(SAMPLE) Program Leadership Initiative

Course Title: (SAMPLE) Administration and Supervision of Programs for Young Children

Course Number: ASPYC 18-01 (Fall 2017)

Eligibility Note:
As with all OEC sponsored program administrator coursework, this course is only open to <u>current</u> administrators of Connecticut programs serving children birth to age 5.

Instructors:

Kathy Gavin	Christy Gademsky
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Overview:

This is an upper level undergraduate, three credit course that focuses on administering programs for young children. The course utilizes national standards (NAEYC Program Standards and Accreditation Criteria) and the NAEYC Code of Ethical Conduct as the underlying framework for best practice in the administrative realm. This course will explain and discuss the role of the administrator in private, public, and federally funded schools. It will address various program philosophies, comprehensive programs, methods of managing staff and program, regulations, facilities, and developing family and community partnerships. This course is designed to meet the requirement for the Connecticut Director's Credential as the introductory survey course, and the Office of Early Childhood's licensing requirement for program director education qualifications [19a-79-4a(d)(1)].

Necessary Skills:

1. Ability to write on a college level
2. Computer skills
3. Reflective and critical thinking skills

Logistics:

Course Title	Mandatory Enrollment Meeting	Meeting Dates and Locations (All classes meet 8-4 daily for 6 days)
Administration and Supervision of Programs for Young Children	**Thursday, September 14, 2017 9:00am – 11:00am** <u>Location:</u> Sheraton Hartford South Hotel 100 Capital Boulevard Rocky Hill CT 06067	**Dates:** **October 26th and 27th** **November 16th and 17th** **December 14th and 15th** <u>Location:</u> Sheraton Hartford South Hotel 100 Capital Boulevard Rocky Hill CT 06067 **Instructors:** Kathy Gavin & Christy Gademsky

SAMPLE SYLLABUS

Course Learning Objectives:

1. To lead an effective organization
   - Understand types of early childhood programs and their relation to comprehensive child development
   - Define, aptly promote, and evaluate developmentally and culturally appropriate practice
   - Strategize building effective leadership skills
   - Create/Analyze and utilize program mission and vision statements to promote best practices, continuous program improvement, and a shared sense of community.

2. To possess the legal knowledge necessary for effective management, including the following:
   - Licensing and other program requirements (oversight by local health department and fire marshal, Board of Education, Department of Defense, federal/state/local funding mandates or requirements).
   - Labor Law, including: at will employment, pre-employment inquiries, required paperwork, personnel policies, job descriptions, performance documentation and reviews, implied employment contracts, wrongful discharge, common law claims (including: misrepresentation; negligent hiring, supervision and retention; defamation; invasion of privacy), discrimination – general definitions (Title VII of the Civil Rights Act of 1964), discrimination – specific focus on sexual harassment / Americans with Disabilities Act / Equal Pay Act / Family and Medical Leave Act / Connecticut laws, wage and hour laws (exempt and non-exempt classification tests; case studies).

3. To maintain a safe, healthy, and efficient facility meeting the needs of the intended occupants
   - Review the physical environment for appropriateness and accessibility (classroom and adult spaces, and indoor / outdoor spaces), systems efficiency (electric, HVAC, cleaning and maintenance)
   - Manage health and safety aspects, including: analysis of health and safety policies under current research; emergency preparedness planning utilizing national, state and local recommendations and resources; use system compliance approaches using staff levels of implementation and review (i.e. teacher responsibility to use checklists ensuring classroom licensing regulation compliance, etc)

4. To practice responsible fiscal management
   - Budgeting, including actual versus true cost of care; staffing, salary schedules, quarterly reports and reconciliations, forecasting, strategic planning, audits, legal considerations, and other best business practices
   - Analyze and implement efficient staffing patterns
   - Understand, identify and pursue funding sources, including writing a grant proposal

5. To enhance strategies for marketing the program to families and the community
   - Intentionally and strategically assess community and family needs (using many varied stakeholder perspectives and analyses)
   - Identify and resource family support strategies that fit with the program vision and mission
   - Train the customer-friendly in-house team (phone calls, email, press, tours, professional appearances)
   - Enhance marketing materials and technology use: tag lines, business cards, ads, brochures, websites, electronic social networking, press releases
   - Link media to marketing strategies

6. To effectively manage personnel
   - Analyze and update personnel policies in conjunction with legal considerations
   - Update systems for managing staffing, paid time off, leave requests, personnel and medical files
   - Recruit, hire, orient, and retain diverse high performing staff (including strategic use of the NAEYC Code of Ethical Conduct)
   - Maximize performance review tools, systems and strategies for individual professional development
   - Develop an effective program-wide professional development plan

7. To use data driven decision making for effective continuous professional and program development
    - Assess evaluation tools for goodness of fit, reliability and validity within program needs
    - Develop a realistic system for managing evaluative data
    - Incorporate the professional development plan into an effective data driven program development plan
    - Use change theory to drive progress

8. To foster community relations and influence policy
    - Update advocacy strategies for program, family and child needs
    - Incorporate stakeholders into extended learning opportunities sponsored by the program
    - Best practices in family and community involvement

<u>Learning Resources:</u>

Sciarra, D., Dorsey, A., and Lynch, E. (2016). *Developing and Administering a Child Care and Education Program (9th ed.).* Belmont, CA: Wadsworth Cengage Learning. 9-781-3371-2078-4

Carter, M. and Curtis, D. (2009). *The Visionary Director*, 2nd ed. St. Paul, MN: Redleaf Press.

978-1-60554-020-7

Code of Ethical Conduct (2011, rev ed) Washington, D.C.: National Association for the Education of Young Children.

*Early Childhood Program Standards and Accreditation Criteria. (*2005). Washington, DC: National Association for the Education of Young Children. Online at www.naeyc.org. 1-928896-28-6

Talan, T. and Bloom, P. (2011). *Program Administration Scale, 2nd ed.* New York, NY: Teacher's College Press. 978-0-8077-5245-6

Harms, T., Cryer, D., and Clifford, R. (2006, rev ed). *Infant/Toddler Environment Rating Scale – Revised edition.* New York, NY: Teachers College Press. 978-0-8077-4640-0

Harms, T., Clifford, R., and Cryer, D. (2005, rev ed). *Early Childhood Environment Rating Scale – Revised edition.* New York, NY: Teachers College Press. 978-0-8077-4549-6

Dodge, D. (2007). *Our Program for Infants, Toddlers & Twos.* Washington, DC: Teaching Strategies. 978-1-933021-38-6

Dodge, D. and Phinney, J. (2002). *A Parent's Guide to Preschool.* Washington, DC: Teaching Strategies. 978-1-879537-58-3

Johnson, S. (2003). *Who Moved My Cheese: The Movie.* www.youtube.com

Other resources:

Staff Challenges: Practical Ideas for Recruiting, Training, and Supervising Early Childhood Employees. (2005). Redmond, WA. Child Care Information Exchange.

The Art of Leadership: Managing Early Childhood Organizations. (2003). Redmond, WA. Child Care Information Exchange.

Grade Components:

1. Participation and Preparedness (10%)-------------------------------------10 points
2. Chapter Reviews (45%)--45 points
3. Action Plan Paper (10%)---10 points
4. Final project: Funding project OR System Development (35%)-------35 points

Assignment Policy:
All assignments are due on the dates indicated in the syllabus, or as amended with advance notice by the instructor. Work considered significantly complete will be graded and returned to the student. **For all assignments EXCEPT any FINAL papers / projects:** A student may resubmit the work within one week of return by the instructor for grade reconsideration. Incomplete work will NOT be reconsidered. Additionally, late work may be reviewed at the instructor's discretion and availability, but the student will not earn points. Students should review all rubric and course material thoroughly and seek guidance from the instructor with as much time before a due date as possible. Final papers / projects stand as submitted.

All work must be typed (unless otherwise indicated by the instructor). No material on sheets torn from a spiral notebook will be accepted. Papers will be neat, legible, numbered consecutively, and stapled together. Proper English and correct spelling are required in all written work.

Refer to the course rubric and at-a-glance for due dates and more details on each assignment. Your rubric is your primary source of information on that detail level.

Grading Policy:
Final grades will be determined by applying the points listed above to the work submitted (utilizing the rubric) and applying the total to the table below. A student should retain all graded assignments for the semester.

Total # of Points / Letter Grade

Points Earned	Grade Earned	Points Earned	Grade Earned
93 - 100	A	73 - 76.9	C
90 - 92.9	A-	70 - 72.9	C-
87 - 89.9	B+	67 - 69.9	D+
83 - 86.9	B	63 - 66.9	D
80 - 82.9	B-	60 - 62.9	D-
77 - 79.9	C+ (considered passing in this initiative)	59.9 or below	F

Final Grade Records
1. Final grade records will be posted to each student's account on the Connecticut Early Childhood Professional Registry www.ccacregistry.org. Individuals can access the document by logging in to the account and going to My Documents. The course will show on the Education and Training Report.
2. Requests for paper versions of the official grade record must be made to the OEC's Program Leadership Initiative at ctchartsregistry@ct.gov with information identifying which courses, when taken, and complete instructions on where and to whom to send the document.
3. An individual requiring an official grade record for the Connecticut Director Credential must request it via the OEC's Program Leadership Initiative at ctchartsregistry@ct.gov with information identifying which course(s) and when taken.

Continuation Policy
A grade of C+ or better is required for continued eligibility in OEC sponsored Program Leadership Initiative (PLI) courses. If a student earns less than a C+, the student may continue to access non-PLI scholarship with probationary status (see Satisfactory Academic Progress policy). If the student completes a non-PLI class with a C+ or higher, the student is again eligible for PLI courses.

Grade Dispute Policy

Every student is entitled to a fair grade. In the event that a student disagrees with the grade he/she earned, the student will follow these steps:
1. First dispute the grade (in writing) with the instructor. If a grade change is warranted, the grade will be changed (and new grade records issued if applicable);
2. If there is reason for a second review, the student will then inform the OEC's Program Leadership Initiative project manager at ctchartsregistry@ct.gov of the intent to dispute;
3. Within 2 weeks of receipt of the grade in question or the final course grade (whichever is being disputed), submit the graded assignment(s) and related completed rubric(s) to support the contention that a grade was incorrectly awarded. If a student is unable to produce all work, the instructor's grade book will be considered accurate.

The OEC's PLI project manager will assign an independent review.   If necessary, the final grade will be changed and new grade records issued. The result of this review will be final.

Attendance and Grade Policy

OEC sponsored Program Leadership Initiative (PLI) courses follow a compact delivery format where content builds and deepens from session to session. Attendance is required. Missing more than 20% of the course meeting time results in an automatic grade of an F. In the event of an emergency resulting in a student missing class time (less than 20%), the instructor will assess whether or not the content and time can be made up. If the instructor identifies a make-up plan, the student has until the deadline identified by the instructor to submit the work. If the deadline is missed, the student will have points deducted from the attendance and participation grade to reflect the missed time and content.

If the instructor identifies that the content cannot be made up, the instructor may recommend either attendance at another course offering or withdrawal from the class.

Withdrawal Policy

If for any reason, an enrolled student is unable to complete the course, he/she must officially withdraw in writing from the course (email or paper). If an enrolled student fails to withdraw within two (2) business days of the enrollment meeting, the student is responsible for paying a $250 course reimbursement fee as agreed upon in the registration agreement. A scholarship hardship (medical or otherwise) appeal to waive the fee may be submitted with documentation to the OEC's PLI project manager at ctchartsregistry@ct.gov for review. Appeal information and instructions is found in the individual's' Registry account, under My Resources. A grade of W will be recorded for all official withdrawals. If a student does not officially withdraw in writing, he/she will be awarded the letter grade earned to that point (unless the student has missed 20% or more of the class, in which case an F is awarded).

Submission of Work Policy

All submissions must represent your own work. Plagiarism is strictly forbidden. Distinguish your own work from assigned collaborative group projects by noting other members of the group on your submission and following any other instructions from the syllabus, rubric and/or instructor. Take care to note quotations of outside sources whenever applicable (it is the student's responsibility to use a recognized citation format). Submission of work that is not your own, or does not accurately reflect credit to other sources will be considered plagiarism and will result in disciplinary action up to termination of enrollment in the course and eligibility for scholarship.

Incomplete Policy

An Incomplete is a temporary grade assigned when course work will not be submitted as planned and the student has agreed to complete the course requirements as detailed below. An "I" will be given only for work unfinished because of extenuating circumstance and when the instructor determines that the student has a reasonable chance of successfully completing the required work.

A student will be issued an Incomplete ONLY if he/she makes direct contact with the instructor, PRIOR to the due date of the assignment or final day of class (whichever comes first) and a description of the work to be completed and due date is agreed upon by the student. The due date will be no later than 2 weeks following the original due date for assignments due during the semester, and four weeks following the last day of class for final projects (due at the last class or 1 week after class ends) to overturn the Incomplete. If the work is not successfully submitted within that period of time, the "I" will convert to an appropriate letter grade as detailed above.

Satisfactory Academic Progress Policy

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Admission to this class is considered an OEC scholarship. Withdrawal (unofficial or without documented extenuating circumstances) can negatively impact a student's eligibility for enrollment in future classes as all students must adhere to the OEC *Satisfactory Academic Progress Policy*. The OEC Program Leadership Initiative project manager functions as the Education Advisor for courses in this initiative.

<u>**Learning Climate Policy**</u>
This college course comes with the expectation that students will engage in the learning process in a serious manner. Learning comes with being involved in discussion representing **differences of opinion and new content**. Respect and professionalism are required.

All instructors and students will abide by the **NAEYC Code of Ethical Conduct.** Courtesy and respect is reciprocal and is the model for this classroom. No physical confrontations are allowed.

No usage of cell phones or texting devices in the classroom; please turn off or set at vibration/silent ring all electronic answering devices. Electronic use during class time is restricted to note taking electronic equipment when given prior approval by the instructor based on a student's learning needs.

Please remember that during the course students may share information with colleagues. All sensitive information is to be treated with the utmost respect and **information kept confidential**.

Any disagreement about assignments will be discussed with the instructor after the class period. Any disagreement with another student will be discussed with that student outside of the class period. Should the need arise following attempted resolution; the students will be referred to appropriate college personnel.

Instructor's Responsibilities:

I will be prepared to teach each class each day we are in session.

I will treat each student with dignity and respect.

I will do my best to make all assignments clear and concise.

I will grade and return students' assignments in a timely fashion.

I will send an email confirming receipt when a student emails me.

I will be available by appointment or through e-mail contact in a timely manner in order to answer any questions or concerns that may arise.

I will be accessible to all students who need help and will assist them to find appropriate tutorial assistance if necessary.

I will maintain confidentiality surrounding information you share.

Student's Responsibilities

I will be prepared for each class session.

I will have all written assignments or oral presentations ready on the dates required.

I will send an email confirming receipt when my instructor emails me.

I will treat fellow course colleagues, the instructor, OEC staff and meeting facility staff with respect.

I will conduct myself in a professional manner while I am in attendance in this course.

I will maintain confidentiality surrounding shared information.

Administration and Supervision of Programs for Young Children
Tentative Content Overview (page 7) and Assignments (page 8)

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
	Types of Programs *Mission and Vision Statements* *Requirements and Program Evaluation Leadership Skills*	*Legal* *Personnel Policies & Management* *Recruiting, Hiring, Supervising, Staff Development*	*Working with Governance* *Quality Improvement* *Code of Ethics/ Professionalism* *Facilities / Environments*	*Advocacy* *Finance*	*Quality Curriculum* *Health and Safety* *Working with Families*	*Marketing* *Professionalism* *Change*
AM (tentatively 8:00 to noon)	1. Introductions by Type of Program 2. Where it all starts: Developmentally Appropriate Practice & implementing for staff understanding 3. Mission and Vision Statements	Guest Lecturer: Labor Attorney Glenn Dowd (8-12:30) Legal Considerations for Administrators (personnel policies, wage and hour law, ADA, etc. See objectives) Personnel management: systems and strategies	1. Working with Boards governance and stakeholders 2. Program evaluation to continuous program improvement planning	1. Advocacy Guest Lecturer: Deb Flis – CT Office of Early Childhood	1. Curriculum and CT ELDS 2. Coordinating health (inc nutrition) and safety systems (inc emergency preparedness)	1. New world marketing, recruiting, customer service, tag lines, media management
PM (tentatively 1:00 – 4:00)	4. Program Requirements (OEC, DOD, HS, NAEYC, SR …Making systems for alphabet soup!) 5. Role of the Leader and effective skills; adult learning theory and system applications	2. Facility regulations, environment, best practices, and systems (inc ADA) 3. Teambuilding Building the high performing team: • Job postings • Effective interviews • Orientation systems • Professional dev. plans • Performance evaluations	1. Facilities / Quality Environments 2. Code of Ethics Advocacy	3. Effective financial management, inc: • Budget = philosophy • Scenario based budget development and decision making 4. Grant writing	2. Creating intentional family and community partnerships: assessing needs; resourcing considerations (am into pm)	2. Continual program improvement aka Progress: Managing Change Change
Daily Tasks	Chapter Review #1 due (8:00 AM) Collect evaluations (PM)	Collect evaluations (PM)	Chapter Review #2 due (8:00 AM) Collect evaluations (PM)	Action Plan due (8:00 AM) Collect evaluations (PM)	Chapter Review #3 due (8:00AM) Collect evaluations (PM)	Collect Participation and Preparedness rubric, and Collect evaluation(PM)

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Pre-Assignments for Day One	Reading Assignments for Day Two	Reading Assignments for Day Three	Reading Assignments for Day Four	Reading Assignments for Day Five	Reading Assignments for Day Six	Final assignment is due Friday, December 22nd by 8:00 AM
Read and Complete Program Administration Scale read pp. 1-9 and Program planning and evaluation Items 14-15 pgs. 36-39 NAEYC Accreditation Criteria Standards 1 &10 Sciarra text chapters 1, 2, & 3 Visionary Director – chapter 1 - pages: 9 - 43 Article: *Improving Leadership Practices and Management Practices: One step at a time* by Jill Bella (Exchange July/August 2008) **Items to bring to first class:** 1. Texts 2. NAEYC Code of Ethics 3. CT Licensing Regulations 4. Program mission and vision statements 5. **Paper #1 due by 8:00 AM day 1**	**Read and Complete** Program Administration Scale: Personal cost and allocation Items 4-6 pgs. 16-21 NAEYC Accreditation Standards 3 & 6 Sciarra text chapters 9, & 14 Visionary Director – chapter 2 pages 45-69 **Items to bring to second class:** 1. Texts 2. NAEYC Code of Ethics 3. CT Licensing Regulations 4. Employee Handbook 5. Program's personnel policies & job descriptions 6. Staff evaluation forms, orientation materials and professional development plans	**Read and Complete** Program Administration Scale; Human Resources Development Items 1-3 pgs. 10-15 and Fiscal Management Items 12-13 pgs. 32-35 NAEYC Accreditation Standard 4 Sciarra text chapters 4 & 15 Visionary Director – chapter 3 pages 74 - 972 **Items to bring to third class:** 1. Texts 2. NAEYC Code of Ethics 3. CT Licensing Regulations 4. Program's board by-laws 5. **Paper #2 due by 8:00 AM day 3**	**Read and Complete** Program Administration Scale: Staff Qualifications Items 22-25 pgs. 52-58 and Technology Items 20-21 pgs. 48-51 NAEYC Accreditation Standard 9 Sciarra text chapters 5, 6, 7, & 8 Visionary Director – chapter 4 pages 117-169 Advocacy materials **Items to bring to fourth class:** 1. Texts 2. NAEYC Code of Ethics 3. CT Licensing Regulations 4. Program's budget 5. **Action Plan Paper: Due by 8 AM Day 4**	**Read and Complete** Program Administration Scale Items Center Operations Items 7-9 pgs. 22-27, Child Assessment Items 10-11 pgs. 28-31 and Family Partnerships items 16-17 pgs. 40-43 NAEYC Accreditation Standards 2, 5 & 7 Sciarra text chapters 12, 13 and 16 Visionary Director – chapter 5 pages 171-219 **Items to bring to fifth class:** 1. Texts 2. NAEYC Code of Ethical Conduct 3. CT Licensing Requirements 4. Program's consultant agreements (blank) 5. Program's sample menus, nutrition policies, safety checklists, emergency procedures 6. Parent Handbooks 7. **Paper #3 due by 8:00 AM day 5**	**Read and Complete** Program Administration Scale: Marketing Items 18-19 pgs. 44-47 See forms pages 61-66 and complete scoring of PAS NAEYC Standard 8 Sciarra text chapters 10 & 11 Visionary Director – chapter 6 pages 226-262 **Items to bring to sixth class:** 1. Texts 2. NAEYC Code of Ethics 3. CT Licensing Requirements 4. Program's marketing materials 5. **Completed Self-assessment of Participation and Preparedness form Rubric-will be completed in class at the end of day 6**	**(one week from the last day of class)** **1. Funding Project or Systems Project**