Developing and Administering an Early Childhood Education Program 10th edition Adams Solutions Manual

SKU: 9780357513200-SOLUTIONS

Instructor Manual

Adams/Kronberg/Donley, Developing and Administering Early Childhood Education Programs, 978-0-3575-1320-0; Chapter 1: The Effective Director

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Purpose and Perspective of the Chapter

Learning about the management and leadership of early childhood programs is important for staff and for current and prospective directors. The role of administrator requires knowledge and skills in early childhood education and development as well as in business practices. With expertise in both areas, whether demonstrated by an individual or by a team, the program is likely to be successful for children, families, staff, and other stakeholders.

An effective director of an early childhood education program is involved in all the jobs that will be described in this text from enrolling children to evaluating staff, from budgeting to taking inventory, and from maintaining a physical plant to bandaging a child's scraped knee. The director's job includes doing or overseeing all aspects of program management and leadership.

To do any one of these tasks, a director must have skills and knowledge; to do all of them requires stamina, understanding, and organization; and to do all of them effectively demands exceptional interpersonal skills as emphasized throughout this text.

Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

- Instructor Manual
- Solutions and Answer Guides
- Test Banks
- PowerPoint Presentations
- Scenarios with Rubrics

Chapter Objectives

The following objectives are addressed in this chapter:

01.1 Describe how the work of the Power to the Profession Task Force is transforming the field of early childhood education.

01.2 Identify the occupations in the early childhood education profession within the early childhood education field.

01.3 Explain the purpose of the NAEYC Code of Ethical Conduct and Supplement for Early Childhood Program Administrators.

01.4 Describe the systems that make up the field of early childhood education.

01.5 Discuss the competencies that program administrators must possess to be successful leaders.

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01.6 Describe tools that enable the director to blend program management and people leadership.

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What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- There is an additional focus on the need for computer literacy in managing today's programs and on the importance of understanding the administrative roles played by directors.

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Chapter Outline

I. New Vision, New Vocabulary
II. Making a Commitment to Diverse Stakeholders
III. Meeting Challenging Situations Based on Ethical Principles
IV. Considering the Program's Systems and Subsystems
    a. Subsystems in Early Childhood Programs
V. Administrative Styles and Roles
    a. Styles
    b. Roles
    c. Personal Qualities
VI. Managing the Program
VII. Serving as Curriculum Leader
VIII. Leading People
    a. Addressing Conflict Resolution
IX. Management Tools
    a. Policies and Procedures Manual
    b. Other Contents of the Manual
    c. Using Technology
    d. Time-Use Skills
    e. Analyzing Use of Time
    f. Grouping and Assigning Tasks
    g. Planning a Time Line

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Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS, as whole-class discussions in person, or as a partner or group activity in class.

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1. What do you see as the most important responsibility of the director of an early childhood program?
2. Why is intimate knowledge of the curriculum important for the director?
3. How does a director blend leadership and management techniques together to be a success?
4. What 3 qualities do you feel a director must possess in order to be effective?
5. How does a director blend leadership and management techniques together to be a success?

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Additional Activities and Assignments

1. **Video Case: Leadership Practices in Child Development Centers:** Watch the video clip available in the eBook, study the artifacts in the case, and reflect on the following questions:
   a. List the six systems crucial to the success of a child development center that the director must oversee.
   b. After watching and listening to how Ms. Boucher handled her center, summarize three characteristics of a successful director.
2. Interview a director about their role in developing and implementing curriculum in the early childhood education program.
3. Describe how you would resolve a conflict between two teachers, both of whom want to teach the new toddler class.
4. Find an early childhood education program near your school or in your neighborhood. Make an appointment with the director and interview them about the pros and cons of the job and what it entails to be a director. Write a summary for your class Portfolio.
5. Talk to someone who is currently teaching at an early childhood. What type of training and state certification are they required to have?

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Additional Resources

Cengage Video Resources

- TeachSource Video Vignette: Leadership Practices in Child Development Programs: Personnel System

Primary Sources

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Appendix

Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students' work through timely and detailed feedback.

Customize this rubric template as you wish. Both the writing rubric and the discussion rubric indicate 30 points.

Standard Writing Rubric

Criteria	Meets Requirements	Needs Improvement	Incomplete
Content	The assignment clearly and comprehensively addresses all questions in the assignment. 15 points	The assignment partially addresses some or all questions in the assignment. 8 points	The assignment does not address the questions in the assignment. 0 points
Organization and Clarity	The assignment presents ideas in a clear manner and with strong organizational structure. Coverage of facts, arguments, and conclusions are logically related and consistent. 10 points	The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. Coverage of facts, arguments, and conclusions are mostly logically related and consistent. 7 points	The assignment does not present ideas in a clear manner and with strong organizational structure. Coverage of facts, arguments, and conclusions are not logically related and consistent. 0 points
Grammar and Spelling	The assignment has two or fewer grammatical and spelling errors. 5 points	The assignment has three to five grammatical and spelling errors. 3 points	The assignment is incomplete or unintelligible. 0 points

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Standard Discussion Rubric

Criteria	Meets Requirements	Needs Improvement	Incomplete
Participation	Submits or participates in discussion by the posted deadlines. Follows all assignment. instructions for initial post and responses. 5 points	Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses. 3 points	Does not participate in discussion. 0 points
Contribution Quality	Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond. 20 points	Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond. 10 points	Does not participate in discussion. 0 points
Etiquette	Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback. 5 points	Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback. 3 points	Does not participate in discussion. 0 points

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