or a Mentor?
6. Model reflective practice, cultural competency, and ethical conduct.	AS: Reflective Practice and Modeling Cultural Competence
7. Individualize supervision and mentoring strategies based on the roles and developmental stages of teachers in early childhood settings.	AS: Individualizing Mentoring Strategies Based on Individual Needs
8. Explain how to support adult learners' effective interactions and communication techniques with children, families, staff being supervised and with one's own supervisors.	AS: Supporting Others in Effective Interactions and Feedback
9. Use various personnel, program, and environmental assessment tools relevant to supervising, mentoring, and coaching roles.	AS: Using the ECERS
10. Demonstrate the skills necessary to identify and plan professional development to meet the individual needs of the mentee.	AS: Promoting Professional Development of the Mentee