Adult Supervision and Mentoring in Early Care and Education

Description
Methods and principles of supervising, mentoring, and coaching student teachers and other adults in early care and education settings. Presents the strategies and skills necessary to support the development of adult learners as effective mentors, coaches, and teachers. Emphasis is on individualized, relationship- and strengths-based approaches, reflective practices, and constructive communication skills. Covers characteristics and roles, career requirements and pathways, and use of evaluation in setting professional learning goals.

Student Learning Outcomes
● Explain the roles, responsibilities, and career pathways of a supervising teacher, a mentor and a coach in early care and education settings.
● Describe effective strategies and skills for supervising, mentoring and coaching student teachers, and other adults in early care and education settings.
● Demonstrate competency in communication and reflective practices when working with diverse adult populations.

Objectives
1. Identify characteristics of effective supervising teachers, mentors and coaches.
2. Explain the career requirements and pathways for supervisors of teachers, mentors, and coaches in the ECE classroom.
3. Describe the various methods and skills for adult supervision, mentoring, and coaching to support teachers and other adults in early childhood settings.
4. Model strategies to support teachers and other adults in their teaching of young children.
5. Demonstrate the skills necessary to coordinate, supervise, mentor, and/or coach the work of other adults in the early childhood setting
6. Model reflective practice, cultural competency, and ethical conduct.
7. Individualize supervision and mentoring strategies based on the roles and developmental stages of teachers in early childhood settings.
8. Explain how to support adult learners' effective interactions and communication techniques with children, families, staff being supervised and with one's own supervisors.
9. Use various personnel, program, and environmental assessment tools relevant to supervising, mentoring, and coaching roles.
10. Demonstrate the skills necessary to identify and plan professional development to meet the individual needs of the mentee.

Content
1. **Characteristics of effective supervisors, mentors and coaches**
   a. Interpersonal skills
   b. Respect for diverse perspectives
   c. Critical thinking skills
   d. Self-reflection
   e. Organizational abilities
   f. Team player
   g. Ethical and professional approach

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        h. Leadership skills

        i. Knowledge of how adults learn

2. **Career pathways and roles of supervisors, mentors and coaches**
    a. Pathways to become a supervising teacher/mentor
        i. Child Development Permit
        ii. California Mentor Teacher Program
        iii. Other local requirements
    b. Pathways to become a coach
        i. Coaching certification
        ii. Local departments of education
    c. Roles and Responsibilities
        i. Supporting teachers' developing skills for working with young children.
        ii. Supporting the professional growth and career development of teachers and others in early childhood settings.
        iii. Supporting the educational goals of adult learners
        iv. Confidentiality
        v. Ethical Practices
        vi. Professionalism

3. **Methods and skills for supervising, mentoring and coaching**
    a. Supervising/mentoring
    b. Coaching
    c. Modeling
    d. Shadowing
    e. Constructive feedback
    f. Co-planning and co-teaching
    g. Reflective supervision

4. **The work of supervisors, mentors, and coaches**
    a. Coordinating schedules
    b. Use of planning time
    c. Time management
    d. Working with others in the setting

5. **Interactions and communication techniques with children, families, and adults**
    a. Cultural awareness and personal biases
    b. Strengths-based/asset-based approaches
    c. Active listening
    d. Effective questioning
    e. Advocacy for quality practices
    f. Supporting conflict resolution among adults
    g. Self-reflection to improve interaction and communication techniques

6. **Support teachers and other adults in their teaching of young children**
    a. Engaging and supporting young children's learning
    b. Creating and maintaining effective environments
    c. Understanding and organizing content knowledge
    d. Assessing and documenting young children's learning

7. **Supporting the individual**
    a. Building relationships
    b. Observation and performance evaluation

c. Collaborative goal setting
d. Monitoring progress

8. Evaluation and assessment to support reflective practices
   a. Purpose of evaluation and assessment in relation to supervising/mentoring and coaching
   b. Tools
      i. Early Childhood Environmental Rating Scale -Revised (ECERS-R)
      ii. Classroom Assessment Scoring System (CLASS)
      iii. Site-specific staff evaluations

9. Supporting the professional development of mentees and others being coached
   a. Identifying goals
   b. Selecting appropriate professional development
   c. Resources and professional growth opportunities