Castleton University

Early Childhood Educators Institute
Summer 2021 Course Syllabus

The course objectives, expected outcomes, assignments, and readings for this course were aligned with Vermont child care program licensing qualifications criteria and relevant certificates and credentials issued by Northern Lights at CCV and the endorsement standards for early childhood overseen by the Vermont Agency of Education. Specifically, this course was framed using the Vermont Core Knowledge and Competencies for Early Childhood Professionals, the Vermont Early Learning Standards, the Vermont Guiding Principles for the Full Participation of Each and Every Child, and/or the Vermont Core Teaching Standards. This syllabus was vetted for licensure and credential alignment by both the Agency of Education's Early Education Programs Manager and the Director of Northern Lights at CCV. Detailed information regarding that alignment is available upon request from the Castleton Center for Schools.

Course Title: Leadership, Mentoring & Supervision for Early Childhood Practitioners

Number of Credits: 3 graduate or undergraduate credits

Level: Graduate & Undergraduate
Students may elect to take this course at the undergraduate level. If so, some assignments and expectations for scholarly writing (paper page length, APA expectations) will be minimized to the level of complexity for what would be expected of an undergraduate student. Any adjustments to course expectations for this purpose should be determined collaboratively by the instructor and the student(s).

Course Code: EDU 5515 C07 (graduate) & EDU 4710 CFS8 (undergraduate)

Dates: July 20 – November 1, 2021.
This course is part of the 2021 Early Childhood Educators Institute and requires attendance all 4 days of the online institute July 20, 22, 27 & 29. The course continues in an online environment until November 1, 2021 at the latest.

Times: July 20, 22, 27, 29 from 9:00 am - 4:05 pm.

Format: Online asynchronously and synchronously using Zoom videoconferencing.

Location: Online

Instructor(s): Michelle Faust, M.S.
Michelle.faust@neklsvt.org
(802) 323-3290

Course Cost to Student: $375 for this 3-credit course. The institute fee is $200. Total: $575

Course Description:
This course focuses on the development of leadership and mentoring by practitioners in early education and afterschool settings. It provides a basic understanding of leadership and group dynamics theory

including goal setting, decision making, problem solving, delegation, motivation, hiring and evaluating staff, and performance evaluation. Students will develop a personal philosophy of leadership and become familiar with strategies for mentoring early childhood and afterschool professionals.

Audience: Birth to Pre-K

Course Goals:
It is the goal of this course to increase understanding, encourage self-reflection and empower personal leadership, mentoring and supervision skills for early childhood educators by exploring leadership through several lenses in an effort to create a strong, healthy, leadership network in the early care and education system.

Course Objectives:
The successful student will be able to:

1. Describe a variety of leadership strategies that can be used in early childhood education and afterschool settings and situations, and develop a personal philosophy of leadership.

2. Analyze leadership styles for strengths and challenges connected to ongoing professional development as a practitioner.

3. Demonstrate supervisory strategies for effective management of group dynamics within early education and afterschool environments (e.g. problem solving, decision making, prioritizing, delegating, reporting, motivating).

4. Create a professional development plan designed to advocate for and influence regional, state, and national early childhood or afterschool education initiatives.

5. Discuss moral and ethical issues for leaders in early childhood education and afterschool programs, and their impact on the multicultural workplace.

6. Practice the interpersonal skills necessary for effective mentoring and coaching.
7. Describe the process of creating and revising mission and vision statements within organizations engaging program staff in its development and implementation.

Required Readings/Texts: (required texts not included in the course tuition)
1. Sciarra, D. and Dorsey, A. 2002. *Leaders and Supervisors in Child Care Programs*, Albany, NY: Delmar/ Cengage.
2. Sullivan, D. 2010. *Learning to Lead*, 2nd Edition St. Paul, MN: Redleaf Press.
3. Arbinger Institute, The. 2010. *Leadership and Self-Deception: Getting Out of the Box.*2nd Edition, Berrett-Koehler Publishers (I recommend the audio book as well as it is a very good compliment or alternative to the paperback)
4. Brown, B. (2018). *Dare to lead*. NY: Random House.
5. NAEYC Code of Ethics

Northern Lights Career Development Center Materials: http://northernlightscdc.org
- Planning Your Professional Growth: Creating an Individualized Professional Development Plan for Early Care and Education; Northern Lights Career Development Center: http://northernlightscdc.org/career-pathways/ipdp-individual-professional-development-plan/

- M.A.T.C.H. Knowledge and Competencies: http://northernlightscdc.org/your-role/match-consultants/
- Career Advising Guide on - Early Childhood Career Ladder: http://northernlightscdc.org/career-pathways/early-childhood-pathways/ and Afterschool factsheet on- Afterschool Pathways: http://northernlightscdc.org/career-pathways/afterschool-pathways/
- Program Director Credential: http://northernlightscdc.org/career-pathways/credentials-and-certificates/program-director-credential/

Bright Futures Information System (Child Development Division)
- Tutorials and fact sheets: http://dcf.vermont.gov/cdd/bfis
- links to BFIS and the BFIS helpdesk: http://dcf.vermont.gov/cdd

Supplemental Materials provided by the instructor.

Other Suggested Readings/Texts:
Lencioni, P. (2002). *The five dysfunctions of a team*, *a leadership fable,* San Francisco, CA: Jossey-Bass.

Assignments:

Class	Topics	Obj.	Assignments
Pre Castleton Course Work	• Familiarize yourself with the texts and content areas of the course to build a foundation of knowledge to work from during our in class time • Get to know yourself as a strengths based person • Get to know yourself as a leader		• **Read,** *Leaders and Supervisors in Child Care Programs* **(Sciarra and Dorsey)** • **Read,** *Learning to Lead* **(Sullivan)** • **Read (or listen to) ,** *Leadership and Self-Deception: Getting Out of the Box* **(Arbinger Institute)** • **Familiarize yourself with the NAYEC Code of Ethics** • **In Word, start a document titled "Personal Leadership Journal".** This will be a running journal that you will add to throughout this course. You will be asked to write reflections and to answer questions as part of the journal. You will begin your journal before our time together online in July during the Summer Institute. • **Write the Introduction of your journal** under the header *Introduction* Who are you right now? Why are you here? What is your current role in early childhood? Who do you hope to become as a result of taking this course? What do you hope this course will do for you? What do you think you will look like when you have achieved being the leader, supervisor, mentor that you want to be? • **Take FREE character strengths survey -** Go to **https://www.viacharacter.org/survey/account/register** • **Print results** and add to your Personal Leadership Journal under the header *Character Strengths* • **Write VIA Character Strengths reflection** in Personal Leadership Journal under the header *Character Strengths*. What Character Strengths do you own most? How do you see these strengths helping you as a leader? What Character Strengths

| | | | would you like to strengthen? Why and how might you go about this? How might this understanding of character strengths be used with the adults that you will supervise and lead? How might this look in that context?
- **Watch** TED talk Character Strengths Classroom Connection **https://www.youtube.com/watch?v=bfot-M24pi4**
- **Write a reflection on TED talk Character Strengths Classroom Connection in your Personal Leadership Journal.** What are your thoughts? Is this something you might employ in your classroom? How might this be used with adults that you will supervise and lead? How might this look in that context?

- **Take Leadership Compass Self-Assessment survey** monkey at **https://www.surveymonkey.com/r/CP78QFR** and **print/capture results** for Personal Leadership Journal under header of *Leadership Compass Self Assessment.*
- **Write a Leadership Compass Self-Assessment reflection** in Personal Leadership Journal. What were the results? Were you surprised by the results? How do you see knowing this about yourself informing how you supervise, mentor and lead others? What might be a negative and what might be a positive of your strongest direction?
- **Watch** TED Talk on Dare to Lead/Brene Brown **https://www.youtube.com/watch?v=hEnqV_M_Dm4**
- **Take a look at** Brene Brown's Dare to Lead Workbook. **https://daretolead.brenebrown.com/wp-content/uploads/2018/10/DTL-Read-Along-Workbook-v1.pdf**
- We will do several of Brene Brown's activities as part of our asynchronous work together when we meet on line.
- **Watch** TED talk on NVC **https://www.youtube.com/watch?v=cZM6ZLWm2eA**
- **Write a reflection** on the TED talk on NVC in your Personal Leadership Journal. Answer the take home assignment in the talk in your journal under the header *Non-violent Communication*
- In your Personal Leadership Journal please **write a paragraph or two** responding to each of the following:

Supervision: What do you think effective Supervision looks like?

Leadership: What do you think effective Leadership looks like? |

			Mentoring: What do you think effective Mentoring looks like within the context of early childhood?
CLASS 1 **July 20, 2021**	• Leadership Strategies • Leadership Styles • Personal Philosophy of Leadership	**1, 2**	• Refer to Text(s) • Group discussions • Group activities • Individual reflections • Individual activities • Time to reflect as a group • Individual Time to write in Personal Leadership Journal
CLASS 2 **July 22, 2021**	• Supervisory Strategies • Hiring and evaluating staff • Effective group management • Group dynamics	**3, 5**	• Refer to Text(s) • Group discussions • Group activities • Individual reflections • Individual activities • Time to reflect as a group • Individual Time to write in Personal Leadership Journal
CLASS 3 **July 27, 2021**	• Interpersonal Skills necessary for effective mentoring and coaching • Engaging program staff in development and implementation	**6, 7**	• Refer to Text(s) • Refer to Text(s) • Group discussions • Group activities • Individual reflections • Individual activities • Time to reflect as a group • Individual Time to write in Personal Leadership Journal
CLASS 4 **July 29, 2021**	• Professional development plan • Leadership Strategies • Leadership Styles • Personal Philosophy of Leadership • Supervisory Strategies • Effective group management • Group dynamics • Interpersonal Skills necessary for effective mentoring and coaching • Engaging program staff in development and implementation	**1, 2, 3, 4, 5, 6, 7**	• Refer to Text(s) • Group discussions • Group activities • Individual reflections • Individual activities • Time to reflect as a group • Individual Time to write in Personal Leadership Journal

Post Castleton Work Due August 27, 2021	Student will be able to successful articulate through their Personal Leadership Journal evidence of understanding in regards to all 7 essential learning objectives listed in syllabus.	1, 2, 3, 4, 5, 6, 7	Finalize Personal Leadership Journal and submit to instructor via email at michelle.faust@neklsvt.org Journal should be in Times New Roman, size 12 font, double spaced. Please refer to the rubric in the syllabus for grading. Sufficient pages to communicate your knowledge without using overly flowery and filler language.

Projects:
Personal Leadership Journal which will reflect learning and articulate personal leadership philosophy.

Evaluation:
Personal Leadership Journal guidance and grading rubric: typed, double space, 12 point font, Times New Roman.

Category	1 (50 points)	2 (75 points)	3 (100 points)	4 (150 points)	POINTS
Depth of Writing	Writing shows little to no evidence of thought or source material	Writing shows that source material was read but shows little understanding of topic or content	Evident source material read & writing is thorough	Source material read & understood; writing is very thorough, and adds new related depth	
Delivery of Writing	Many spelling and grammar errors; writing appears "hasty" and "rushed"	Errors in spelling and grammar	Few grammatical or spelling errors	Consistent use of grammatically correct writing with rare	
Relevance of Writing	Writes about topics which do not relate to the section content; makes short or irrelevant remarks	Writes off topic; most writings are short in length and offer little or no insight into the topic	Writes on topic & covers questions thoroughly	Writes on topic, brings new insight to topic, and makes connections to other aspects of course	
Expression within the Writing	Own opinions or ideas are missing and there are no connections to the topic	Unclear connection to topic, with minimal expression of opinions or ideas	Opinions and ideas are stated clearly with only occasional lack of connection	Expresses opinions and ideas clearly and concisely; topic is obviously connected	
				SCORE (600 possible points)	

40% **In Class/Online Participation** (400 possible points/ 100 per day)

Category	1 (16 points)	2 (18 points)	3 (20 points)	4 (25 points)	POINTS
Level of Readiness to participate	Little to no evidence of readiness for class, late more than 15	Late to class, missing books, writing materials, not ready to	On time or just a few minutes late, equipped with books, writing	On time or early, equipped with books, writing materials, high	

	minutes and/or obvious lack of readiness to engage in learning	participate or engage in learning	materials, ready to participate and engage in learning	level of readiness evident and ready to engage in learning	
Depth of Participation	Little to no input into conversations, discussions and small group work. Asks few questions, limited listening.	Occasionally shares in conversations, discussions and small group work at an appropriate level, asks questions, and practices active listening.	Mostly shares in conversations, discussions and small group work at an appropriate level, asks questions, and practices active listening.	Consistently shares in conversations, discussions and small group work at an appropriate level, asks questions, and practices active listening.	
Humble and Kind	Little to no evidence of genuine humility and kindness, makes snarky remarks and inappropriate comments, works from a fixed mindset	Occasionally presents genuine humility and kindness towards classmates, occasionally presents a growth mindset	Mostly presents genuine humility and kindness towards classmates, mostly presents a growth mindset, easily redirects self to positivity	Consistently presents genuine humility and kindness towards classmates, consistently presents a growth mindset	
Expression of opinions and ideas	Own opinions or ideas are missing and there are no connections to the topic	Unclear connection to topic, with minimal expression of opinions or ideas	Opinions and ideas are stated clearly with only occasional lack of connection	Expresses opinions and ideas clearly and concisely; topic is obviously connected	
				SCORE (400 possible points)	

Grading:

A	950 – 1000 points	4.0 quality point
A-	900 - 949 points	3.7 quality point
B+	860 – 899 points	3.3 quality point
B	830 – 859 points	3 quality point
B-	800 – 829 points	2.7 quality point
C+	750 – 799 points	2.3 quality point

Grading Policy:

Grades are indicated by letters with a designated "quality point" value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

Additional grading information can be found in the Castleton University Graduate Catalog, under Academic Policies, accessible online at: http://catalog.castleton.edu/index.php

Academic Honesty Policy:

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles.

Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

For more information click the link below to access the Castleton University Graduate Catalog Academic Policy section:
http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic_Honesty

Use and Ownership of Copyrighted Materials:

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address:
http://www.castleton.edu/library/information-literacy-graduation-standard/information-literacy-tutorial/information-ethics-citing-sources-and-fair-use/

Accommodations:

Castleton is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in or be denied the benefits of the services, programs or activities of Castleton University. For more information, please contact the Coordinator of Disability Services, at (802) 468-1428.

Course Drop Policy:

Castleton University offers courses to educators with the expectation that participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. **The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course. The withdrawal notice should be made within the first week of the course and should include the reason for withdrawing.** After week one, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may receive a failing grade on their transcript and/or be liable for associated course costs. For more Academic Policy information, check the link below to access the Castleton University Graduate Catalog:
http://catalog.castleton.edu/content.php?catoid=23&navoid=2159

Transcript Request:
www.castleton.edu/transcripts