

PROJECT P<sup>2</sup>ECE: PREPARING PARAPROFESSIONALS  
FOR EARLY CHILDHOOD EDUCATION

---

ECE 241: Administration: Human Relations for Early  
Childhood

Bank of Resources

# ECE 241: Bank of Resources

---



This Bank of Resources was developed under Project P2ECE (Award# H325N110018) funded by the U.S. Department of Education, Office of Special Education Programs. Project P2ECE is collaboration between the PAR2A Center of the University of Colorado Denver, the University of Northern Colorado and the Early Childhood Education programs at Colorado



# Table of Contents

<b>Recommended Syllabus</b> .....	<b>7</b>
<b>Bank of Resources Table</b> .....	<b>12</b>
<b>Book Recommendations</b> .....	<b>21</b>
<b>Selected Examples of Assignments</b> .....	<b>22</b>
<b>Competency A: Effective communication skills</b> .....	<b>23</b>
Assignment A3: Effective Communication Reflection .....	23
<b>Competency B: The Human Relations and Advocacy Components of an Early Childhood Professional’s Responsibilities</b> .....	<b>24</b>
Assignment B4: Advocating for Young children .....	24
<b>Competency C: Quality of an early childhood program from a human relations standpoint</b> .....	<b>25</b>
Assignment C3: Reflection on Relationships .....	25
<b>Competency D: Strategies for connecting to and communicating with families and the community</b> .....	<b>26</b>
Assignment D4: Reflection .....	26
<b>Competency F: Reflective listening &amp; conflict resolution skills and mentoring strategies to use with staff and families</b> .....	<b>27</b>
Assignment F1: Reflection: Listening Without Judgment .....	27

# **Acknowledgements**

The **Preparing Paraprofessionals for Early Childhood Education** project (**Project P<sup>2</sup> ECE**) is funded by the Office of Special Education, Department of Education. Project P<sup>2</sup> ECE is a partnership between the Paraprofessional Resource and Research (PAR<sup>2</sup>A) Center at the University of Colorado Denver, University of Northern Colorado, and the ECE Statewide Community College Faculty Coalition. The project addresses the critical need for well-prepared professionals who are equipped with knowledge and skills to provide instructional support to children in a variety of preschool settings, including local school districts, Head Start, and community-based preschool programs for 3- to 5-year-olds.

An expert panel reviewed and adapted course competencies addressed in existing ECE-related certificate coursework and Associates of Arts programs in various community colleges in Colorado, by incorporating standard-based and evidence-based special education content and practices. After extensive review, the expert panel provided their recommendations for the **ECE 241: Administration: Human Relations for Early Childhood** course syllabus, course outline and resources, which were later collated as the **ECE 241: Recommended Syllabus & Bank of Resources** booklet. This booklet addresses all of the course competencies by providing relevant resources for ice breakers, readings, assignments/assessments, websites, and video clips.

We would like to acknowledge the ECE professionals who supported the development of this booklet through their input and guidance. We appreciate their invaluable assistance in reviewing the recommended syllabus for the ECE 241 course and ensuring its alignment to Division for Early Childhood's Recommended Practices, and contributing invaluable resources to address each competency. We express our gratitude to the following members of the expert panel and community college faculty members:

- Michelle Bender, Pikes Peak Community College
- Peggy Johnson, Aims Community College
- Theresa Weber, Community College of Aurora

We also like to thank the following individuals for their efforts in bringing the **ECE 240: Recommended Syllabus & Bank of Resources** to its current form:

- Rashida Banerjee, University of Northern Colorado
- Ritu V. Chopra, University of Colorado Denver
- Namita A. Mehta, University of Colorado Denver
- Geraldine I. DiPalma, University of Colorado Denver
- Cathy Smyth, University of Northern Colorado

We would also like to place on record our appreciation for the invaluable support rendered by the members of the ECE Statewide Community College Faculty Coalition, and for endorsing and helping the effort to make the recommendations a part of the statewide common core syllabus.

# **Introduction to the Bank of Resources**

The following document provides a Bank of Resources (BoR) for instructors who are teaching the course *ECE 241: Administration: Human Relations in Early Childhood* at the Colorado Community College. The course provides an introduction to Early Childhood Education. It includes the eight key areas of professional knowledge focusing on age's birth through age eight: Child Growth and Development; Health, Nutrition and Safety; Developmentally Appropriate Practices; Guidance; Family and Community Relationships; Diversity; Professionalism; Administration and Supervision.

## **What is BoR?**

The BoR booklet provides a menu of teaching resources for instructors to use in their college teaching. The content is specifically designed to include evidence-based resources to prepare early childhood professionals for inclusive classrooms that serve *all* children, including those with identified disabilities.

Each BoR booklet focuses on particular course content and includes the following:

1. A syllabus template for instructors
2. A matrix with the resources, and
3. Appendix with examples of assignments

Developed through multiple iterations and field input, the matrix with resources is arranged in columns that include (a) Reading Materials, (b) Icebreakers and Assignments, (c) Websites, and (d) Videos. These resources are arranged in rows according to the competencies stated for each course in the Colorado Community College Common Course Numbering System (CCCNS).

## **Who can use BoR?**

While the booklet was designed with Colorado Community College faculty who teach in early childhood programs in mind, the content can easily be used by instructors in other programs and by professional development providers who are seeking resources to enhance their teaching and professional development materials.

## **How do I use BoR?**

We recommend that instructors print out the document and review the document prior to developing the course syllabus. Instructors can then select specific resources for their courses based on their individual course goals, course format, and student needs. Since the BoRs are presented by competencies, the instructors may need to align the resources with their course schedules. For example, instructors may decide that the competency C in the BoR relates to the

**ECE 241 BANK OF RESOURCES**  
**PROJECT P2ECE**

topics for Units 3 and 7. Thus, when planning for Units 3 or 7, the instructors will review the resources provided in Competency C and select those that they want to include in their reading.

# **ECE 241: Administration: Human Relations for Early Childhood**

---

Recommended Syllabus & Bank of Resources

# RECOMMENDED SYLLABUS

ECE 241 - Title: Admin: Human Relations in Early Childhood  
Course Name (Long Title): Administration: Human Relations for Early Childhood Education

Min Credit: 3

Section:

Location:

Day/Time:

Instructor:

Office:

Phone:

Email:

Office Hours:

Min Credit: 3

Max Credit:

Status Notes: Previously ECP 216.

Course Notes: Added Description, Competencies and Topical Outline.

Origin Notes: ACC

Notes: visions entered 11/20/10 LK

## COURSE DESCRIPTION

Focuses on the human relations component of an early childhood professional's responsibilities. Includes director-staff relationships, staff development, leadership and strategies, parent-professional partnerships and community interaction.

## COURSE COMPETENCIES & OBJECTIVES

- A. Demonstrate knowledge of effective communication skills dealing with children, families, staff, other professionals, and community volunteers.
- B. Define and discuss the human relations and advocacy components of an early childhood professional's responsibilities.
- C. Identify the quality of an early childhood program from a human relations standpoint.
- D. Explore strategies for connecting to and communicating with families and the community.
- E. Analyze the qualities of leadership including mission, vision, goal setting, team building, and strategic planning.
- F. Develop and demonstrate reflective listening & conflict resolution skills and mentoring strategies to use with staff and families
- G. Practice making ethical decisions using the NAEYC Code of Ethics. (Include: children, families, coworkers, and community stakeholders)
- H. Respect difference in roles among early intervention team members and follow chain of command to address policy questions, system issues and personnel practices.
- I. Practice competence, integrity and sound judgment within one's skill limits and request direction, instruction, guidance and feedback for new or unfamiliar tasks



## TOPICAL OUTLINE

### **A. Issues – Looking at Leadership and the Individual**

- a. Defining leadership and its functions
- b. Defining styles of leadership
- c. Looking at the cultural context of leadership
  - i. Values
  - ii. Mission and vision
  - iii. Social and interpersonal skills
  - iv. Strategic planning
  - v. Advocacy
- d. Developing a personal definition of leadership

### **B. Issues – Professional Relationships**

- a. Identifying and developing interpersonal skills of leaders
  - i. Communication styles and reflective listening
  - ii. Conflict resolution
- b. Coaching/collaborating/consulting with staff and other professionals
  - i. Team building process
  - ii. Strategic planning skills
  - iii. Goal setting skills

### **C. Issues – Partnerships with Families and Community**

- a. Collaboration with families
- b. Forming collaborative relationships with community organizations

### **D. Using the NAEYC code of Ethical Conduct**

- a. Using the Code of Ethics with staff
- b. Using the Code of Ethics with family and community

### **E. Advocacy and the ECE Director**

- a. Current issues
- b. Articulating information to staff, families and community

### **F. Nurturing leadership in children**

## PARAPROFESSIONAL STANDARDS ADDRESSED

1. ECP1K2: Basic understanding of historical, philosophical foundations, and policies guiding services for young children both with and without exceptional needs.
2. ECP1S4: Demonstrate respect and appreciation for differences in values, languages and customs among home and community (i.e., childcare centers, hospitals, etc.).
3. ECP2K6: Impact of exceptionality on family concerns, resources and priorities.
4. ECP2K7: Family systems and the role of families in supporting development for young children.
5. ECP4S2: Support the integration and participation of young children and their families within early childhood settings.
6. ECP5K2: Strategies for establishing and maintaining partnerships with families.
7. ECP5K4: Identify the influence of culture on social interactions, values and beliefs of families, professionals and society.

**ECE 241 BANK OF RESOURCES  
PROJECT P2ECE**

8. ECP5K5: Identify ways to support learning environments that allow children and families to maintain and appreciate their own respective language and cultural heritage.
9. ECP5S1: Collaborate with families and early childhood professionals to implement basic health, nutrition and safety practices and procedures for young children.
10. ECP6S1: Match communication methods to the child and families' language needs and preferences.
11. ECP9K1: Principles that guide ethical practice.
12. ECP9S1: Conduct activities in compliance with applicable laws and policies.
13. ECP9S4: Provide accurate and timely information about young children with exceptional needs to individuals who have the need and the right to know.
14. ECP9S7: Respect role difference of early intervention team members and paraprofessionals.
15. ECP9S8: Follow chain of command to address policy questions, system issues and personnel practices.
16. ECP9S9: Practice within one's skill limits and request direction, instruction or guidance for new or unfamiliar tasks.
17. ECP9S10: Practice with competence, integrity and sound judgment.
18. ECP9S11: Request, accept and utilize feedback from supervising professionals.
19. ECP9S13: Maintain relationships and communication with families within their professional scope of responsibility.
20. ECP10K1: Purpose and characteristics of collaborative teaming.
21. ECP10K2: Common concerns and challenges faced by families of young children with exceptional needs.
22. ECP10K3: Roles and responsibilities of professionals and other participants on the early childhood team, including the supervisor.
23. ECP10S3: Communicate effectively with stakeholders.
24. ECP10S4: Participate as a team member to enhance early childhood team roles, communication and problem-solving.

### **ASSIGNMENTS & ASSESSMENTS OF ASSIGNMENTS**

Faculty will list the required assignments for this course and include rubrics, grading sheets, checklist, etc. that accompany each assignment. See Bank of Resources for suggestions.

### **GRADING**

In order to receive a course grade as indicated relative to the point distribution, all required activities and projects must be completed.

94-100 A	80-82 B-
90-93 A-	75-79 C
87-89 B+	74 and below F
83-86 B	

### **COURSE OUTLINE**

Faculty will list the schedule of topics/requirements in this area. See Bank of Resources for suggestions.

**ECE 241 BANK OF RESOURCES  
PROJECT P2ECE**

<b>Week</b>	<b>Dates</b>	<b>Topics</b>	<b>Activities/Reading</b>	<b>Graded Assignments Due</b>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

**LOCATIONS**

**OFFERED**

<b>Institution Name</b>	<b>Acronym</b>
Arapahoe Community College	ACC

**ECE 241 BANK OF RESOURCES****PROJECT P2ECE**

Community College of Aurora	CCA
Colorado Community College System	CCCS
Community College of Denver	CCD
Colorado Northwestern CC	CNCC
Front Range Community College	FRCC
Lamar Community College	LCC
Morgan Community College	MCC
Northeastern Junior College	NJC
Otero Junior College	OJC
Pueblo Community College	PCC
Pikes Peak Community College	PPCC
Red Rocks Community College	RRCC
Trinidad State Junior College	TSJC

**STUDENT ETHICS & POLICY INFORMATION**

Each community college to include policies regarding: Incomplete Process, Academic Honesty, Access, Disability and Communication, etc.

## BANK OF RESOURCES TABLE

The following table outlines possible readings, ice breakers and assignments, websites, and video clips that can be used for each competency in the course.

*Note: Some longer and more detailed assignments are hyperlinked and available in the Appendices.*

Competency A: Effective communication skills.			
Readings	Ice Breakers and Assignments	Websites	Videos
<p>Communication: The Process, Barriers, and Improving Effectiveness: <a href="http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburger,%20Fred%20C,%20Communication%20Schooling%20V1%20N1%202010.pdf">http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburger,%20Fred%20C,%20Communication%20Schooling%20V1%20N1%202010.pdf</a></p> <p>Effective Communication – The Mortar That Holds the Team Together: <a href="http://qccigw.ca/Uploads/UserFiles/file/effectivecommunication.pdf">http://qccigw.ca/Uploads/UserFiles/file/effectivecommunication.pdf</a></p> <p>First Signs: Sharing Concerns</p>	<p><b>Ice Breaker A1:</b> Watch a 3-5 minute clip from a television show available on You Tube. Describe the show, the scene, and your reflections on the communication style of actors in that show—e.g. what was the emotion displayed? Was the communication effective? What could have made the communication more effective?</p> <p><b>Ice Breaker A2:</b> Identify the steps you will need to follow if you or the parent has concerns about a child’s development. What professionals and other resources can you access to address this concern.</p>	<p>Colorado Competencies for Early Childhood Educators and Administrators <a href="https://www.cde.state.co.us/early/ecprofessionalcompetencies">https://www.cde.state.co.us/early/ecprofessionalcompetencies</a></p> <p>Early Childhood News <a href="http://www.earlychildhoodnews.com/">http://www.earlychildhoodnews.com/</a></p> <p>Do You Communicate Clearly? <a href="http://www.earlychildhoodnews.com/earlychildhood/articleview.aspx?ArticleID=145">http://www.earlychildhoodnews.com/earlychildhood/articleview.aspx?ArticleID=145</a></p> <p>Listen with Your heart: Using active listening in the classroom. <a href="http://www.earlychildhoodnews.com/">http://www.earlychildhoodnews.com/</a></p>	

<p><a href="http://www.firstsigns.org/concerns/parent_parent.htm">http://www.firstsigns.org/concerns/parent_parent.htm</a></p>	<p><b>Assignment A3:</b> Effective Communication Exercise</p> <p><b>Assignment A4:</b> Complete Connect Module 3: Communication for Collaboration, available at: <a href="http://community.fpg.unc.edu/connect-modules/learners/module-3">http://community.fpg.unc.edu/connect-modules/learners/module-3</a></p>	<p><a href="http://www.ws.com/earlychildhood/article/view.aspx?ArticleID=100">ws.com/earlychildhood/article/view.aspx?ArticleID=100</a></p>	
<p><b>Competency B: Human relations and advocacy components of an early childhood professional's responsibilities.</b></p>			
Readings	Ice Breakers and Assignments	Websites	Videos
<p>Wardle, F. Men in Early Childhood: Fathers and Teachers. Retrieved from <a href="http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=400">http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=400</a></p> <p>Inclusion: the Role of the Program Administrator <a href="http://csefel.vanderbilt.edu/briefs/wwb13.pdf">http://csefel.vanderbilt.edu/briefs/wwb13.pdf</a></p>	<p><b>Ice Breaker B1:</b> Have a discussion about "What is advocacy?"</p> <p><b>Ice Breaker B2:</b> As a large group or in small groups, brainstorm how people can be an advocate for early childhood education and early Intervention.</p> <p><b>Assignment B3:</b> Human Relations. Choose one of the following two options:</p>	<p>Effective Advocacy Resources (NAEYC) <a href="http://www.naeyc.org/policy/advocacy">http://www.naeyc.org/policy/advocacy</a></p> <p>Zero to Three Action Center <a href="http://www.zerotothree.org/public-policy/action-center/">http://www.zerotothree.org/public-policy/action-center/</a></p> <p>Colorado Children's Campaign <a href="http://www.coloradokids.org/">http://www.coloradokids.org/</a></p>	<p>Special Quest Video Library: Building Relationships with Families <a href="http://ncoe.pointinspace.com/trainingmaterials/searchvideos.las">http://ncoe.pointinspace.com/trainingmaterials/searchvideos.las</a></p> <p>so</p> <p>Early Learning Matters <a href="https://www.youtube.com/watch?v=66s3eAt9vAU">https://www.youtube.com/watch?v=66s3eAt9vAU</a></p>

<p>Research Studies and Task Force Reports Can Help You Advocate For High-Quality Early Childhood Education <a href="http://www.naeyc.org/files/naeyc/ResearchStudies.pdf">http://www.naeyc.org/files/naeyc/ResearchStudies.pdf</a></p> <p>Portraits of Inclusion through the eyes of children, families, and educators: Retrieved from <a href="http://education.jhu.edu/PD/newhorizons/Exceptional%20Learners/Inclusion/Portraits%20of%20Inclusion/poi_4th.htm">http://education.jhu.edu/PD/newhorizons/Exceptional%20Learners/Inclusion/Portraits%20of%20Inclusion/poi_4th.htm</a></p>	<p>a. Develop an employee handbook and/or orientation.</p> <p>b. Develop a staff training program about inclusion.</p> <p><b>Assignment B4: Advocating for Young Children</b></p> <p><b>Assignment B5: Advocacy Assignment.</b> Choose one of the following two options:</p> <p>a. Write a letter to a legislator or local community group.</p> <p>b. Debate over current ECE topic or for or against inclusion</p>	<p>Early Childhood Colorado: <a href="http://earlychildhoodcolorado.org/">http://earlychildhoodcolorado.org/</a></p> <p>Division for Early Childhood Policy and Advocacy: <a href="http://www.dec-sped.org/">http://www.dec-sped.org/</a></p> <p>Parent Advocacy Coalition for Educational Rights (PACER) <a href="http://www.pacer.org/">http://www.pacer.org/</a></p>	
<p><b>Competency C: Quality of an early childhood program from a human relations standpoint.</b></p>			
<p><b>Readings</b></p>	<p><b>Ice Breakers and Assignments</b></p>	<p><b>Websites</b></p>	<p><b>Videos</b></p>
<p>Colorado Shines Quality Rating and Improvement System <a href="http://www.coloradoofficeofearlychildhood.com/#!gris/c5ch">http://www.coloradoofficeofearlychildhood.com/#!gris/c5ch</a></p>	<p><b>Assignment C1:</b> Create a Coaching Binder using Qualistar- Tools for Coaches available at: <a href="http://www.qualistar.org/tools-for-coaches.html">http://www.qualistar.org/tools-for-coaches.html</a></p>	<p>Qualistar <a href="https://www.qualistar.org/home.html">https://www.qualistar.org/home.html</a></p> <p>Colorado Shines Quality Rating and improvement System</p>	<p>Virginia early Intervention Professional development: <a href="http://www.eipd.vcu.edu/videos.html">http://www.eipd.vcu.edu/videos.html</a></p>

<p>National Early Childhood Technical Assistance Center (2010). Quality indicators of inclusive early childhood programs/practices. Retrieved from <a href="http://ectacenter.org/~pdfs/pubs/qualityindicatorsinclusion.pdf">http://ectacenter.org/~pdfs/pubs/qualityindicatorsinclusion.pdf</a></p>	<p><b>Assignment C2:</b> Interview directors about center policies including those related to the inclusion of young children with disabilities.</p> <p><b>Assignment C3: Reflection on Relationships</b></p>	<p><a href="http://www.coloradoofficeofearlychildhood.com/#!qris/c5ch">http://www.coloradoofficeofearlychildhood.com/#!qris/c5ch</a></p> <p>Qualistar Tools for Coaches <a href="http://www.qualistar.org/tools-for-coaches.html">http://www.qualistar.org/tools-for-coaches.html</a></p>	<p>Quality Inclusion Curriculum Video: This classroom looks a little different <a href="http://www.ttoolbox.com/quality.htm">http://www.ttoolbox.com/quality.htm</a></p>
--	---	---	--

**Competency D: Strategies for connecting to and communicating with families and the community.**

Readings	Ice Breakers and Assignments	Websites	Videos
<p>Family Engagement and Early Childhood Education <a href="http://www.naeyc.org/content/research-news-family-engagement">http://www.naeyc.org/content/research-news-family-engagement</a> DEC Recommended Practices <a href="http://dec.membershipsoftware.org/files/DEC%20RPs%206%2025%202014%20final1.pdf">http://dec.membershipsoftware.org/files/DEC%20RPs%206%2025%202014%20final1.pdf</a> Administrator's essentials: Creating policies and procedures that support</p>	<p><b>Ice Breaker D1:</b> Draw a picture of your family as a child and one now. Share pictures, what changed and why? Discuss why it is important to understand the different types of families.</p> <p><b>Ice Breaker D2:</b> Look at a parent handbook. What did you notice? What did you find helpful? What would you add?</p> <p><b>Assignment D3:</b> Complete CONNECT Module 4: Family-Professional Partnerships</p>	<p>EI Colorado.org: Families Members forms and information <a href="http://www.eicolorado.org/index.cfm?fuseaction=family.main">http://www.eicolorado.org/index.cfm?fuseaction=family.main</a></p> <p>National Parent Information and Resource Center <a href="http://www.nationalpirc.org/">http://www.nationalpirc.org/</a></p>	



<p>recommended practices in early intervention/early childhood special education. Retrieved from <a href="http://csefel.vanderbilt.edu/resources/inftodd/mod4/4.10.pdf">http://csefel.vanderbilt.edu/resources/inftodd/mod4/4.10.pdf</a></p> <p>Ray, J. A., Pewitt-Kinder, J., &amp; George, S. (2009). Partnering with families of children with special needs. Young Children, 16-23. Retrieved from <a href="http://www.naeyc.org/files/yc/file/200909/FamiliesOfChildrenWithSpecialNeeds0909.pdf">http://www.naeyc.org/files/yc/file/200909/FamiliesOfChildrenWithSpecialNeeds0909.pdf</a></p> <p>Early Childhood Newsletters: Parents make the difference. <a href="http://www.parent-institute.com/pdf-samples/nre0711.pdf">http://www.parent-institute.com/pdf-samples/nre0711.pdf</a></p>	<p><a href="http://community.fpg.unc.edu/connect-modules/learners/module-4">http://community.fpg.unc.edu/connect-modules/learners/module-4</a></p> <p><b>Assignment D4:</b> Reflection</p>		
<p><b>Competency E: Leadership responsibilities including establishing a mission and vision, goal setting, team building, and strategic planning.</b></p>			

Readings	Ice Breakers and Assignments	Websites	Videos
<p>Jorde-Bloom, P. (2004). Leadership as a way of thinking. Zero to Three, 21-26. Retrieved from <a href="http://olms.cte.jhu.edu/olms/data/resource/5574/LeadershipThinking.pdf">http://olms.cte.jhu.edu/olms/data/resource/5574/LeadershipThinking.pdf</a></p>	<p><b>Assignment E1:</b> Know Want Learn chart: - what is a mission, vision, strategic plan and why do you need one? Write mission and/or vision statement using one of the two websites given.</p>	<p>Franklin Covey website <a href="http://www.franklincovey.com/msb/">http://www.franklincovey.com/msb/</a></p> <p>"VMOSA;" that is, its Vision, Mission, Objectives, Strategies, and Action Plans <a href="http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vmosa/main">http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vmosa/main</a></p>	<p>Leadership from a Dancing Guy <a href="http://www.youtube.com/watch?v=fW8amMCVAJQ">http://www.youtube.com/watch?v=fW8amMCVAJQ</a></p> <p>Top Ten Differences between Managers and Leaders <a href="http://www.youtube.com/watch?v=8ubRzzirRKs">http://www.youtube.com/watch?v=8ubRzzirRKs</a></p>
<p><b>Competency F: Reflective listening &amp; conflict resolution skills and mentoring strategies to use with staff and families.</b></p>			
Readings	Ice Breakers and Assignments	Websites	Videos
<p>Three Building Blocks in Reflective Supervision, Retrieved from <a href="http://www.zerotothree.org/about-us/areas-of-expertise/reflective-practice-program-development/three-building-blocks-of-reflective-supervision/">http://www.zerotothree.org/about-us/areas-of-expertise/reflective-practice-program-development/three-building-blocks-of-reflective-supervision/</a></p>	<p><b><u>Assignment F1: Reflection: Listening Without Judgement</u></b></p>	<p>Head Start Reflective Supervision, Putting it into Practice Webcast: <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early-Head-Start/supervision/supervision/ReflectiveSuperv.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early-Head-Start/supervision/supervision/ReflectiveSuperv.htm</a></p>	<p>Conflict with Families <a href="http://www.ecetp.pdp.albany.edu/video/Conflict.shtm">http://www.ecetp.pdp.albany.edu/video/Conflict.shtm</a></p>

<p><a href="#">reflective-supervision.html</a></p> <p>Reflective Practices in ECSE Leadership: <a href="http://www.calstat.org/publications/article_detail.php?a_id=60&amp;nl_id=7">http://www.calstat.org/publications/article_detail.php?a_id=60&amp;nl_id=7</a></p> <p>Zero to Three: November 2010 issue. Putting Reflective Supervision into Practice: <a href="http://www.zerotothree.org/about-us/areas-of-expertise/zero-to-three-journal/31-2.pdf">http://www.zerotothree.org/about-us/areas-of-expertise/zero-to-three-journal/31-2.pdf</a></p>			
<b>Competency G: Making ethical decisions using the NAEYC Code of Ethics.</b>			
<b>Readings</b>	<b>Ice Breakers and Assignments</b>	<b>Websites</b>	<b>Videos</b>
<p>NAEYC (2005). Code of ethical conduct and statement of commitment: Retrieved from <a href="http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf">http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf</a></p>	<p>See Teaching the NAEYC Code of Ethical Conduct for activities</p> <p>Complete the following exercise: NAEYC (2005). Professional ethics: Applying the NAEYC code. Retrieved from <a href="http://www.naeyc.org/files/n">http://www.naeyc.org/files/n</a></p>	<p>Focus on Ethics <a href="http://www.naeyc.org/yc/columns/focusonethics">http://www.naeyc.org/yc/columns/focusonethics</a></p>	<p>NAEYC Code of Ethics Videos: <a href="http://www.naeyc.org/ecp/resources/ethics">http://www.naeyc.org/ecp/resources/ethics</a></p>

<p>DEC (2009). The code of ethics for the Division of Early Childhood. Retrieved from: <a href="http://www.dec-spced.org/uploads/docs/aboutdec/positionconceptpapers/Code%20of%20Ethics%20updated%20Aug2009.pdf">http://www.dec-spced.org/uploads/docs/aboutdec/positionconceptpapers/Code%20of%20Ethics updated Aug2009.pdf</a></p> <p>NAEYC (2010). Ethics today in early care and education: Review, reflection and the future. Young Children, 72-77. Retrieved from <a href="http://www.naeyc.org/files/yc/file/201003/FeeneWeb0310.pdf">http://www.naeyc.org/files/yc/file/201003/FeeneWeb0310.pdf</a></p>	<p><a href="#">aeyc/file/ecprofessional/ProfessionalEthicsCase.pdf</a></p> <p>Write a reflection paper and Compare and contrast one competency in the DEC and the NAEYC Code of Ethics.</p>		
<p><b>Competency H: Respect difference in roles among early intervention team members and follow chain of command to address policy questions, system issues and personnel practices.</b></p>			
<p><b>Readings</b></p>	<p><b>Ice Breakers and Assignments</b></p>	<p><b>Websites</b></p>	<p><b>Videos</b></p>
<p>Letting it go...Role Release and Why it Can be hard. Retrieved from <a href="http://veipd.earlyinterv">http://veipd.earlyinterv</a></p>	<p><b>Ice Breaker H1:</b> Make paper chains to demonstrate chain of command.</p>	<p>Early Intervention Strategies for Success Blog <a href="http://veipd.org/earlyinterv">http://veipd.org/earlyinterv</a></p>	<p>Disabilities coordinator/Teaming:</p>

<a href="http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Guidelines_Paraprofessionals.pdf">ntion/letting-it-go-role-release-and-why-it-can-be-hard/</a>	<b>Assignment H2:</b> Team Roles	<a href="http://depts.washington.edu/hs-center/day-life-disabilities-coordinator">ention/category/recent-articles/</a>	<a href="http://depts.washington.edu/hs-center/day-life-disabilities-coordinator">http://depts.washington.edu/hs-center/day-life-disabilities-coordinator</a>  Early Intervention Home Visits <a href="https://www.youtube.com/watch?v=8fOJGmldj0c&amp;feature=related">https://www.youtube.com/watch?v=8fOJGmldj0c&amp;feature=related</a>
<b>Competency I: Practice competence, integrity and sound judgment within one’s skill limits and request direction, instruction, guidance and feedback for new or unfamiliar tasks.</b>			
<b>Readings</b>	<b>Ice Breakers and Assignments</b>	<b>Websites</b>	<b>Videos</b>
Supervisor and Paraprofessional Roles: <a href="http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Guidelines_Paraprofessionals.pdf">http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Guidelines_Paraprofessionals.pdf</a>  NAEYC Where we stand on Paraprofessional preparation standards: Retrieved at <a href="http://www.naeyc.org/files/naeyc/file/positions/programStandards.pdf">http://www.naeyc.org/files/naeyc/file/positions/programStandards.pdf</a>	<b>Assignment I1:</b> Write a paper to include the following:  Current tools that support the director in assessing classroom quality and effectiveness of inclusive practices and using that information to create a comparison to other programs in the community including public preschool, parent pay centers, etc.		

## BOOK RECOMMENDATIONS

Good book that could be used as a resource for discussion topics: Little Children, Big Needs, Parents Discuss Raising Children with Exceptional Needs Don Weinhoue, PH. D, and Marilyn Weinhoue, M.A.

Albrecht, K. (2002). *The right fit: Recruiting, selecting and orienting staff*. Lake Forest, IL: New Horizons.

Arnold, M. (2005). *Effective communication techniques for child care*. Clifton Park, NJ: Delmar.

Feeney, S, Freeman, N.K., Moravick, E. (2000). *Teaching the NAEYC Code of Ethical Conduct: Activity sourcebook*. Washington DC: NAEYC.

Jorde Bloom, P. (2010). *From the inside out: The power of reflection and self-awareness*. Lake Forest, IL: New Horizons.

Jorde Bloom, P., Hentschel, A., & Bella, J. (2010). *A great place to work: Creating a healthy organizational climate*. Lake Forest, IL: New Horizons.

Reece, B.L., Brandt, R., Howie, K.F. (2011). *Effective human relations: Interpersonal and organizational applications (Eleventh Edition)*. Mason, OH: Cengage Learning.

Sciarra, D.J. and Dorsey, A.G. (2002). *Leaders and supervisors in child care programs*. Belmont, CA: Delma

# **SELECTED EXAMPLES OF ASSIGNMENTS**

**COMPETENCY A: EFFECTIVE COMMUNICATION SKILLS**

*ASSIGNMENT A3: EFFECTIVE COMMUNICATION REFLECTION*

Observe a conversation between two people, either on a TV show or in real life. What do you see as the important components to effective communication?

What can you do to have effective communication with your supervisor, other professionals, and the children and families you will be working with?



**COMPETENCY B: THE HUMAN RELATIONS AND ADVOCACY COMPONENTS OF AN  
EARLY CHILDHOOD PROFESSIONAL'S RESPONSIBILITIES**  
**ASSIGNMENT B4: ADVOCATING FOR YOUNG CHILDREN**

Visit the following websites and brainstorm ways that you can become more involved in advocacy efforts.

Qualistar Colorado (<http://www.qualistar.org>)

Colorado Children's Campaign (<http://www.coloradokids.org>)

What are ways you can advocate for young children in your classroom?

How can you advocate for young children locally or at the state-level?

What about at the federal level?

COMPETENCY C: QUALITY OF AN EARLY CHILDHOOD PROGRAM FROM A HUMAN RELATIONS STANDPOINT.

ASSIGNMENT C3: REFLECTION ON RELATIONSHIPS

Reflect on what relationships you would build and/or make stronger in order to better support a child with a disability. Emphasize the collaboration that must take place amongst the multiple professional (e.g. occupational therapist, speech therapist, early childhood special educator etc.).

COMPETENCY D: STRATEGIES FOR CONNECTING TO AND COMMUNICATING WITH FAMILIES AND THE COMMUNITY.

*ASSIGNMENT D4: REFLECTION*

Reflect on strategies that you will use to connect a parent of a child with special needs and/or with linguistics differences with community resources.

COMPETENCY F: REFLECTIVE LISTENING & CONFLICT RESOLUTION SKILLS AND MENTORING STRATEGIES TO USE WITH STAFF AND FAMILIES.

*ASSIGNMENT F1: REFLECTION: LISTENING WITHOUT JUDGMENT*

- a) What does it mean to listen without judgment when building relationships with families when their beliefs about disability, illness, death and dying are different from your own?

- b) What would it look like in practice with families?