

Course Description**EEC2520 | Early Childhood Organization Leadership and Management | 3.00 credits**

The student will develop skills needed by early childhood program administrators to manage a high-quality center. The student will learn about organizational structure of a center; ethics and professionalism; leadership strategies, skills, and competencies; self-reflection and work environment; quality improvement; staff recruitment, evaluation, and retention. This course meets the requirements for the Florida advanced level child care and education administrator credential. (requires employment at an early childhood center)

Course Competencies

Competency 1: The student will identify theories that support early childhood educators in understanding family structures and language and literacy development by:

1. Defining family and discussing various family structures
2. Defining community and describing the connection between individuals and society
3. Researching developmental theories and their relevance to childhood learning
4. Researching norms, symbols, and language as part of social development
5. Exploring how differing values and beliefs shape language and literacy development
6. Examining strategies for supporting children learning a new language while maintaining continuity with their home environment
7. Discussing the importance of respecting the background experiences of young children and their families
8. Explaining how recognizing family backgrounds can support vocabulary and comprehension in young children
9. Analyzing the benefits of acquiring multiple languages
10. Evaluating universal and transferable language skills across languages

Competency 2: The student will examine the role of the environment and family engagement in supporting positive relationships by:

1. Explaining the need for literacy education for children and families
2. Describing characteristics of effective family literacy programs
3. Demonstrating knowledge of research and theory related to family literacy
4. Analyzing implications of research on family literacy practices
5. Reviewing current findings on family literacy
6. Identifying benefits of connecting home, school, and community
7. Analyzing strategies to encourage family and community involvement
8. Describing elements of partnership programming that support child learning
9. Examining family literacy as a strategy to support childhood development
10. Evaluating the role of home and community in the literate lives of children
11. Discussing strategies for forming effective partnerships with community organizations

Competency 3: The student will utilize growth mindset and habits of mind skills to promote family engagement and build on family interests by:

1. Discussing ways teachers can create classrooms that represent the children and families they serve
2. Describing approaches to support emotional well-being within the family and classroom environment, including the use of bibliotherapy
3. Using children's literature to discuss topics relevant to family life experiences

4. Evaluating how storytelling, oral traditions, and dramatic play support emotional development and expression

Competency 4: The student will analyze strategies for building trusting and reciprocal relationships with families founded in language and literacy practices by:

1. Defining family-centered practice
2. Identifying existing language and literacy practices in the home to support classroom instruction
3. Describing strategies families can use to foster literacy at home
4. Reviewing family language practices from a variety of backgrounds
5. Discussing factors that support or impede family engagement
6. Examining communication strategies that strengthen family connections
7. Evaluating family literacy resources
8. Identifying community resources that support family engagement in literacy
9. Describing characteristics of strengths-based partnerships
10. Evaluating strategies to effectively work with families from various backgrounds