

Turtle Mountain Community College

Summer Session 2015

Instructor: Kathy Jo Henry

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Course: ECE 413 Administrative Leadership in Early Childhood

Class Hours: 3 credit hours

Office Hours: Summer hours (class time only)

Office Phone: 701-278-0748 (cell phone)

Text: Sciarra, Dorothy J, and Dorsey, Anne G. Developing and Administering A Child Care Center, 7th edition, Delmar Publishing., 2009.

Course Description: This course is an overview of the components involved in administering a program for young children. The course includes goal setting, curriculum design, facilities, budget and finances, record keeping, staff relations and training, parent and community involvement, federal, state and local agencies, and relevant national trends and their effects on early childhood programs. Job shadowing of an administrator is required.

Course Goals:

1. Identify basic guidelines for facilities management including licensing regulations, nutrition, health and safety.
2. Demonstrate basic principles of curriculum and program development based on the student's philosophy of early childhood education and family support.
3. Understand issues and strategies for human resources management in childcare that includes program philosophy, program goals, hiring procedures, employee performance reviews, employee benefits/overtime policies, grounds for disciplinary action/dismissal, continuing professional development, work schedules, orientation procedures, and administrative styles and roles.
4. Determining income and expense needs of a program and to develop line-item budget based on needs (basic concepts of financial management).
5. Demonstrate techniques for working with Tribal/State/County Government/agencies, and families.

Methods of Instruction: includes direct instruction (lecture and discussion), small group activities, web based activities, workshops (when available), student presentations, guest speakers, videos, observations & field trips , hands-on demonstrations and field-based applications with young children.

Cultural Content: The culture of the Turtle Mountain Band of Chippewa will be integrated throughout this course to enhance the awareness of the cultural and social heritage of the Anishinabe people.

Your Rights and Responsibilities: If you have special learning or physical disabilities (formally diagnosed), you have legal rights to course modifications. Please identify yourself to the professor so that he/she may assist you with your course progress.

Attendance, Class Participation: Active participation of all activities, observations and instruction of young children is required; therefore, attendance is very important and will count toward final course grades. **Unexcused absences** will be subject to a loss of (10) grade points for each unexcused absence. If you are ill or have a family emergency, please notify me by email.

Performance Assessments: Students are expected to complete all class readings prior to each class session so as to engage in active dialogue, sharing of ideas and reflection to engage in productive learning. Students are expected to integrate course readings and class information into their written assignments to demonstrate knowledge of content matter. An evaluation of your papers, assignments, projects, in-class discussions, small and large group presentations, and participation will determine whether or not you've met the instructional objectives for the course. Scholarship, initiative, cooperation, attitude and improvement will also be taken into consideration.

Statement of Academic Honesty: Scholastic honest is expected. Dishonesty includes cheating, plagiarism, and collusion. Student is expected to do individual work unless directed by a project and or permission is given. If dishonesty is found, the student will be reported to the Academic Dean.

Course Objectives and North Dakota Teacher Education Standards

Course	ND Standards	Objectives	Artifacts	INTASC
EDUC 310 Introduction to Early Childhood	<p>50037.2 Study of historical, philosophical, and social foundations and how the foundations influence current thought and practice in early childhood education</p> <p>50037.3 Study of how to establish and maintain collaborative partnerships with families, communities, and other professionals.</p> <p>50037.8 Study of actively modeling professionalism, advocacy, and ethical behavior</p> <p>50037.10 Study of basic principles of administration, organization,</p>	<p>1) Identify basic guidelines for facilities management including licensing regulations, nutrition, health and safety.</p> <p>2) Demonstrate basic principles of curriculum and program development based on the student's philosophy of early childhood education and family support.</p> <p>3) Understand issues and strategies for human resources management in childcare that includes program philosophy, program goals, hiring procedures, employee performance reviews, employee benefits/overtime</p>	<p>*Midterm Exam</p> <p>*Final Exam</p> <p>*Health/Nutrition Activity & Playground Analysis</p> <p>*Education Issues Survey/Administrative</p> <p>*Proposal For Funding</p> <p>*Leadership Assessment and Reflection</p> <p>*Compile information on key Tribal, State and Community agencies</p>	<p>Standard 5: Motivation and Management</p> <p>Standard 7: Planning</p> <p>Standard 9: Reflective Practice</p> <p>Standard 10: Professional Development</p> <p>Standard 10: School and Community</p>

	leadership and operation of early childhood programs, including supervision of staff, volunteers, and program evaluation.	<p>policies, grounds for disciplinary action/dismissal, continuing professional development, work schedules, orientation procedures, and administrative styles and roles.</p> <p>4)Determining income and expense needs of a program and to develop line-item budget based on needs (basic concepts of financial management).</p> <p>5)Demonstrate techniques for working with Tribal/State/County Government/agencies, and families.</p>		
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Course Requirements:

1. Education Issues Survey/Administrative. (50 points)

Students will interview an administrator or administrator assistant of a childcare center or school serving early childhood students. The interview will be bases upon questions and statements completions that are comprised of topics of the course. Students will actively assist in the choice of issues addressed, as well as the design of the interview. Students will be responsible for scheduling and conducting the interview, and write a paper that includes: an introduction, survey responses, appendices of forms, field notes, and a summary that will include finding, recommendations, and reflections. The Teacher Education Writing Rubrics will be used as well as the following rubric scoring:

5 points	Introduction
10 points	Survey and survey responses
5 points	Family/Community involvement
10 points	Information secured for appendices

10 points	Summary, recommendations, and reflections
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2. **Compile information on key Tribal, State and Community agencies (15 points)**
 Students will develop a plan to compile information outside of class on key community agencies on the reservation, county and state that would be a resource for families and early childhood programs. This information will be brought back to class and a plan for inputting information into a data base format will be created and input of the organized data will be formatted in class.

3. **Health/Nutrition Activity & Playground Visit/Analysis (2 part project)**

Part 1: Health and Nutrition

Student will examine current health issues/trends and complete a nutrition activity taking into account tribal & county guidelines (5+5 Coalition-County Extension Office), special diets, variety, parent education/involvement.

Rubric for Health and Nutrition Action Plan

5 points	Nutrition Components/special diet options
5 points	Quality and Cost of per child
5 points	Integrated Activities
5 points	Parent Involvement
5 points	Presentation

Part II: Playground Visit/Analysis

Student will develop a playground safety assessment survey, visit a playground, draw a blueprint/layout, categorize, analyze, reflect on, and make recommendations concerning developmentally appropriate for age groups utilizing the facility.

5 points	Draw blueprint/layout with a written descriptions of playground assessing
5 points	Background information about goals for playgrounds universally in the United States
5 points	Playground Safety Assessment Items (Specific zones/equipment) and safety considerations.
5 points	Recommendations / references

4. **Leadership Assessment (MIDTERM)**

The student will write a paper identifying leadership characteristics and behaviors and describe their application for the early childhood center administrator. The written report (3 to 6 pages, typed using 12 font, double-spaced) will include a bibliography.

Rubric for Leadership Assessment

10 points	The writer has clearly identified their leadership characteristics and behaviors as well as others and describe their application for the early childhood administrator.
10points	The students did a comparison and contrast with their leadership characteristics and behaviors as early childhood center administrator to at least two other organizational management styles.
5 points	The writer has described characteristics of an inclusive early childhood environment that respects diversity children, staff, families and community
10 points	The writer will identify key issues in program development tied to recent research findings about young children
5 points	The writer has identified who, what and how they will keep abreast of legal issues and trends in early childhood.

5. Proposal for Funding of Childcare Center (FINAL)

Student will write a proposal for funding a childcare center based on the following:

- a. Their stated early childhood education philosophy.
- b. A written mission statement and goals for a program (type of center) and curriculum model of student choice will be stated.
- c. Needs statement (Gathered data from Rolette County/Turtle Mountain Band of Chippewa)
- d. Included with the needs assessment What are the initial expenditures of purchasing equipment and supplies? Attach % amount for rent, utilities, and etc.
- e. Develop fee setting and collection policies.
- f. Plan a budget for monthly operating costs, source of income, itemized expenses with expense justifications attached.
- g. Develop a written job description and salary projection for director, lead teacher, teacher, and teacher assistant. The salary projection for staff must reflect education, experience and performance components.
- h. Develop a weekly schedule that will coincide with curriculum.
- i. Compose a list of forms for documentation needed on file.
- j. Develop a time line and outline needed for giving information: parent handbook, employee policy handbook, creating specific policy forms/permission slips and marketing strategy for the center.

Rubric Proposal Childcare Center

2 points	Title Page: Name of Grant writer, Course Number and Title, Date
8 points	Dedication Page: Grant writers philosophy of early childhood education

5 points	Introduction to include: Name of Childcare Center, Needs assessment summary and tool used to gauge information, centers mission and goals statement, number of children and ages, and the curriculum model (s) implemented with weekly schedule that corresponds.
5 points	Starting up costs: Equipment, materials, supplies, Internet access and travel. Justify expenditures.
15 points	Develop a monthly budget for operating costs.
5 points	Developed fee setting and collection policy (Include children's absences, family vacations, center closings, emergency dismissals ,)
5 points	Develop written job descriptions and salary projection of director, lead teacher, teacher, and teacher assistant.
5 points	Compose list of forms (Tribal, County, State, Childcare center)for documentation needed on file
10 points	Develop a time line and outline needed information for staff interviews, writing a parent handbook, employee policy handbook, creating specific policy forms/permission slips (administering medications, field trips, taking of pictures, child abuse/neglect reporting, emergency medical procedures. court orders and etc.), and marketing strategy for the center.

Course Projects/Activities	Project/Activity Points	Due Date
Education Issues Survey/Administrative	40 points	Monday June 15
Compile information on key Tribal, State and Community agencies	15 points	Monday June 29
Health/Nutrition Activity & Playground Visit/Analysis (2 part project)	45 points	Monday July 6
Leadership Assessment and Reflection (MIDTERM)	40 points	Friday, June 26
Proposal for Funding of Childcare Center (FINAL)	60 points	Monday, July 20

Evaluation/Grading

Points	Grade
180 - 200	A
165 - 179	B
150 - 164	C
135 - 149	D