

Western Technical College

10307204 Supervision and Administration in Early Childhood Programs

Course Outcome Summary

Course Information

Description	This 3-credit course focuses on the administration of an early childhood education program. It is an overview of the roles and responsibilities of administrators of early care and education programs. Topics will include examining various models of early childhood programming, analyzing components of an early childhood program, exploring laws and regulations related to early childhood, advocating for the profession, and exploring roles of the administrator. This is also the first of six courses in the Registry Childcare Administrator Credential.
Career Cluster	Human Services
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	54

Textbooks

No textbook required.

Learner Supplies

Binder and Display Board - \$10. **Vendor:** To be discussed in class. Required.

Art Supplies: Adult scissors, jar of rubber cement, small scissors with pointed tip, box of water based colored markers, utility knife, eraser, box of crayons or colored pencils, permanent black marker, large roll of clear contact paper, plastic grid ruler, storage container for materials.. **Vendor:** To be discussed in class. Required.

Success Abilities

1. Apply mathematical concepts.
2. Demonstrate ability to think critically.
3. Demonstrate ability to value self and work ethically with others in a diverse population.
4. Make decisions that incorporate the importance of sustainability.
5. Transfer social and natural science theories into practical applications.

6. Use effective communication skills.
7. Use technology effectively.

Program Outcomes

1. Apply child development theory to practice.
2. Demonstrate professionalism.
3. Integrate health, safety, and nutrition practices.

Course Competencies

1. Examine models of early childhood programs.

Assessment Strategies

- 1.1. Critique

Criteria

You will know you are successful when

- 1.1. you examine for profit, non-profit, in-home, center-based, and corporate sponsored models of early childhood programs.
- 1.2. you explore the pros of the models.
- 1.3. you explore the cons of the models.
- 1.4. you examine the role of the administrator in the models.
- 1.5. you discuss strategies for effectively working as an administrator within the models.

Learning Objectives

- 1.a. Summarize models of early childhood programs.
- 1.b. Compare the role of the administrator in various models of early childhood programs.

2. Explain state licensing standards.

Assessment Strategies

- 2.1. Report

Criteria

You will know you are successful when

- 2.1. you identify the purpose of licensing standards.
- 2.2. you articulate the role of the administrator in upholding state licensing standards.
- 2.3. you identify state licensing standards.
- 2.4. you list common licensing violations.
- 2.5. you list consequences of not following licensing standards.

Learning Objectives

- 2.a. Explain the purpose of licensing standards.
- 2.b. Summarize licensing standards.
- 2.c. Identify results of not meeting licensing standards.
- 2.d. Compile a list of common licensing violations.

3. Explain accreditation standards.

Assessment Strategies

- 3.1. Written Product

Criteria

You will know you are successful when

- 3.1. you discuss the difference between licensing and accreditation.
- 3.2. you list national accreditation systems.
- 3.3. you explain Wisconsin's child care accreditation system.

3.4. you discuss the role of the administrator in obtaining accreditation.

Learning Objectives

- 3.a. Summarize state accreditation systems.
- 3.b. Summarize national accreditation systems.

4. Analyze the roles of administrators in early childhood settings.

Assessment Strategies

- 4.1. Product

Criteria

You will know you are successful when

- 4.1. you articulate the various administrative roles in an early childhood education program.
- 4.2. you identify the licensing requirements for administrative roles.
- 4.3. you identify the role of administrators in maintaining a developmentally appropriate program.
- 4.4. you discuss role of administrators in building family partnerships.
- 4.5. you discuss role of administrators in regard to his/her relationship with staff.
- 4.6. you discuss the role of administrators in maintaining the physical plant of the early childhood program.
- 4.7. you identify the role of administrators in carrying out effective business practices.
- 4.8. you identify the role of the administrators in regard to his/her relationship with stakeholders.

Learning Objectives

- 4.a. Classify responsibilities of various administrative staff in an early childhood program.
- 4.b. Discuss relationship between an administrator and program quality.

5. Explore strategies to enhance effectiveness of administration.

Assessment Strategies

- 5.1. Case Study

Criteria

You will know you are successful when

- 5.1. you identify time management skills.
- 5.2. you identify delegation strategies.
- 5.3. you discuss the benefits of having defined roles.
- 5.4. you identify stress management techniques.

Learning Objectives

- 5.a. Explore time management strategies.
- 5.b. Explore delegation strategies.

6. Examine procedures for staffing an early childhood program.

Assessment Strategies

- 6.1. Product

Criteria

You will know you are successful when

- 6.1. you identify federal labor laws, ADA guidelines, and Equal Opportunity guidelines.
- 6.2. you identify interviewing tools and techniques.
- 6.3. you identify principles in formulating personnel policies.
- 6.4. you identify the ways written policies reflect an organization's mission.
- 6.5. you identify various staff patterns used in early childhood programs.

Learning Objectives

- 6.a. Discuss principles of formulating personnel policies.
- 6.b. Examine employment laws and guidelines.

7. Model concepts of communication theory.

Assessment Strategies

- 7.1. Skill Demonstration

Criteria

You will know you are successful when

- 7.1. you identify strategies for communicating with staff.
- 7.2. you identify strategies for communicating with families.
- 7.3. you identify strategies for communicating with stakeholders.
- 7.4. you apply various communication styles in a variety of situations.

Learning Objectives

- 7.a. Examine various communication styles.
- 7.b. Explore effectiveness of various communication styles in a variety of situation.

8. Analyze concepts of leadership.

Assessment Strategies

- 8.1. Scenario Response

Criteria

You will know you are successful when

- 8.1. you examine leadership styles.
- 8.2. you examine personality types.
- 8.3. you explore effectiveness of leadership styles in a variety of situations.
- 8.4. you differentiate between leadership style and personality type.
- 8.5. you describe the difference between a leader and a manager.

Learning Objectives

- 8.a. Review leadership styles.
- 8.b. Compare leadership styles to personality types.

9. Integrate strategies that support diversity and anti-bias perspectives.

Assessment Strategies

- 9.1. Paper

Criteria

You will know you are successful when

- 9.1. you follow guidelines of "The Anti-Bias Curriculum" or a similar anti-bias resource.
- 9.2. you identify the administrator's role in creating an anti-bias early childhood program.
- 9.3. you identify aspects of an anti-bias environment.
- 9.4. you display inclusive language.
- 9.5. you demonstrate respectful tone.
- 9.6. you identify anti-bias resources.

Learning Objectives

- 9.a. Summarize components of inclusive language.
- 9.b. Describe best practices of an anti-bias curriculum as it relates to administering an early childhood program.
- 9.c. Explore resources for administering an anti-bias early childhood program.

10. Integrate components of an early childhood program.

Assessment Strategies

- 10.1. Project

Criteria

You will know you are successful when

- 10.1. you include a balanced budget.
- 10.2. you include a staffing pattern.
- 10.3. you include a program webpage.
- 10.4. you include a floor plan.
- 10.5. you include licensing forms.
- 10.6. you include written policies.

- 10.7. you include a mission statement.
- 10.8. you include a salary scale.

Learning Objectives

- 10.a. Create a program budget.
- 10.b. Design an early childhood program.

11. Advocate for the early childhood profession.

Assessment Strategies

- 11.1. Performance

Criteria

You will know you are successful when

- 11.1. you define advocacy.
- 11.2. you identify advocacy topics related to early childhood education.
- 11.3. you explore types of contributions you can make as an advocate.
- 11.4. you identify organizations to support advocacy efforts.
- 11.5. you carry out your plan.

Learning Objectives

- 11.a. Develop a plan to advocate.
- 11.b. Complete an advocacy project.