Course Description

Study of principles and techniques for facilitating supervision with attention
given to the organization, administration and operation of early childhood
programs. Focus on professionalism and ethical and legal practices, group
structure, inclusion, problems of communication, including English language
Learners, goals, personnel, budgetary considerations and program evaluation.

Prerequisites: Child Development and Foundations and Issues of Early
Childhood Education. Field experience required.

Course Purpose

The conceptual framework which guides the work in this Department is heavily
tied to integrative education principles and thinking which results in the
development of the “Exemplary Professional.” The conceptual framework is
grounded in a combination of directed constructivist, developmental, and social
learning theories derived from the writings of systems theories such as Asubel
and Gagne; philosophers such as John Dewey; social scientist such as W.E.B. DuBois; practitioners such as Mary McLeod Bethune and developmental constructivist theorist such as Piaget and Vygotsky.

Florida citizens are demanding accountability from their public schools such that the 1997 Legislature created the Florida System of School Improvement and Accountability which is designed to improve student performance.

The Elementary Education Department strives to make a positive impact by ensuring that it produces high quality professional teachers who are committed to improving student performance and who are cognizant of and able to help students meet the Florida Sunshine State Standards. To meet this demand, the Elementary Education Department endeavors to provide a quality program through the implementation of an integrative curriculum based on the guidelines and competencies aligned with the Sunshine State Standards, Language Arts Through ESOL, Accomplished Practices, the Florida Adopted Subject Area Competencies, National Association for the Education of Young Children and the National Association for Childhood Education International.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:
CRITICAL THINKING

• CF4
  • Through this focal area, the FAMU professional education candidate will:

| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 |

PROFESSIONALISM

• CF 5
  • Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F: 3, 7 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 |
| CF: 5.8 (K,S) | Know and use student personnel services | F: 5, 10, 12 |

Academic Learning Compact

#1 FEAP Communication- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively communicate with all children age three through eight and their families.

#2 – FEAP Diversity- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively deal with diversity of all children age three through eight and their families.

#3 FEAP Ethics- Students will have the knowledge, skill, and disposition to adhere to the Professional Code of Ethics for Early Childhood Educators.

#4 FEAP Human Development and Learning Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively plan and facilitate a positive learning environment that supports intellectual, personal, and social development.

#5 FEAP Learning Environments- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to work with students in the
content areas of math, science, social studies, reading, language arts, art, music, movement, and drama.

#9 Role of the Teacher - Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to

**Overall Goals of the Course**

Upon successful completion of this course, the student will:
- Demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs
- Demonstrate an understanding of legal issues, legislation and other public policies affecting programs for young children
- Demonstrate an understanding of basic principles of staff and volunteer supervision
- Demonstrate an understanding of principles of program evaluation

**Specific Behavioral Objectives**

Upon successful completion of this course, the student will:
1. demonstrate the ability to communicate the basic principles involved in administrating an early childhood program, verbally and written.
2. delineate of roles and responsibilities of director, board of directors and personnel.
3. identify the inter-relative functions of director, board of directors and personnel.
4. be able to describe diverse program needs, types, and models
5. identify state and local licensure requirements and mandates including **Florida Consent Decree** for environment, curriculum, and personnel
6. demonstrate the ability to plan, manage, and assess program budget, environment, and nutrition component
7. identify and categorize a variety of management/supervision styles
8. demonstrate the ability to effectively integrate course content in the development of program goals and philosophy
9. demonstrate effective parent-school-community relationship/partnership including specific strategies for communicating with **ESOL families**
10. demonstrate the ability to recognize and respond to family diversity, including ELL and promoting implementation in classrooms
11. demonstrate the ability to identify and use technology in administrating and managing an early childhood program
12. demonstrate the ability to effectively perform continuous and summative program and personnel evaluation
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>ESOL</th>
<th>Professional Organization NAEYC/NCATE</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
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<tbody>
<tr>
<td>Field Experience-Interview and shadow a current director</td>
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<td>3,8</td>
<td>3.4</td>
<td>4,5</td>
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<td>Journal Critiques</td>
<td>1,2,3,</td>
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<td>2,3,8</td>
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<td>4</td>
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<td>Working Portfolio</td>
<td>1,2,3,5,6,7,8,9</td>
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<td>2,5</td>
<td>3.2</td>
<td>4,5,</td>
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National and State Standards Addressed in the Course

Professional Organization/Learned Society Standards

NAEYC/NCATE:

2  Building Family and Community Relationships
5  Becoming as Professional

Florida Educator Accomplished Practices (FEAPs)

Preprofessional Educator Accomplished Practices:
#2 Communication- The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of enquiring techniques which she/he will use in the classroom.

#3 Continuous Improvement- CI The preprofessional teacher realizes that she/he is in the initial stage of a lifelong learning process and that self-reflection is one of the key components of the process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

#4 Critical Thinking- The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively

#5 Diversity-The preprofessional teacher establishes a comfortable environment which accepts and foster diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

#8 Knowledge of Subject Matter- The preprofessional teacher has a basic understanding of the subject field and its beginning to understand that the subject is linked to another disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of knowledge and skills using that knowledge.
#9 Learning Environments- The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.

#12 Technology- The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

Florida Adopted Subject Area Competencies PreK-Primary:

3 Knowledge of research, standards, and trends
   1. Identify professional organizations, Web sites, and scholarly journals in the field of early childhood and elementary education.
   2. Interpret standards set by early childhood and elementary education professional organizations (e.g., National Association for the Education of Young Children, Association for Childhood Education International, National Council of Teachers of Mathematics, Southern Early Childhood Association).
   4. Analyze ethical behavior and professional responsibilities as they relate to young children, families, colleagues, and the community.

5 Knowledge of issues with and strategies for family and community involvement
   1. Apply strategies for encouraging and facilitating family and community partnerships in all phases of school programs.

ESOL Standards: (2010)
ESOL 1.

Topical Outline
I. Historical Perspective FASAC, NAEYC/NCATE, FEGC
II. Program Types FASAC, NAEYC/NCATE
III. State and Local Licensure Requirements FASAC, NAEYC/NCATE, FEGC, ESOL
   A. Physical Facilities, Locale
   B. Personnel
C. Discipline
D. Finance

IV. Program Goals and Philosophy FASAC, NAEYC/NCATE, FEGC, ESOL

V. Organization and Administration NAEYC/NCATE
   A. Governance
   B. Organizational Patterns

VI. Management: Personnel NAEYC/NCATE, FEGC
   A. Management Styles
   B. Recruitment and Hiring
   C. Supervising and Training

VII. Management: Record Keeping NAEYC/NCATE, FEGC

VIII. Management: Budget and Finance NAEYC/NCATE, FEGC

IX. Management: Health and Nutrition FASAC, NAEYC/NCATE, FEGC

X. Management: Safety and Wellbeing FASAC, NAEYC/NCATE, FEGC

XI. Management: Environment: Space and Equipment FASAC, NAEYC/NCATE, FEGC

XII. Laws and Regulations NAEYC/NCATE, FEGC
   A. Tort
   B. Privacy Act
   C. Employment

XIII. Advocacy on Behalf of Children and Families/Professional affiliation FASAC, NAEYC/NCATE/ESOL

**Teaching Methods**

Individual and group discussion and reporting, technology, observation, cooperative learning, lecture, shadowing

**Field Experience**

Ten hours of field experience is required. Desired outcomes include demonstrating an understanding of roles and responsibilities of administrators; demonstrating an understanding of the interrelativeness of functions of director, governing body, and personnel. NAEYC/NCATE, FASAC, PEAP, FEGC

**Course Evaluation**

Field Experience-Interview and shadow a current director
Journal Critiques
Working Portfolio
Mid-term Exam
Final Exam
65% Portfolio

A. Survey and Program application
B. Program goals and philosophy
C. Program By-Laws
D. Personnel recruitment design (including volunteers), job
description for teacher
E. Management/supervision style
F. Personnel and program evaluation design
G. Organizational chart and budgets
H. Policy and procedure manual
I. Parent handbook
J. Reflections on required supplemental readings
L. Advocacy and Professional Development
M. Research references for each section

The portfolio is work in progress; as such, all drafts are expected to be submitted each due date. Items must be submitted in a folder or the chosen portfolio unit itself. Research references required.

A. Survey and Program Application

- Develop a survey that will provide you with information that you will need to make decisions about the early childhood program that you will be developing this semester. The survey should address the following components:
  - Where survey information can be located
  - Demographic information needed for decision making including purpose of survey and instructions for completing survey
  - How you will distribute your survey
  - How you will get survey back

- Download all appropriate application papers needed to apply for a license of child care facility for which you will be the director. Complete the papers according to the kind of program that you have decided to operate. This will be listed as your reference.

Survey and Application Rubric

<table>
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<tr>
<th>Task</th>
<th>Complete</th>
<th>Incomplete</th>
<th>Comment</th>
<th>Score</th>
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<tr>
<td>Survey</td>
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</table>
B. Program Philosophy and Goals

Prepare a philosophy statement based on the program that you have decided to develop. Your philosophy should be clearly and concisely stated addressing each of the following:

- Introduction
- Belief statement about children
- Belief statement about parents
- Belief statement about employees
- Closure statement

Your philosophy should articulate your beliefs about communicating with ELL and their families.

Prepare a least one goal for each of the three belief statements listed above.

Include references used.

Rubric REFER TO TASK STREAM

C. Program By-Laws

By-Laws describe the governance structure of an organization. They reflect consistency with program philosophy and goals. Develop a set of by-laws for your program (the one that you are developing during this course). This means that some will have an advisory and some of you will have a governing board. YOU MUST HAVE ONE OR THE OTHER! Utilizing the handout provided addressing each Article and its subheading. If your program does not have a particular function such as a second vice president simply state “not applicable”. Do not overlook function. Include references used.

By-Laws Rubric

<table>
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<tr>
<th>Task</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Comment</th>
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</thead>
</table>


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<thead>
<tr>
<th>Addressess all articles</th>
<th>Clearly articulated</th>
<th>General statements</th>
<th>In-descriptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles and responsibilities</td>
<td>Thoroughly articulates each function</td>
<td>General description of each function</td>
<td>Lacks details or does not address</td>
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<tr>
<td>References</td>
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### D. Personnel recruitment design, job description for teacher

Quality personnel is an essential for a successful business.
- Develop a job description for a teacher
- Describe your plan for recruiting teachers and volunteers. Indicate where you will recruit. Develop a flyer that will be used as part of your recruitment effort.

#### Recruitment Design/Job description Rubric

<table>
<thead>
<tr>
<th>Task</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Comment/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job description</td>
<td>Clearly articulated, provides all major components</td>
<td>General statements lacking clarity, provides all major parts</td>
<td>Ambiguous, 2 or more components omitted</td>
<td></td>
</tr>
<tr>
<td>Recruitment Plan</td>
<td>Thoroughly articulated method and procedures, specifies where recruitment will take place</td>
<td>States approach, gives general plan, specifies where recruitment will take place</td>
<td>List only, lacks details or does not address</td>
<td></td>
</tr>
<tr>
<td>Recruitment Flyer</td>
<td>Appealing format, all necessary information included, clear and concise</td>
<td>Acceptable format, all necessary information included, general statement</td>
<td>List requirements, lacks details or does not address</td>
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<tr>
<td>References</td>
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E. Management/supervision style

Effective management and supervision style is crucial to the success of any business. It is important for promoting a healthy environment for personnel. Early childhood programs are small or large businesses facing many of the problems of the corporate world. Following text reading, research, and class discussion this assignment requires that you:

• describe your basic management style

• describe your management style as it will affect the specific operational aspect of the program: staff meetings, in-service training and personnel maintenance (keeping personnel motivated and preventing burn-out).

References

Management Rubric

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<tr>
<th>Task</th>
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<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Comment/</th>
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<tbody>
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<td>Management style</td>
<td>Clearly articulated, provides details, grounded in extensive research</td>
<td>General statement, some evidence of research</td>
<td>In-definitive, lacks evidence of research or does not address</td>
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<tr>
<td>Staff meetings</td>
<td>Thoroughly articulates method and procedures, personnel participation: who, how</td>
<td>States approach, gives general plan, notes who participates only</td>
<td>List frequency only , lacks details or does not address</td>
<td></td>
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<tr>
<td>In-service training</td>
<td>Thoroughly articulates method and procedures, personnel participation: who, how</td>
<td>States approach, gives general plan, notes who participates only</td>
<td>List requirements , lacks details or does not address</td>
<td></td>
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<tr>
<td>Personnel maintenance</td>
<td>Thoroughly addresses attention to mental health climate designed</td>
<td>General statement with minimal details</td>
<td>Lacks details or does not address</td>
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</table>
F. Personnel and Program Evaluation Design

Successful programs conduct systematic evaluations of both personnel and program.

I. Describe the personnel evaluation system that you the director will institute. State the time frame(s), i.e., quarterly, etc, and method to be used. Note employee involvement in the process as well as how evaluation outcomes will be used.

II. Personnel evaluation is only one aspect of management. Program evaluation, which is more comprehensive, can be used for multiple purposes. Program improvement is a major purpose for program evaluation. Describe the program evaluation design for the model program you are administering. Minimally, the following aspects must be addressed: curriculum, children, and administration. State who will be involved in this process. This assignment should reflect evidence of research, text reading and class discussion (references).

Personnel and Program Evaluation Rubric

<table>
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<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Comment</th>
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<tbody>
<tr>
<td>Clearly articulated, provides details such as time frame, method, personnel involvement, use of results, grounded in extensive research</td>
<td>Provides some details such as time frame, method, personnel involvement, use of results, evidence of research</td>
<td>Vaguely stated, lacks details, little to no evidence of research</td>
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Personnel

Program

Curriculum
G. Organizational chart and annual budget

- Prepare an organizational design that is based on the program that you will be operating. It should include your board and all of your personnel. Your program demographics and licensure requirements should dictate the various positions and the number of those positions. This information should be in the form of a flow chart.
- Prepare an annual ongoing budget for your program. Include in this budget start-up cost for one new classroom.
- Prepare a work sheet that details how the total for each line item was obtained. Example Personnel: 6 teachers at $10.00 hr. for 35 hrs. per week.
- References

RUBRIC   Organizational chart and annual budget REFER TO TASK STREAM

H. Personnel Policy and Procedures Manual
Prepare an employee policy and procedures manual guided by current local, state, and national laws and regulation that apply to best practice of early care and education administration and management programming. Policy and procedures document the employer-employee relations. Written statements of personnel P & P are to be short and to the point, clear and organized into logical sections. Statements regarding the following are to be included:

Program Philosophy

Conditions of employment
- background check
- employment records
- orientation
- probationary periods
*Cultural and Linguistic diversity
*Organizational chart, job descriptions
Evaluation
Professional development

Pay, fringe benefits
Attendance (inc. excessive absence, tardiness), time record, breaks, lunch
Documentation of illness
Record keeping, reports

Dress, conduct

Discipline
Grievance
Termination: voluntary-involuntary

School closing, holidays

Abuse and abuse reporting

Maintenance of physical environment
References
This list is not exhausted. Other items that are specific to your program should also be included.

Rubric Personnel Policy and Procedures Manual

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<thead>
<tr>
<th>Task</th>
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<td>Background check</td>
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<td>Employment records</td>
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<td>Orientation</td>
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<td>Probationary Periods</td>
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<tr>
<td>*Cultural and linguistic diversity</td>
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<td>*Organizational chart, job descriptions</td>
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<td>Evaluation</td>
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<td>Professional development</td>
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<td>Pay, fringe benefits</td>
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<td>Attendance</td>
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<td>Absence</td>
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<td>Tardiness</td>
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<td>Time record</td>
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<tr>
<td>Breaks</td>
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<td>Lunch</td>
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I. Parent Handbook

Parent Handbook

The relationship between the consumers (parents/families) is communicated through simple, clearly written handbooks. The handbook details program role and responsibility to the parent and child as well as the role and responsibility of the parent to the program. Parents should be oriented upon or prior to enrollment. Programs often validate parental understanding by having parents sign a statement that becomes part of the child’s record.

Prepare a parent handbook that will be used with the prototype model that you are developing. The goal of this project is to assess your understanding of and ability to develop good policies based upon best practices in the field of early childhood administration. There is a plethora of subject matter that can be part of the handbook. The handbook must look professional, designed in booklet format and contain a table of content. Begin the handbook with an introduction, which states the purpose of the HB. Address each of the 22 listed subject areas. Do not omit or deviate from the order. Any other issue(s) that is specific to your program, (example, parent’s responsibility for snacks) may be added at the end.
Introduction
Philosophy (insert one previously developed in this course)
Policy regarding +English Language Learners
Fees, extended absences cost, return checks
Arrival, operating hours, days of operation, holidays
Departure, tardiness or late pick-up
Persons authorized to pick child up
Attendance
Special services
Medical authorization
Emergency info, file update
Health policies; immunizations, physicals, exclusion, illness during day
Accidents and injury
Food: infants, preschoolers, special diets
Allergies
+Special occasions: birthday, field trips; culturally specific holidays and celebrations
Home toys
Clothing: spare, appropriate dress
Material for nap/rest
Parent visits
Parent involvement
Photo release
Transportation
Discipline
Statement of Understanding
References

J. Article Reflections
A goal of reflection is to facilitate the learning process: to gain awareness, acquire knowledge, and to develop or refine targeted skills. Written reflections should assist you in focusing on the learning target and to clarify your thinking about the subject area. Reflecting gives you an opportunity to make the learning experience relevant or meaningful for your own purposes.
Reflection is not:  
- a listing of things or event  
- A summary of activities, or events  
- An out line  
- A chronicle of events

Read the supplemental article and write a reflection that is placed in your portfolio (exception is reflection #1 which is turned in as hard copy as listed on course calendar).

A. Briefly state the content of the article and give your analysis and application of content.

B. State how the content of the article increased your knowledge and skill in at least one of the pre-professional Educator Accomplished Practices for the course:
   #2 Communication  
   #3 Continuous Improvement  
   #8 Knowledge of Subject Matter  
   #12 Technology

C. State how article content might be used by a director to benefit either the director, or the children and families the director might work with in the future.

Reflection Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent Comprehensive, detailed coverage of item</th>
<th>Acceptable Adequate coverage</th>
<th>Unsatisfactory Lacks details, areas omitted</th>
<th>Comment/Score</th>
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<tbody>
<tr>
<td>Content, analysis, application</td>
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<tr>
<td>AP Knowledge, skills gained</td>
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<td>Benefit to Director/Children/families</td>
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K. Advocacy and Professional Development

Review text content on advocacy. Conduct additional research on local, state, and national advocacy groups (Select representatives from all three levels) that
impact the field of early education and care. For each one provide name, contact information and a brief statement of what the group advocates for. A minimum of 10 is required.

Advocacy Rubric

<table>
<thead>
<tr>
<th>Local, state, national groups</th>
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<th>Acceptable Adequate coverage</th>
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<th>Comment/Score</th>
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L. Research References

In completing your portfolio you will use many different resources, including Internet web sites. In addition to the text you must include at least one reference for each section. Utilizing the APA format.

**Field Experience  Shadowing of Director**

Shadowing involves ten (10) hours of direct activity with a director of a full time licensed early childhood facility. This experience requires the student to interview the assigned director using the assigned format provided by the instructor. The student and the director select specific administrative and management activities for the student to engage in with the director. This may include attending a staff professional development meeting, a parent meeting, budget or planning meeting, community advocacy meeting, or any other activity that is a major responsibility of the director. The goal is that the student receives real life experience related to managing an early childhood facility.

5%  Interview and shadow a director of a full time licensed early childhood facility. Utilizing the format provided by instructor, submit word processed report of interview and shadowing experience. The interview is due as noted on course calendar. Shadowing involves ten (10) hours of direct activity throughout the semester with an assigned director. Report of this experience including required reflections is submitted **four** times during the semester. Reports are to be submitted
as noted on course calendar. You are encouraged to schedule early with your director, as the dates will not be extended.

Field Experience: Interview
Administration and Management of Early Childhood Programs

Student___________________________
Site ____________________________
Date/Beginning and Ending Time _________________________
Director’ Signature ________________________________________________

Interview Questions

What is a typical day for you?
What are the things that prepared you for the directorship? Background, and training?
Describe your major responsibilities.
Who does the hiring and firing? What is the program’s recruitment procedure?
What are the financial compensations?
What management style do you consider most effective?
Discuss staff training and in-service.
Is there a personnel policy and procedure manual? If so, what does it cover?
Discuss parent involvement, orientation for parents, method of communicating with parents, community involvement.
Is there an assistant director? If so, what are the assistant’s responsibilities?
To whom do you report?
How are you evaluated?
What are the major responsibilities of the governing body?
What is the program’s funding source? profit status?
Who prepares the program’s annual budget? Who controls the budget?
Discuss employee benefits.
What are some of the outside activities the program is involved in?
Discuss insurance and liability.
Discuss procedures that are in place to detect and prevent abuse.
Discuss the program’s philosophy, including culture and linguistic diversity, disability.
*What plans are in place for interacting with English language learners and their families?
Discuss the program’s curriculum model and rationale.
How is daily instruction monitored?
What recommendations would you give to an aspiring director?
Discuss evaluation of the program
Reflection:

Field Experience: Reflection
Administration and Management of Early Childhood Programs

Student___________________________
Site ____________________________
Date/Beginning and Ending Time _________________________
Report Number ____________
Activity _________________________________________________________
___________________________________________________________________
Director’ Signature ____________________________________________

Reflections (Use additional sheet if needed):
## Field Experience Rubric (Interview)

<table>
<thead>
<tr>
<th>Task</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>All information is provided; is thorough and correct.</td>
<td>All information is provided; Minimal description of activity</td>
<td>One or more items missing</td>
<td>25%</td>
</tr>
<tr>
<td>Interview Questions</td>
<td>Each question is answered thoroughly; director’s response recorded</td>
<td>Each question, rote response</td>
<td>One or more questions omitted; Director’s response omitted</td>
<td>50%</td>
</tr>
<tr>
<td>Reflection</td>
<td>States the experience, states how the experience demonstrates role and responsibility of director, indicates the value of the experience to pre-service director</td>
<td>Minimal response to each item</td>
<td>Mere summary, little to no analysis of experience</td>
<td>25%</td>
</tr>
</tbody>
</table>

## Field Experience Rubric (Shadowing)

<table>
<thead>
<tr>
<th>Task</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>All information is provided; is thorough and correct.</td>
<td>All information is provided; Minimal description of activity</td>
<td>One or more items missing</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection</td>
<td>States the experience, states how the experience</td>
<td>Minimal response to</td>
<td>Mere summary, little to no</td>
<td>75%</td>
</tr>
</tbody>
</table>
demonstrates role and responsibility of director, indicates the value of the experience to pre-service director

Each item

Analysis of experience

Comment

Score

<table>
<thead>
<tr>
<th>10%</th>
<th>Article critiques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Article Critiques</strong></td>
<td>10% Pts</td>
</tr>
</tbody>
</table>

Critique guide for Article Related to Administration and Management of an Early Childhood Program

Directions: you are asked to locate articles in a professional journal. The articles must focus on administration and management of a facility for young children. Your critique should be 2-3 pages in length, formatted in single or double space, 10-12 point size, plain text, one (1”) margins. Critiques will be evaluated for writing proficiency, grammar, and spelling. **A copy of the article must be attached.**

Important components to include are:

I. Identifying data (APA style)

II. Summary of the article (briefly in your own words) Direct statements and paraphrases should be appropriately documented. Give a minimum of five (5) points made by the article.

III. Critique Give your opinion of the author’s work. Is the article based on sound principles: does it provide good information? Is the focus of the article clear and presented systematically? The basis for your opinion may be a combination of your life experience, material and theories studied in class (or other research you have documented).

IV. Relevance
Describe/discuss the article’s relevance to the course in which you are currently enrolled. How can students of a management course and/or directors utilize information presented in the article?

Format of the critiques will be as follows:

(a) **Reference.**

Author(s) Last name, First initial. (Year). Article title (only first word & word after : capitalized). *Journal Name, Volume* (Number), page number(s).

**Example reference:**


### Journal Critique Evaluation

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Assessment</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA: Was the correct APA reference included? Were APA guidelines followed?</td>
<td>0 .25 .50</td>
<td>_____ /</td>
</tr>
<tr>
<td>Summary: Was a brief summary of the article presented?</td>
<td>0 .25 .50 .75 1</td>
<td>_____ /</td>
</tr>
<tr>
<td>Critique: Was your impression of the article presented?</td>
<td>0 .25 .50 .75 1</td>
<td>_____ /</td>
</tr>
<tr>
<td>Relevance: Was an application made of the article's information to your current/future teaching?</td>
<td>0 .25 .50 .75 1</td>
<td>_____ /</td>
</tr>
<tr>
<td>Writing proficiency</td>
<td>0 .25 .50</td>
<td>_____ /</td>
</tr>
<tr>
<td>Total Points Earned</td>
<td></td>
<td>_____ /</td>
</tr>
</tbody>
</table>

10% **Tests**  
10% **Comprehensive Final examination**

All requirements will be assessed for writing proficiency, grammar, and spelling and must be word processed.

**Use of Technology**
All assignments must be word processed. Technology, such as power point and transparency, must be used for all class presentations. Indicated assignments must be submitted via FAMU Blackboard.

**Grading**

Grading Scale:

- 90-100  A
- 80-89  B
- 70-79  C
- 60-69  D
- 59 and below F

*Grade of “I” (incomplete) must have met guidelines outlined in University Catalog, no exceptions.*

**Course Policies**

**Dispositions** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)

- **CLASS ATTENDANCE IS COMPULSORY FOR ALL STUDENTS (SEE FAMU CATALOG, PP. 26-27).**
- **ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF THE CLASS PERIOD.**
- **STUDENTS ARE RESPONSIBLE FOR ALL ASSIGNMENTS, QUIZZES, AND EXAMINATIONS AT THE TIME THEY ARE DUE AND MAY NOT USE THEIR ABSENCE FROM CLASS AS A PLEA FOR EXTENSIONS OF TIME TO COMPLETE ASSIGNMENTS OR FOR PERMISSION TO TAKE MAKE-UP EXAMINATIONS OR QUIZZES.**
• ABSENCE FROM CLASS FOR CAUSE INCLUDES PARTICIPATION IN RECOGNIZED UNIVERSITY ACTIVITIES, PERSONAL ILLNESS PROPERLY CERTIFIED, OR EMERGENCIES (properly certified) CAUSED BY CIRCUMSTANCES OVER WHICH THE STUDENT HAS NO IMMEDIATE CONTROL. Assignments due during such absence must be submitted within one (1) week upon returning to class. **EXCEPTIONS ARE RARE AND CARRY A 5 POINT PER DAY PENALTY**

• THE RESPONSIBILITY FOR PROMPT CLASS ATTENDANCE AND PARTICIPATION IS CONSIDERED AN IMPORTANT ELEMENT OF THE STUDENT’S DEVELOPMENT AND TRAINING AS AN EXEMPLARY PROFESSIONAL. PROMPT CLASS ATTENDANCE AND PARTICIPATION ARE IMPORTANT FOR THE SUCCESSFUL COMPLETION OF THIS COURSE. COURSE GRADE WILL BE NEGATIVELY AFFECTED BY ABSENCE, TARDINESS, EARLY EXIST FROM CLASS AND DISRUPTIVE BEHAVIOR. Disruptive behavior includes, but not limited to, use of profanity, verbal outburst, and conversations between students (verbal or written).

• CELLULAR PHONES, PAGERS AND OTHER DISTRACTING COMMUNICATION DEVICES ARE DISRUPTIVE AND ARE NOT PREMITTED IN CLASS. USE WILL RESULT IN AN AUTOMATIC 20 POINTS FROM COURSE GRADE FOR EACH INFRACTION.

• ACADEMIC DISHONESTY WILL RESULT IN NO VALUE FOR THE ASSIGNMENT OR COURSE WORK. INCLUDED, BUT NOT LIMITED TO, ARE PLAGIARISM, CHEATING ON EXAMS, SUBMITTING WORK DONE BY SOMEONE ELSE OR FROM THE INTERNET. ACADEMIC DISHONESTY WILL BE REPORTED TO THE DEAN OF THE COLLEGE.

• ALL ASSIGNMENTS MUST BE TYPED UNLESS SPECIFIED BY THE PROFESSOR.

• ASSIGNMENTS WITH MULTIPLE PAGES MUST BE SECURED TO EACH OTHER.

• ALL ASSIGNMENTS WILL BE ASSESSED FOR CORRECT SPELLING, GRAMMAR AND NEATNESS. REPEATED ERRORS WILL BE PENALIZED.

Policy Related to Students with Disabilities:
When a student with a documented disability is unable to complete the course requirements as outlined, an alternative method will be developed.
**Policy Statement on Non-Discrimination**

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy**

The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance**

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

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**Tentative Course Calendar**

**Administration & Management Tentative Topical Calendar Fall 2010 ADD RECRUITMENT AND ADVOCACY TO CALENDAR**

Click & Karkos

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Reading/Research</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 8/23</td>
<td>Orientation, Historical Perspective Program Models</td>
<td>Chapter 1, 2</td>
<td></td>
</tr>
<tr>
<td>Week 2 8/30</td>
<td>Management and Leadership</td>
<td>Chapter 1</td>
<td>**Reflection #1 Becoming a Director-BB</td>
</tr>
<tr>
<td>*Week 3 9/6</td>
<td>Holiday</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Organization and Administration</td>
<td>Chapter 4, 13 Dept. of C &amp; F website</td>
<td>**Management &amp; Supervision</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Chapters/Sections</td>
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</tr>
<tr>
<td>5</td>
<td>9/20</td>
<td>Standards and Policies Laws &amp; Regulations</td>
<td>Chapter 4, 13 Dept. of C &amp; F website</td>
</tr>
<tr>
<td>6</td>
<td>9/27</td>
<td>Personnel System Laws &amp; Regulations</td>
<td>Chapter 8-9</td>
</tr>
<tr>
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<td></td>
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<tr>
<td>7</td>
<td>10/4</td>
<td>Human Relations</td>
<td>Chapter 8-9 Hnatuk, P. &amp; Gebretensae. (May/June 2005). Culture and Leadership. Exchange (163), 8-13, Reflection 2</td>
</tr>
<tr>
<td>9</td>
<td>10/18</td>
<td>Economic Factors of Programming</td>
<td>Chapter 10</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>11/1</td>
<td>Educational Program Program Assessment And Evaluation</td>
<td>Chapter 3, 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>11/8</td>
<td>Working with Diverse Families/community Family Support</td>
<td>Chapter 14 NAEYC Position statement Responding to Linguistic and Cultural Diversity-Recommendations for Effective Early Childhood Education Reflection 4</td>
</tr>
</tbody>
</table>

**Notes:**
- **C#1** indicates a specific citation within the text.
- **C#2** indicates a specific citation within the text.
- **BB** indicates a specific bibliographic reference.

Trumbull, Rothstein-Fisch, Greenfield & Quiroz. 2001. Chapter 2 Parent Involvement: Recommended but Not Always Successful

Trumbull, Rothstein-Fisch, Greenfield & Quiroz. 2001 Chapter 3 The Cross-Cultural Parent-Teacher Conference

<table>
<thead>
<tr>
<th>Week 13</th>
<th>11/15</th>
<th>Budget Presentation Program Evaluation</th>
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<tbody>
<tr>
<td>Week 14</td>
<td>11/22</td>
<td>Advocacy and Public Relations</td>
</tr>
<tr>
<td>Week 15</td>
<td>11/29</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>Week 16</td>
<td>12/6</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

*The instructor reserves the right to change dates when deemed necessary. When possible students will be involved in the process. Test Day: Monday

**Assignment Due Day: Monday or Wednesday in Digital Drop box of FAMU Blackboard. See Course Calendar**
<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Week 1 5-13</td>
<td>Orientation, Historical Perspective Program Models</td>
<td>Chapter 1, 2</td>
<td></td>
</tr>
<tr>
<td>Week 2 5-20</td>
<td>Management and Leadership</td>
<td>Chapter 1</td>
<td>Reflection #1Becoming a Director</td>
</tr>
<tr>
<td>Week 3 5-27</td>
<td>Organization and Administration (boards, Philosophy)</td>
<td>Chapter 3, 13 Dept. of C &amp; F website</td>
<td>Management &amp; Supervision Style</td>
</tr>
<tr>
<td>Week 4 6-3</td>
<td>Standards and Policies Laws &amp; Regulations</td>
<td>Chapter 3, 13 Dept. of C &amp; F website</td>
<td>By-laws</td>
</tr>
<tr>
<td>Week 5 6-10</td>
<td>Personnel System Laws &amp; Regulations</td>
<td>Chapter 7-9 PP. 440-444</td>
<td>Philosophy &amp; Goals Interview &amp; Shadowing Report #1</td>
</tr>
<tr>
<td>Week 6 6-17</td>
<td>Human Relations</td>
<td>Chapter 7-9 Hnatiuk, P. &amp; Gebretensae. (May/June 2005). Culture and leadership. Exchange (163), 8-13. Reflection 2</td>
<td>Organization Design, Job Description Mid Test #1</td>
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<tr>
<td>Week 7 6-17</td>
<td>Economic Factors of Programming</td>
<td>Chapter 10 Whitehead, A. (July/August 2005). Five important lessons I learned during the</td>
<td>Program Application &amp; Survey</td>
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<tr>
<td>Week</td>
<td>Economic Factors of Programming</td>
<td>Chapter 10</td>
<td>Critique #1</td>
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<tr>
<td>8 7-1</td>
<td>Economic Factors of Programming</td>
<td>Chapter 10</td>
<td>Critique #1</td>
</tr>
<tr>
<td>9 7-8</td>
<td>Management: Physical Environment Health, Safety, Nutrition Technology</td>
<td>Chapter 11 PP.449-454</td>
<td>Preliminary Budget**</td>
</tr>
<tr>
<td>9 7-8</td>
<td>Management: Physical Environment Health, Safety, Nutrition Technology</td>
<td>Chapter 11 PP.449-454</td>
<td>Preliminary Budget**</td>
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<tr>
<td>10 7-5</td>
<td>Educational Program Program Assessment And Evaluation</td>
<td>Chapter 3, 6</td>
<td>Shadowing Report #2</td>
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<td>12 7-29</td>
<td>Advocacy and Public</td>
<td>Chapter 15</td>
<td>Shadowing</td>
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<tr>
<td>12 7-29</td>
<td>Advocacy and Public</td>
<td>Chapter 15</td>
<td>Shadowing</td>
</tr>
</tbody>
</table>
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Test Day:
Assignment Due Day:

References


NAEYC Position statement“Responding to Linguistic and Cultural Diversity—Recommendations for Effective Early Childhood Education


Oliver, S. J. & Klugman, E. (July/August 2005). Play and the outdoors: What’s new under the sun?. Exchange(164), 6-12


Young, B. (July/August 2005). The true cost of quality in early care and education programs. Exchange(164), 14-17.


Web Resources
www.naeyc.org
www.earlychildhoodfinance.org
http://nccic.org: National Child Care Information Center
WWW.ChildCareExchange.com

Journals
American Education
Child Care Information Exchange
Child Care Quarterly
Early Childhood Education Journal
Education Administration Quarterly
Educational Leadership
Young Children

Artifact 1
Annual Budget
Professionalism. Exemplary professionals know the content and uses appropriate pedagogy to provide all students with the opportunity to learn. The exemplary professional is committed to professional growth and development. The candidate uses major concepts, principles, theories, and research related to development of children to construct learning opportunities that support students’ development and acquisition of knowledge and motivation. The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in the classroom.

National Association Standards
NAEYC.5