



**Certified Community Action Professional**  
**Community Action Executive Skills Portfolio**

Dr. Colleen Turner  
Gateway Community Action Partnership  
Bridgeton, New Jersey

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## **Executive Skills Portfolio**

**Dr. Colleen Turner, Gateway Community Action Partnership  
Bridgeton, New Jersey**

### **Introduction:**

#### **a. Candidates Role in Producing the Work**

As Director of Operations for Gateway Community Action Partnership, Early Head Start/Head Start program in Atlantic and Cape May County, I created the New Site Director Leadership Institute (NSDLI). I created the NSDLI to provide professional development for new Site Directors with less than three years of experience supervising an Early Head Start or Head Start child care center. I conducted research on various topics including, but not limited to: professionalism and ethics in early childhood education, creating a healthy work environment, recruiting and hiring staff, and creating and facilitating training workshops. I acted as the creator, developer, and facilitator of the NSDLI training series.

#### **b. Evidence the work was created within 3 years**

The NSDLI was formed in the fall of 2019 with the first session meeting in October. (pg. 3-4) At the end of each training participants complete a training evaluation form and receive a certificate of attendance. (pg. 5-6) The NSDLI includes a series of trainings which will continue as new Site Directors are hired.

#### **c. Purpose and Goals**

The Director of Operations for Early Head Start and Head Start (DOO) is responsible for ensuring program alignment with federal, state, and local regulations governing Head Start and Early Head Start Centers. As the DOO for Atlantic and Cape May counties in New Jersey, I oversee operations and management of 11 Gateway Head Start and Early Head Start facilities

located in the two county area, serving 580 children and over 150 employees. I created the NSDLI to share over 15 years of knowledge and experience from my time as a Child Care Director. The series of trainings included in the NSDLI were built upon the skills and abilities that are needed to operate a child care facility. Each session topic includes a set of objectives that explain the intended learning or skill development. Additional trainings can be added based on participant needs.

**d. Budget**

There is no specified budget for this work.

**e. Documented Results**

I have included a sample completed training evaluation for one of the training workshops. (pg. 5)



## Gateway Community Action Partnership

RIVER'S EDGE COMMUNITY CAMPUS  
110 Cohansey Street, Bridgeton, NJ 08302  
(856) 451-6330 • (856) 455-7288 FAX • www.gatewaycap.org

### Gateway Early Head Start/Head Start Atlantic and Cape May Counties



New Site Director Meeting ~ September 20, 2019

- I. Purpose of meetings
- II. Open Discussion – Experiences thus far
  - ~center staffing
  - ~working with parents
  - ~working with facilities
  - ~working with Gateway staff/management
  - ~working with DOO
- III. Training Topics
  - ~Understanding Licensing Training
  - ~Leadership & Supervision
  - ~Professionalism
- IV. Immediate Support needed
  - ~requesting support from DOO/DOP/VP
- V. Miscellaneous Discussion
  - a. Frequency of meetings, location
  - b. Next New SD Meeting/Training:


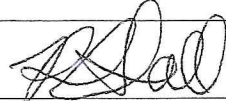

- Hiring  
- monthly

Oct. 25 10-12 pm  
@ Pleasantville

*Helping People • Changing Lives • Gateway to Success*

*“Our mission is to improve the quality of life and promote self-sufficiency.”*

**NEW SITE DIRECTOR MEETING  
SIGN-IN SHEET  
September 20, 2019**

Staff Name	Staff Signature
Zobaria Ansari	
Princess Hall	Princess Hall 
Paola Puerta	
Dionna Reed	Dionna Reed
Dr. Colleen Turner	Dr. Colleen Turner

# Training Evaluation

Name [REDACTED] Position Site Director Center [REDACTED]  
Title Creating a Healthy Organizational Climate Date of Training 02/12/2020

Location of Training Gateway Head Start Early Education Center Duration 2 hours

Core Area:  Child Growth & Development  Positive Guidance & Discipline  Health & Safety  Credential Staff  other

Please give a brief description of the training:

creating a healthy work environment.

Please indicate your level of appreciation of this training by circling the number which best reflects your experience. (1) Indicates a low appreciation and (5) a high appreciation.

1. This training provided valuable information that I can use in my position and/or share with others.

1            2            3            4            (5)

2. I feel that the visual aids and/or handouts helped to understand the training better, if applicable.

1            2            3            4            (5)            N/A

3. Presenter was organized and clearly explained the information. Presenter's Name Colleen Wright

1            2            3            4            (5)

4. I would rate this as a worthwhile training for the following employee(s): T TA CA FW FSW BD M  
(please circle-see below)

1            2            3            4            (5)

5. After this training, I now understand this subject/topic:

how important it is to have a motivated healthy environment

6. The important point(s) that I learned were:

Show appreciation  
Keep open communication

7. I plan to apply these points in my position by:

initiating an appreciation Day And keeping open lines of communication. (its always staff time to share important matters.

8. This training could be enhanced or improved by (presenter's style, information covered, location):

N/A

*Gateway Community Action Partnership  
Early Head Start/Head Start*

THIS CERTIFICATE DECLARES THAT GATEWAY COMMUNITY ACTION  
PARTNERSHIP RECOGNIZES

**NAME OF RECIPIENT**

FOR SUCCESSFULLY COMPLETING 1 HOUR OF TRAINING ON

**WEDNESDAY, FEBRUARY 12, 2020**

**LEADERSHIP TRAINING  
SERIES:  
CREATING A HEALTHY  
ORGANIZATIONAL CLIMATE**

PRESENTER

DR. COLLEEN WRIGHT-TURNER  
DIRECTOR OF OPERATIONS  
REGISTRY ID: 100006517



# Work Sample

**New Site Director Leadership Institute**

**Training Series**

Created and Facilitated by:

Dr. Colleen Turner

**Gateway Community Action Partnership  
Gateway Early Head Start and Head Start**

**1302.92 Training and professional development.**

(a) A program must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.

(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate.



**New Site Director Leadership Institute Procedure**

1. Newly hired Site Directors will complete a two-week orientation which includes but is not limited to designated trainings as mandated by the State of New Jersey.
2. New Site Directors will meet with the Director of Operations to review their full job description and Site Director manual.
3. The new Site Director will be matched with a seasoned Site Director mentor. The Site Director mentor is one who has worked in the position for at least 5 years or more.
4. The new Site Director will receive links to trainings and webinars throughout the first 90 days of employment. Trainings will be focused on Head Start or Early Head Start, depending on program assignment, found on the ECLKC website. Trainings must be completed weekly and training evaluations must be submitted for each.
5. The new Site Director will be enrolled in the New Site Director Leadership Institute. Meetings will take place on the fourth Thursday of the month at 1:00 p.m.
6. The New Site Director Leadership Institute was developed to address the issues that directly affect daily center operations. The Leadership Institute provides a professional network for new leaders to support one another in their ongoing professional development and leadership capacity.
7. The Leadership Institute provides an open atmosphere to discuss the real issues and challenges that are encountered while working in the Site Director position. Group members will share resources with one another as well as help to brain storm solutions to common problems.
8. The Leadership Institute promotes ongoing education and professional development. Training topics will be added, revised, and updated as needs, policies, procedures, and requirements change.
9. At the end of each session, participants will complete a training evaluation form and receive a participation certificate.

Gateway Community Action Partnership  
Leadership Training Series #1


## PROFESSIONALISM IN EARLY CHILDHOOD EDUCATION

DR. COLLEEN TURNER, INSTRUCTOR  
DIRECTOR OF OPERATIONS


### Objectives:

- Understand the meaning of the term professional
- Recognize the differences between professional and unprofessional behavior
- Understand what it means to make a commitment to professionalism =>ethical behavior practices, workforce issues, professional associations.
- Understand what it means to communicate, dress, and behave like a professional.



### Professional or Not Professional?


That is the question!



P/NP-Arriving to work late then taking a coffee break and chatting it up with your coworkers.  
P/NP-Arriving to work a few minutes early to get yourself settled in ahead of time.  
P/NP-When you visit a coworkers office/cubicle and see they are on the phone and you stand there until they hang up.  
P/NP-Sending an e-mail without proofreading  
P/NP-Maintaining an organized and clean work space.  
P/NP-Sitting at your desk with head phones in both ears.  
P/NP-Spreading gossip about your coworkers.  
P/NP-Telling people in the community what you don't like about your job  
P/NP-Talking to people in the community about our wonderful Head Start program!

### Definition of a Professional:

Professional refers to types of work that, to be performed well, require a high degree of knowledge, skill, sound judgment, and constant practice.



## Definition of a Professional:

Professional refers to a set of qualities of one's personal behavior in work-related situations.



## Definition of a Professional:

Exhibiting a courteous, conscientious, and generally businesslike manner in the workplace.



## Professional Behavior



## Professional Behavior

Professionalism is a skill that must be practiced to be mastered. Professional behavior includes:

- Promptness: being on time to work, meeting deadlines, and following through
- Showing respect for yourself and others
- Recognizing limits & asking for help when needed
- Communicating effectively with your supervisors, coworkers, and families.
- Performing well as a team member.



## Professional Communication

### Dolphins and Killer Whales



**Dolphin statements:**  
Listening responses that encourage communication



**Killer Whale statements:**  
Listening responses that stop communication

## Professional Communication

### Dolphins and Killer Whales

- Purpose: to help participants become aware of listening responses that stop communication and listening responses that encourage communication
- Read your response and identify whether it is a Killer Whale or a Dolphin statement

## Professional Communication



### Gossip:


Here are just a few examples of the cost of workplace gossip:



- Lost productivity and wasted time.
- Morale and trust are eroded.
- Increased anxiety among employees as rumors circulate without any clear information as to what is fact and what isn't.
- Divisiveness tends to grow among employees as people may "take sides".
- Feelings and reputations are hurt, sometimes causing severe damage.
- The "gossipers" may jeopardize chances for their own advancement because they are perceived as unprofessional.
- Good employees may leave the company due to the unhealthy work atmosphere.


**Gossip:**  
When tempted to participate in gossip ask yourself...

- ✓ Is what I am about to say true?
- ✓ Is it harmless?
- ✓ Is it necessary?
- ✓ How would I feel if someone said something similar about me?
- ✓ How would I feel if I saw my words quoted in the daily paper tomorrow?
- ✓ How am I going to feel later if I say this? (or listen to this)
- ✓ Does gossiping honor my own personal values?



**Gossip:**  
When someone tries to gossip with you, you should


- ✓ Walk away
- ✓ Change the subject
- ✓ Directly state, "I'm not comfortable talking about \_\_\_\_."
- ✓ Directly state, "I don't like talking about other people because I don't like them talking about me."
- ✓ Reply, "I hadn't heard that about \_\_\_\_\_. Let's go ask her/him."



**Gossip:**  
When someone is gossiping about you, you can:

**Go with the direct approach**


*"I heard that you've been saying... about me."*  
briefly summarize what you've heard.  
Then say, *"While I wasn't there to hear you, I would appreciate your coming to me directly with any questions or comments rather than talking with our coworkers/friends/families/etc..."*



**Gossip:**  
When someone is gossiping about you, you can:

**Go with the indirect approach**

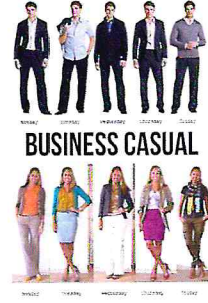
Say something like, *"I don't know if you've heard the rumors going around about me or not, but they're really disturbing. If you hear of anyone talking about me, I would appreciate it if you ask them to stop."*



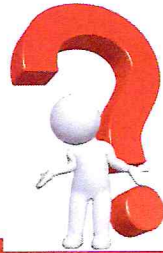
What are some other things we can do to stop/reduce gossip in our work environment?



## Professional Dress



Describe the appropriate way you should dress at your workplace.



## Professional Dress

- Dress appropriately for interacting with the community in a variety of settings.
- Consider your schedule for the day... what may be appropriate in the field may not be appropriate for an office day.
- Always be prepared for your day! Be awake, dress in clean clothes, hair done, wear makeup (if you normally wear it).
- Practice good hygiene

## Are You An Early Childhood Professional?

### Professionalism takes ongoing effort

Professional early childhood educators are mobile. They grow, learn and accept new challenges. Professional early childhood educators work to improve their skills to benefit the children and families in their care. They use skills gained from training at work each day.



## Are You An Early Childhood Professional?

### Professionalism takes commitment

- They are on a continuum of professionalism. They learn from their experiences as well as the experiences of others. Professionals use their resources to find information for use with the children and families they serve.
- They review data collection tools for continuous program improvement.
- They update policies and procedures on a regular basis. They also follow policies and procedures.

inspiring  
the  
future

## Are You An Early Childhood Professional?

### How do you maintain your professionalism?

- Your job as a child care professional means you know the rules and regulations set up for you to follow and follow them.
- Know the responsibilities included on your job description and the Site Director manual.
- Keep a copy of the agency employee manual.
- Also be familiar with the Performance Standards related to your specific job function.



## Questions:

What are some things you can do to be more professional at your job?

What are some things you, your co-workers, and your supervisor can do to promote professionalism and improve morale at our workplace?



## Do's and Don'ts of Professionalism and Ethical Conduct in Early Childhood Education

- Do**-Share information with coworkers that may help them.
- Don't**-Gossip about the children or parents in your center.
- Do**-Plan wellness activities for your staff.
- Don't**-Let the morale disrupt the work environment
- Do**-Continue your education and training.
- Don't**-Become stagnant in the old ways of doing things.
- Do**-Recognize and report child abuse.
- Don't**-Sacrifice the health and welfare of the children.
- Do**-Learn about other cultures and include it in your program.
- Don't**-Judge people on their way of life and be insensitive to their needs.
- Do**-Follow the Head Start policies and procedures in your center.
- Don't**-Break the rules and negatively influence staff.
- Do**-Continue to grow and learn!
- Don't**-Keep doing the same old things year after year!



## Do's and Don'ts of Professionalism and Ethical Conduct in Early Childhood Education – cont'd

- Do**-Be ready to work when you arrive.
- Do**-Greet the staff, children, and parents in the morning.
- Don't**-arrive late and walk straight to your office and remain there.
- Do**-Present yourself as a role model for staff and parents.
- Don't**-Blend in with the staff.
- Do**-Carry yourself with confidence
- Don't**-Allow staff to make program decisions for you.
- Do**-Reach out to your DOO and Leadership network for support.
- Don't**-Feel like you're in this alone



## Are You An Early Childhood Professional?

The first step to becoming a professional is to see yourself as a professional.

- ✓ Do you know your own strengths and weaknesses and work to get better at the things you don't do well?
- ✓ Do you connect with others to share strategies and resources?
- ✓ Do you understand the ethical issues involved in caring for children and act in ethical ways?
- ✓ Do you act as excellent role models for children and families in the language you use and the way you treat others?
- ✓ Do you provide safe physical spaces for children and know how to respond calmly in emergencies?



## Are You An Early Childhood Professional?

- ✓ Do you know the resources available in your community and take advantage of them?
- ✓ Do you communicate with your staff and parents in a respectful and courteous manner?
- ✓ Do you know the Mission Statement and can you articulate how it is carried out in your position?

If you answered yes to one or more of these questions  
CONGRATULATIONS, you are an Early Childhood Professional!!!



## Are You An Early Childhood Professional?

- As an Early Childhood Professional you have the power to carry out Gateway's Mission.
- As an Early Childhood Professional you have the power to make a positive change in the lives of the children and families enrolled in our program.
- As an Early Childhood Professional you have the ability to represent Gateway Community Action Partnership in a positive light.
- Early Childhood Professionals are change agents who not only serve the best interests of our children and families, but all people in our community.



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Evaluations

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Gateway Community Action Partnership  
Leadership Training Series #2

### “Ethical Behavior in Early Childhood Education”



Presented by:  
*Dr. Colleen Turner*  
Director of Operations, EHS/HS  
Atlantic/Cape May County



### Objectives:

- ✓ To obtain a general knowledge of NAEYC’s Code of Ethical Conduct
- ✓ To identify situations that are ethical responsibilities or ethical dilemmas.
- ✓ To understand the difference between the NAEYC Code of Ethics and Head Start Performance Standards
- ✓ To learn the mission statement of Gateway Community Action Partnership and the Promise of Community Action
- ✓ Participants will be able to apply the code of ethics, performance standards, the mission and promise to actual practice

### Are You An Early Childhood Professional? Do you know the Code of Ethical Conduct?

NAEYC (National Association for the Education of Young Children) recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education.

The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and pre-kindergarten programs, child care centers, hospital and child life settings, family childcare homes, kindergarten and primary classrooms.



### Are You An Early Childhood Professional? NAEYC Code of Ethical Conduct-Core Values

We as Early Childhood Professionals commit to:

- Appreciate childhood as a unique and valuable stage of the human life cycle;
- Base our work on knowledge of how children develop and learn;
- Appreciate and support the bond between the child and family;
- Recognize that children are best understood and supported in the context of family, culture, community and society;
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague);
- Respect diversity in children, families, and colleagues;
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect.



## What Does a Code of Ethics Do?

- Creates a professional sense of identity
- Identifies the issues the profession cares about and wants new members to care about
- Communicates with those outside the profession what they can expect from its members
- Defines the core values of the field & gives guidance for what professionals should do in situations in which they encounter conflicting obligations or responsibilities in their work.

naeyc

## Ethical Responsibilities & Ethical Dilemmas

- Ethical Responsibilities
  - behaviors that are clear-cut, spelled out
- Ethical Dilemma
  - conflicting professional values & responsibilities

naeyc

## Ethical Responsibilities & Ethical Dilemmas

- What are some examples of ethical responsibilities in your position?
- ...responsibilities of your staff?
- ...responsibilities of Gateway Head Start?

## Ethical Responsibilities & Ethical Dilemmas

- What are some examples of ethical dilemmas in your position?
- ...dilemmas involving your staff?
- ...dilemmas involving Gateway Head Start?

### Sections of the Code

- Section I: Ethical responsibilities to children
- Section II: Ethical responsibilities to families
- Section III: Ethical responsibilities to colleagues (coworkers, employers, employees)
- Section IV: Ethical responsibilities to community and society
- Statement of Commitment



### NAEYC Code of Ethical Conduct-Core Values

We as Early Childhood Professionals commit to:

- Appreciate childhood as a unique and valuable stage of the human life cycle;
- Base our work on knowledge of how children develop and learn;
- Appreciate and support the bond between the child and family;
- Recognize that children are best understood and supported in the context of family, culture, community and society;



### NAEYC Code of Ethical Conduct-Core Values...cont'd

We as Early Childhood Professionals commit to:

- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague);
- Respect diversity in children, families, and colleagues;
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect.



### Head Start Performance Standards

Head Start agencies that provide services to children and families must meet the Head Start Program Performance Standards and the requirements set forth in the Head Start Act of 2007.



## Head Start Performance Standards

There are 5 sections of the Head Start Performance Standards:

Part 1301—Program Governance

Part 1302—Program Operations

Part 1303—Financial and Administrative Requirements

Part 1304—Federal Administrative Procedures

Part 1305—Definitions



## What is the difference between the NAEYC Code of Ethics and the Head Start Performance Standards

- The NAEYC Code of Ethical conduct sets forth a set of expectations that childcare programs ***should*** follow in order to appropriately meet the needs of young children.
- The Head Start Performance Standards are a set a guidelines Head Start programs ***must*** follow in order to meet the requirements in the Improving Head Start for School Readiness Act of 2007.

## What is the Mission of Gateway Community Action Partnership

*“The Mission of Gateway Community Action Partnership is to provide services that improve the quality of life and promote self-sufficiency.”*



## What is the Mission of Gateway Community Action Partnership

Discussion Question:

How is Gateway’s mission demonstrated in your position? In your program?



**What is the Promise of Community Action**

*“Community Action changes people’s lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community, and we are dedicated to helping people help themselves and each other.*



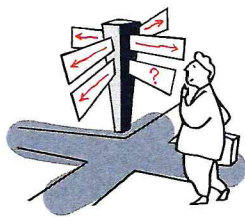
**How does this all come together?**

Discussion Question:

Why is it important to know the Promise of Community Action?



So, how can the Code of Ethics, the Performance Standards, the Mission and Promise be used in real-life situations?



**How does this all come together?**

Group Discussion:

Use the Code of Ethics, the Performance Standards, the Mission and Promise to justify how you should respond in the following scenarios...

### Scenario #1

A new family comes in to register their two children. One child is age eligible for Early Head Start and the second child is age eligible for regular Head Start. The family completes all of the paperwork but according to their income they would be considered over-income. The family expressing the urgency of their need to enroll their children in order for them to go to work every day. They ask you to remove the income of the father and only report the income of the mother in order for them to qualify.

What do you do? How do you respond?

### Scenario #2

After conducting an attendance follow-up with the mother of a child enrolled in your program the Family Advocate reports to you that the family is being evicted from their home in 30 days and has no where to go.

What do you do? How do you respond?

### Scenario #3

During your daily center walk-through you enter one of your classrooms and notice the teaching staff are having a hard time with a child. The child is running through the classroom, climbing on the furniture and jumping down, the child attempts to hit other children as well as the volunteer. The teaching staff are clearly frustrated and the other children in the classroom are beginning to lose focus on the activity.

What do you do? How do you respond?

### Scenario #4

It's the end of the school day. Most of the staff have gone home and you are walking through the building to make sure the building is secure before you leave. You come across a classroom with a teacher and a child still present. It is about an hour after departure time. The staff tells you that dad is always late picking up the child, but never more than 15 minutes.

What do you do? How do you respond?

### Scenario #5

Today is the first day of school for a child who is new to the United States. This child does not speak English or Spanish. There is only one parent who is able to effectively communicate in English but that parent works and is unavailable to take calls during the day. You overhear the teaching staff in that classroom speaking poorly about the child and the family. They are upset that the child does not understand English/Spanish and wants the child removed from their class.

What do you do? How do you respond?

### Questions/comments/concerns

*There will be many opportunities for you to make ethical decisions each day.*

*Always remember the Code of Ethics and the Performance Standards to help you make the right choices.*

Complete Training  
Evaluations



### References:

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Gateway Community Action Partnership  
Leadership Training Series #3

## “The Right Fit – Recruiting, Selecting, and Orienting Staff”

**Dr. Colleen Turner**  
Director of Operations  
Gateway Head Start



## Objectives

- Understand the importance of continuous staff recruitment
- Identifying “Fit” criteria for your center needs and culture
- Interviewing and screening candidates
- Selecting the right candidate
- How to design new staff orientations



## What is the impact of staff vacancies?

- Low morale
- Stress
- Burnout
- Low quality of service
- Health and safety of children at risk
- Warm body syndrome
- Impact on enrollment, lost time for PD, loss of trust



## Continuous Staff Recruitment

- Networking
- Advertising: free/paid
- Parents and parent referrals
- Staff referrals
- Job Fairs



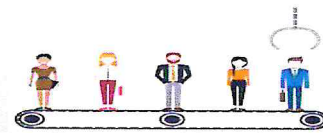
## Continuous Staff Recruitment

- How would you implement a continuous recruitment plan for your center?



## Recruiting strong candidates

- How would you sell our program to strong candidates?
- What are some benefits to working for Gateway Head Start we can use to sell our program to strong candidates?



## Recruiting parents

- It is as important to offer employment opportunities to parents as it is to recruit externally.
- We respect the parents role as their child's first teacher. We also provide opportunities for them to obtain their CDA.
- Parents are familiar with your center and staff, and believe in the benefits of the Head Start program.

## Maximize the "Fit"

- How would you determine if the candidate is the right "fit" for your center?
  - Qualifications
  - Experience
  - Skills
  - Commitment



## Maximizing the “Fit?”



- What are the characteristics you feel make a good employee?

## “Fit” Criteria



- Educational philosophy
- Co-worker relations
- Leadership and management style
- Communication and conflict resolution
- Parent relations

## Interviewing and Screening Candidates

- Selecting the interview team
  - How many people should there be on an interview team?
  - Who should your team include?



## Interviewing and Screening Candidates

- Research indicates that teachers want to be more involved in the decision-making process for issues that directly affect them. One of those issues is the selection of colleagues.
  - What are your thoughts regarding this statement?
  - How do you feel about including teaching staff on the interview team?



## Screening of Applicants

- Appearance of the application
- Missing information
- Reasons for job changes
- Career progression
- Match with center's "fit" criteria



## Designing an Interview Plan

- What components would you like to use during the interview process? What documentation should be collected?
  - Writing samples
  - Peer interviews
  - Center Tours
  - Classroom Observation
  - Teaching Demonstration
  - Portfolio Review



## Interview Schedule

- What components will you include in your interview process?
  - ✓ Greetings and introductions
  - ✓ Writing sample
  - ✓ Interview
  - ✓ Center tour
  - ✓ Classroom observation
  - ✓ Peer interviews
  - ✓ Portfolio review, Observation rating form, New Hire forms



## Interview Protocol

- Job history
  - Length of time in previous employment
- Experience
  - Age groups, in what setting
- Knowledge
  - Education, credentials, expertise
- Insights into personal strengths
  - Areas needing further growth



## Interview Protocol

- Review Gateway Head Start's interview protocol.
- How might you change questions to fit your center?



## Candidate Selection/Rejection

- Completing the observation form
- Summarizing information on each candidate
- The ethics of selection
- Making the final decision
- Extending the offer
- The ethics of rejection



## Orientation Plan

### Orientation W



- Licensing requires all new employees receive orientation within 2 weeks of hire.
  - Supervising & tracking children
  - Center policies & procedures
  - Ratios
  - Child abuse & Neglect
  - Emergency Procedures
  - Release Policy, discipline policy
  - Health Practices, etc.

## Questions/comments/concerns

*It's always helpful to learn from your mistakes because then your mistakes are worthwhile."*

*Garry Marshall*



Complete Training  
Evaluations

## Gateway Head Start Leadership Training Series #4 *Creating a Healthy Work Environment*

**Dr. Colleen Turner**  
Director of Operations  
Gateway Head Start



Bloom, P.J., Hentschel, A., Bellu, J. (2016) A Great Place to Work: Creating a Healthy Organizational Climate. *New Horizons*. Lake Forest Illinois.

## Objectives

- Understanding the difference between organizational climate and job satisfaction.
- Understand the benefit of assessing work attitudes
- Recognize the importance of effective communication.
- Realizing the Director's role in creating a healthy work environment.
- Develop a system of recognition to improve employee morale.



## Why is it important to maintain a positive climate?

- *The mission of Gateway Community Action Partnership is to provide services that improve the quality of life and promote self-sufficiency.*
- Program climate has a direct correlation to it's ability to carry out the agency's mission.
- A positive climate is necessary to provide high quality services to the children and family we serve.



## Organizational Climate vs. Job Satisfaction

- Organization climate relates to how staff feel collectively about the overall working conditions of the center.
- Job Satisfaction is how each individual feels about their position.

What is the weather forecast at your center? –  
*Exercise 1*



## Organizational Climate vs. Job Satisfaction

- Select 3 words that most accurately describe relations among the staff at your center.

### Exercise 2

Cooperative	Friendly	Isolated	Cautious
Competitive	Trusting	Guarded	Helpful
Caring	Cliquish	Open	Mistrustful

## 10 Dimensions of Organizational Climate

- Collegiality
- Professional Growth – Exercise 3
- Supervisor Support
- Clarity
- Reward System
- Decision Making
- Goal Consensus
- Task Orientation
- Physical Setting
- Innovativeness



## Measuring the Climate of your program

What is the best way  
to assess work attitudes  
at your center?

- Professional Quality of Life Scale => results

Strongly agree   
 Agree   
 Disagree   
 Strongly disagree

## Measuring the Climate of your program

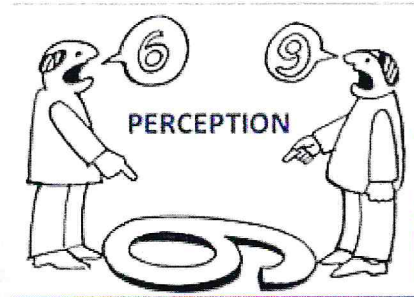
- Assessing work attitudes utilizing a survey or questionnaire helps you to gain specific information regarding your center's work climate:
  - Feelings about work
  - Personal and organizational efficiency and effectiveness
  - Explain why things are going well
  - Improve problem solving
  - Increase staff involvement
  - Direct priorities
  - Advise staff development
  - Improve morale and performance
  - Promote a vibrant center

Strongly agree   
 Agree   
 Disagree   
 Strongly disagree

## Changing the Weather – What is the best climate?

- A healthy, positive organizational climate is typically characterized by high energy, openness, trust, a collective sense of the ability to get things done, and a shared vision.
- An unhealthy, negative work environment usually can be described as having poor communication, divisiveness, conflict, and low staff morale.

## Understanding Perceptions



## Understanding Perceptions

What do you see?



## Understanding Perspectives

- Three Perspectives
  - Egocentric – our own point of view
  - Allocentric – understanding someone else's point of view
  - Macrocentric – being able to see the big picture

Role Perceptions  
Questionnaire–  
*Appendix D*

## Changing the Weather – What's your role?

- Consider the 2 aspects of communication
  - Modes of communication
  - Tone and style



## Modes of Communication

- Be intentional in how you communicate information

- Complete exercise 4 and discuss



## Tone and Style

- Tone is a manner of speaking that conveys a certain attitude.
- Your communication style is the way you speak, gestures used, and body language.



## Positive Communication Skills

- Recognize the power of every conversation you have.
- Be authentic in your conversations.
- Help your staff understand that the way they talk to one another is as important as what they talk about.
- Model positive intentionality by always presuming that others' motives and intentions are honorable.

## Positive Communication Skills

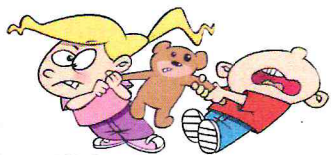
- Begin each interaction with the end in mind.
- Avoid generalities when describing people or things.
- Keep the other person's perspective in mind as you frame your comments.
- Be concise; try not to over-communicate.

## Positive Communication Skills

- Check your tone.
- Make your words and body language congruent.
- Be aware of how background noise and distractions, as well as the placement of furniture, can affect communication.
- Respect the importance of good timing.

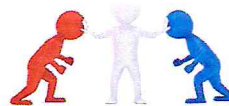
## Dealing with Conflict

- How well do you handle conflict?



## Dealing with Conflict – Conflict Resolution

- Step-by-step strategy for dealing with conflict
  - Separate the people from the problem – clarify perceptions and values
  - Focus on interests, not positions – desires, concerns, fears
  - Invent options for mutual gain – brainstorm mutually acceptable options
  - Insist on using objective criteria – come to a solution based on principle



## How do you change the climate?

- Nurture a Collegial Spirit
  - Encourage the teachers to support each other
  - Create a staff birthday list
  - Schedule an occasional potluck
  - Ask teachers to work together on a special project
  - Create a meeting space
  - Develop special days: backwards day, crazy sock day, slipper day

## How do you change the climate?

- Focus on Reflection and Feedback
  - Do you know what factors contribute most to your teachers' sense of personal and professional fulfillment?
  - Do you know the challenges they face with individual children in their care?
  - Do you have a handle on the specific knowledge and skills that might help them feel more competent and capable in their roles?
  - Are you familiar with their strengths?

## How do you change the climate?

- Clarify Policies and Procedures
  - Periodically distribute a role clarity questionnaire
  - Make sure center policies and procedures are clearly articulated
  - Make sure other general policies are reiterated: sick children, first aid, medication administration, planning/requesting field trips, etc.



## How do you change the climate?

- Shared decision making
  - Under what circumstances could you include staff when making decisions?
  - *Exercise 6*



## How do you change the climate?

- Strengthen the Focus on Mission and Vision
  - What is the Mission of Gateway CAP?
  - What is the Promise Statement?
  - How do we apply the Mission and Promise to our daily work?



## How do you change the climate?

- Managing and respecting time
  - Do staff get regular breaks? Lunch breaks? Wellness breaks?
  - Do we have a classroom coverage system in place? Do we have enough substitutes?
  - Are staff allowed to use their PTO? Do they choose not to take it due to coverage issues?



## How do you change the climate?

- Adult Needs in the Physical Environment
  - Most early childhood environments we focus on the needs of the children...but what about the staff?
  - *Exercise 7*



## How do you change the climate?

- Increase opportunities for creativity and innovation
  - Creativity focuses on the sharing of ideas, and innovation is the vehicle whereby creative ideas are implemented.
  - Resistance is often based on fear of the unknown. Involve staff as much as possible in planning, keep them well informed, and allow time for change.
  - Divergent thinking and creativity can also be nurtured by helping staff develop new strategies for looking at old problems.

Questions/comments/concerns

*It's always helpful to learn from your mistakes because then your mistakes are worthwhile."*



*Garry Marshall*

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Gateway Community Action Partnership  
Leadership Training Series #5

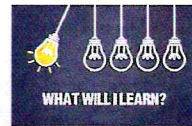
## “Train the Trainer”

**Dr. Colleen Turner**  
Director of Operations  
Atlantic/Cape May Counties



## Objectives

- How to prepare for a workshop/training
- Adult learners: recognizing and engaging audio, visual, & kinesthetic learners
- Basics of Power Point 101
- How to create a conducive learning environment
- Discuss techniques to reduce nervousness
- The importance of Evaluation & Reflection



## Head Start Performance Standard

### 1302.92 Training and professional development.

- (a) A program must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.
- (b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate.



## Why is training important?

- Continuous training and education is important to ensure you and your program are using the best practices
- Continuous training is important to ensure current policies and procedures are being implemented
- Continuous training is important to ensure the appropriate utilization of resources internally and externally

## Site Director as Training Facilitator

- According to the Site Director manual, Site Directors must have a working knowledge of every component area of EHS/HS.
- Site Directors must have the capacity to provide ongoing hands on training for staff.

## What type of workshop leader are you?

- Know yourself: what are your strengths?
- Know your topic: make sure you know the subject inside & out
- Know your audience: who will be participating in the training?



## What type of workshop leader are you?

- Know yourself:
  - Are you excited about the topic?
  - Are you prepared?
  - Are you flexible enough to deal with the unexpected?
  - Can you adapt your teaching style to different learning styles?

## What type of workshop leader are you?

- Know your topic:
  - How familiar are you with the subject matter?
  - Do you need a script?
  - Are you able to answer questions?
  - Do you have any anecdotes or real-life examples/scenarios?

## What type of workshop leader are you?

- Know your audience:
  - Do you know who will be attending your workshop?
  - Do you have an understand of why they need to learn what you are trying to teach them?
  - Are you able to convey that to them?
  - How can you encourage participation?

## Understanding adult learners

- Characteristics of adult learners: Adults...
  - Have a wide range of personal and professional experiences to each new learning situation
  - Have a problem-solving orientation
  - Can be a valuable resource for one another
  - Lead busy, frenetic lives



## Understanding adult learners

- Characteristics of adult learners: Adults...
  - Often have fixed viewpoints and entrenched habits
  - Are affected by the aging process
  - Have a deep need to be self-directing
  - Want to be treated with dignity and respect




## Understanding adult learning styles

- Three Behavioral Indicators
  - Visual
  - Auditory
  - Kinesthetic

VISUAL  
SEE IT 

AUDITORY  
HEAR IT 

KINESTHETIC  
DO IT 

## Understanding adult learning styles

### • VISUAL

- Learn best when information is written out
- Prefer diagrams, charts, and tables
- Enjoy films, videos, and pictures
- Often sit near the front during workshops
- Appreciate handouts
- Have trouble remembering verbal instructions
- Like to take notes or doodle during presentations

## Understanding adult learning styles

### • AUDITORY

- Learn best by hearing things spoken
- Prefer small and large group discussions, lectures, storytelling, and audiotapes
- Appreciate good speakers
- Enjoy music and other auditory stimuli during presentations
- Can spell better out loud than when writing out

## Understanding adult learning styles

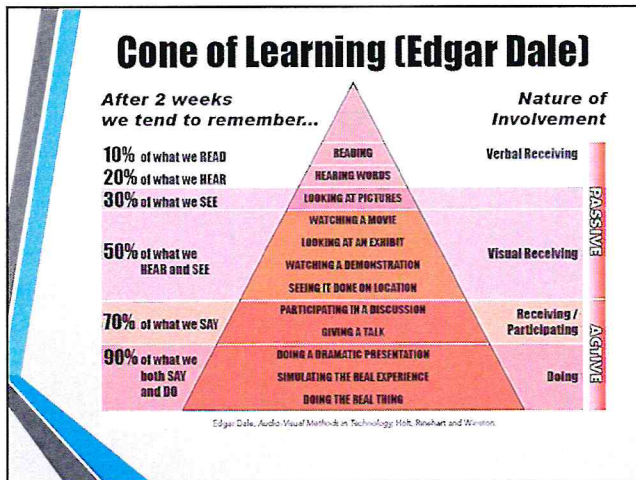
### • KINESTHETIC

- Learn best by touching, moving, and feeling
- Like to be active and involved in learning new things
- Learn best by manipulating objects, acting out scenarios, and playing games.
- Often sit at the rear of the workshop room so they can stretch out, move around or get up and go to the restroom during a session.
- Enjoy role-playing, dramatizations, games, and any type of activity where they are physically engaged

## Matching Teaching and Learning Styles

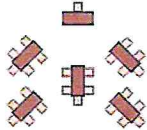
- Recognize how your teaching style is influenced by your own learning style.
- Teach in ways that honor a variety of learning styles.
- How we engage these various learning styles has a clear impact on the retention and recall of important information.





- ### Engaging the audience
- How do you capture and maintain their attention?
    - Crowd participation
    - Asking & Answering questions
    - Relate topic to the job
    - Be friendly
    - Be entertaining
    - Eye contact
    - Project your voice & Watch monotone!
- 

- ### Power Point Presentations
- Start with an outline
  - Don't overload slides
  - Use a legible font size & color
  - Graphics, slide transitions, animations, hyperlinks
  - Try not to read word-for-word
  - Handouts (printed slides with notes, pages in correct order)

- ### Room Set-up
- Temperature
  - Lighting
  - Seating/tables
  - Sound
  - Familiarity with media & audio equipment
- 

## Dealing with nervousness

- Arrive early
- Practice, but don't over prepare
- Rehearse using visual aids
- Control your breathing
- Relax
- Dress comfortably
- Prepare an ice breaker



You don't have to know everything.  
Adults like to share what they know!

## Evaluation & Reflection

- Each participant should complete a training evaluation
- The training facilitator should always read the comments included on each evaluation (positive or negative...don't take it personally")
- Make changes accordingly

Check your feelings before reading  
the evaluations!



## Evaluation & Reflection

- Take time to reflect on how you feel about the session
- Did you meet all objectives?
- Did you have enough/too much information to review in the allotted time frame?
- Did you engage your audience?
- What would you change or do differently next time?

Don't be over critical...but be honest with  
yourself!

## Questions/comments/concerns

*It's always helpful to learn from your  
mistakes because then your mistakes  
are worthwhile."*

*Garry Marshall*

Complete Training  
Evaluations

## **First Topic Area: Traditional Management Skills**

### **a. Planning**

The New Site Director Leadership Institute (NSDLI) required a high level of planning skills to produce. The planning process includes what you intend to do, how you intend to do it, and what results you intend to achieve. I first had to develop a plan of which topics to include in the series. In my experience, as a Child Care Director, I attended several leadership training workshops which created a strong foundation in the development of my own leadership style. I wanted my new site directors to enjoy that same experience. I considered the various workshop topics that were offered at that time and thought about whether they would be applicable for my group of new leaders. Although the training series I attended was held over 10 years ago, much of that information is still relevant and useful today.

Next, I considered the Site Director job description, which is a written document detailing the specific job duties of a Child/Family Site Director. This particular document helped me to hone in on some specific skills the participants will need in order to be successful in their position. Finally, I met with the initial group of new site directors to determine what type of information they needed know. I took that information, coupled with my own knowledge and experience and planned my research. As I focused on each topic I had to plan the goals and objectives and follow through with gathering the information.

### **b. Organizing**

The development of the NSDLI leadership training series required strong organizing skills to coordinate a successful program. Initially, I organized a meeting with the new Site Directors to determine their specific training needs. They shared their challenges with recruiting and hiring new staff, they shared their struggles with staff discipline, and employee morale. I

noted each idea and organized them into topics on which to build an entire training workshop presentation. Once my topics were developed I gathered resources and began my research to support what I already know based on my 15 years of experience in the field.

Each workshop is organized by topic and follows through on each objective, which identify what skills and abilities the participant is intended to learn or develop. The workshop sessions include opportunities for discussion and activities that allow them to practice the skill before they use it. At the end of each session we summarize our learning and each participant completes a training evaluation.

**c. Directing**

I decided to create, implement, direct, and facilitate the training series in order to improve the overall performance of the new Site Directors within my area of supervision. It is my intention that through the course of each training workshop the participants will be better equipped to perform the required duties of their position. Each session in the series includes specific objectives that identify the skills and abilities that will support the leadership growth of the participants.

In order to facilitate successful workshop presentations you have to have the ability to communicate effectively. My workshop session entitled “Professionalism in Early Childhood Education” includes a section on professional communication. In this segment the participants and I discuss the differences between positive and negative communication techniques. Using positive communication techniques can reduce conflict in the work environment and, if used appropriately, will help the Site Director gain the respect of their subordinates. Negative communication, including gossip, is also discussed, in terms of how it can cause conflict in the work environment which in turn reduces productivity.

## **Evaluating**

The end of every session included in the NSDLI leadership series is an opportunity for participants to evaluate the workshop. The training evaluation includes the title of the workshop, the area of development on which the workshop focuses, and an overall summary of the workshop. The training evaluation also includes a scale for participants to rate the workshop handouts, visual aids, the effectiveness and preparedness of the presenter, and the information that resonated most for the participant and how they intend to put that knowledge to use in their positions.

Not only do I review each completed training evaluation to make changes and improvements to each session, but I also take time to reflect on the successes and failures of each session and make changes to the presentation as needed. My ultimate goal is to ensure my objectives are met and each participant takes away what they need to be efficacious.

## **Second Topic Area: Community Action Positive Leadership Skills**

As the Director of Operations for an Early Head Start/Head Start program, it is my responsibility to ensure the Site Directors of each facility have the skills necessary to run the program successfully. I am submitting the New Site Director Leadership Institute as my work sample because it is a clear demonstration of the Skills Model of Leadership as illustrated by Northouse (2019). The NSDLI is a leadership training series intended to focus on strengthening the skills needed to maximize the Site Directors performance. The Skills Model of Leadership primarily focuses on what the leader is capable of doing. The NSDLI is specifically designed to address various areas of competencies the Site Directors must have in order to carry out the duties at listed in their job description. The NSDLI leadership series was created based on my

own experience as a child care director, my own research, and the knowledge I gained from the leadership training I received.

## **D2: Fundamental Practices of Exemplary Leadership**

### **C. Building Capacity**

The NSDLI training series is comprised of professional development workshops focused on various areas of responsibilities within the Site Director position. As new Site Directors with limited leadership experience in the field of early childhood, the participants need support in making decisions and carrying out program goals and objectives. Managing a Head Start facility can be challenging. It takes a specific set of skills to supervise a group of adults while ensuring the health, safety, and development of young children. The NSDLI training series works to build the participants capacity in areas such as professionalism (pg. 9), promoting ethical practices (pg.18), hiring and retaining staff (pg. 25), creating a healthy work environment (pg. 30), and how to prepare for and facilitate training (pg. 38). Site Directors have many responsibilities and they must be able to wear several hats and maintain a good balance on every level.

I selected building capacity because it was the one area that fully describes my work sample. There are five trainings included in my sample, each beginning with a list of objectives which identify the skills and abilities each participant will develop. Although I will be acting as the training facilitator there are many opportunities for discussion built into each session where the participants can share their experiences and ask specific questions. It is my ultimate goal to not only share my knowledge and experience with the new Site Directors but to build on their capacity to manage their programs with little to no direct oversight.

## **D4: Ethical Considerations for Community Action Leadership**

### **I. Promotion of the professional development of colleagues**

I strongly believe in the importance of ongoing professional development. There will always be something new to learn, new research, new techniques, new strategies that help us improve the quality of services we provide to our stakeholders. In my own position, I attend professional development opportunities as often as I can. At times, it can be difficult to find the exact type of training needed for your specific role in the program. This was a heavy influence for the development of the NSDLI training series I am introducing in this portfolio. I am promoting the professional development of colleagues through this series which is specifically tailored to the new Site Directors in our Early Head Start/Head Start program. I have always been the type of leader who believes in the importance of training and ongoing education. I received my doctoral degree in Higher Education and Adult Learning. I believe learning is on a continuum that goes on throughout adulthood. The NSDLI training series includes a workshop entitled “Train the Trainer” which promotes the continued professional development of colleagues through a sequence of techniques on how to train adults. (pg. 38)

### **Third Topic Area: The Vision and Values of Community Action**

#### 3. Serving the best interests of the poor is in the best interest of all people

The NSDLI training series outlined in this work sample focuses on the development of Site Directors responsible for managing the Early Head Start/Head Start programs located in our designated communities. Our child care program is intended to serve the neediest of the needy, mid to low income families. We strive to provide the highest quality program for the families in these communities. In doing so, it is of utmost importance that we ensure the staff are recognized

as early childhood professionals and present themselves as such. The “Professionalism in Early Childhood Education” workshop focuses on the manner in which our staff carry themselves, how they communicate, and how they work with the children and families enrolled in our program. (pg. 9) They must understand how the agency’s mission is carried out in their position and understand that through their work the best interests of our children, families, and all people in our communities are served. (pg. 16-17) When we change the environment for the children we improve their chances for success throughout their educational career.

#### 4. Systems and people have the potential for change

The NSDLI was developed in response to the Head Start Performance Standard 1302.92, Training and professional development. (pg. 8) The trainings included in the NSDLI present a systematic approach to provide the Site Directors with a specific set of skills needed to perform their required duties each day. In the “Professionalism in Early Childhood Education” workshop, one of the objectives is for the participant to make a commitment to professionalism. If you think of yourself as a professional you will understand your role in changing the lives of the children and families you serve. (pg. 17) Early Childhood professionals are change agents who have the power to make positive changes in the lives of the children and families we serve. (pg.17) The Site Directors must understand that they are role models, not only for the staff, but for the children and their parents. When you change the way you present yourself and the way you communicate with others you can influence a change in the way others respond to you and to what you are trying to accomplish.

#### 18. Development of networks, coalitions, and/or task forces

The NSDLI has created a network of newly hired Site Directors who not only attend training workshops together, they also provide support for one another when dealing with issues

that arise on a daily basis. (pg. 8) Site Directors are assigned to their respective locations and are oftentimes the sole leadership figure in their building. The NSDLI offers the opportunity for the Site Directors to assist each other in dealing with difficult situations and help each other in meeting overall program goals and objectives. The monthly meetings remove the Site Directors from their individual silos and brings them together to learn and grow as a cohesive group. They will use each other as resources when challenging situations arise.

#### 19. Mobilization of resources internally and externally

Ongoing education and training are important aspects of most professions. Early Childhood professionals must remain on a continuum of knowledge development. As leaders of their field, the Site Directors must carry on the training and professional development of their staff. The “Train the Trainer” workshop mobilizes the Site Directors by increasing their capacity to educate others and gives them the internal resources to provide effective training for their staff. (pg. 38) In order to provide effective training, you must have an understanding of what type of learner you are. How you learn has a direct correlation to how you teach. You must be able to present the material to all different types of learners. As a trainer you must be able to match your teaching style to various learning styles, you must engage your audience and prepare the learning environment in order for them to retain the information you are presenting. Lastly, the trainer must evaluate and reflect in order to make necessary changes to improve their teaching techniques for future trainings. Once their ability to provide training is mastered they will, in turn, become a resource for their team.

## COMMUNITY ACTION VISION AND VALUES – ESP CROSS REFERENCE CHECK SHEET

**(This page MUST be attached to the text of essay 3 in your ESP)**

In essay # 3, you are required to explain how your work sample shows that you understand and have used the Vision and Values of Community Action. Consider which of the 22 items from the outline below are referenced in your essay. Mark the page(s) where your evaluator will find illustrations of each item you address in your essay. *Generally, the more items on the outline you can address, the better your score will be. **But be careful not to check more items than can be well justified by what the evaluator will see in your work sample. An over-reach can lead to a significantly lowered score.***

Note the page(s) from work sample	<b>I VISIONARY CONCEPTS</b>
	1. Poverty can be eliminated by creating an environment that encourages opportunities for everyone.
	2. Community Action is development of these opportunities.
Pg. 9, 16, 17	3. Serving the best interests of the poor is in the best interest of all people.
Pg. 8, 17	4. Systems and people have the potential for change.
	5. Community Action's success is dependent upon the collective efforts of the entire community
Note the page(s) from work sample	<b>II VALUES AND BELIEFS – a. The Misery of Poverty Must Be Addressed</b>
	6. Poverty is unacceptable, painful, and far-reaching.
	7. Easing the misery of poverty is good, right, and essential in an affluent society.
	8. Community Action identifies and addresses the causes of poverty.
	9. Community Action removes obstacles, fills gaps, and confronts the causes/conditions of poverty.
Note the page(s) from work sample	<b>II VALUES AND BELIEFS – b. Despair Can Be Replaced by opportunity and Hope Through Community Action</b>
	10. Empowerment of the poor for economic and social self-sufficiency through a variety of means.
	11. Local flexibility/control creating a program mix: responsive to customers and community's needs.
	12. Anti-poverty initiatives must be related to assessed community needs.
Note the page(s) from work sample	<b>II VALUES AND BELIEFS – c. The Plight of the Poor Must Be Made Known</b>
	13. Community Action is the voice for the poor.
	14. Use of full range of public relations techniques.
Note the page(s) from work sample	<b>II VALUES AND BELIEFS – d. Attainment of Self Sufficiency and Independence</b>
	15. Agencies move to shift focus from self-serving to selfless endeavors.
	16. Agencies move from abstract ideas to achievement of self-sufficiency on and individual/family basis
	a. <i>Listen to the poor/interact one on one in partnership</i>
	b. <i>Encourage, assist and strengthen the abilities of the poor to play major role in programs, services and systems</i>
	c. <i>Accept the presence of the positive in people, work from an individual, asset-based model</i>
Note the page(s) from work sample	<b>II VALUES AND BELIEFS – e. A Coordinated Response to Poverty Causes/Conditions Facilitated by the CAAs = Effective Approach to Moving People Out of Poverty</b>
	17. Effective use of CAA Board structure
Pg. 8	18. Development of networks, coalitions and/or task forces
Pg. 38, 39	19. Mobilization of resources internally and externally
	20. Initiation of grassroots activities
	21. Community capacity building and development
	<b>22. VALUES AND BELIEFS: The vision and values of Community Action must be modeled internally and projected externally</b>

## **Fourth Topic Area: Community Action Partnership Standards of Excellence**

### Human Resource Focus

#### 5.4 Staff Development and Learning System

Per Head Start Performance Standard 1302.92 Training and professional development, programs must provide an orientation and training that provides a basic overview of responsibilities and duties required of the new staff person. This standard further states that there be a systematic approach to ongoing training and professional development. The NSDLI includes a series of trainings that cover various aspects of the Site Director position. Newly hired Site Directors will receive an initial orientation which includes an in-depth review of their job description and Site Director Manual. The New Site Director Leadership Institute Procedure outlines the process for the initial two-week orientation period and further describes the steps that will be followed after the orientation period ends. (pg. 8)

The NSDLI is currently comprised of five formal PowerPoint workshops that include learning objectives, discussion topics, and small group activities. The trainings were developed with various learning modalities in mind to keep all types of learners engaged. Each workshop will include an opportunity to complete a training evaluation form to rate the session, provide feedback, and request additional training or follow-up. (pg. 6) Once the training evaluation is completed each participant will receive a certificate of completion. (pg. 7) Although the NSDLI is only comprised of five formal workshops, additional workshops and training sessions can be added based on participant needs and training requests.

The first training included in the NSDLI training series is entitled, “Professionalism in Early Childhood Education.” (pg. 9) The purpose of this workshop is to help the Site Director recognize that they are Early Childhood professionals. As a Site Director they are considered

experts in the field of early childhood education. They must realize that they have to commit to being a professional in the way they behave, the way they interact with others, the way they communicate, and the way they dress. Early Childhood professionals are expected to participate in ongoing professional development, must understand their job responsibilities, must be up-to-date on all policies and procedures, must uphold the agency's mission and be an advocate for change.

The second training in the series is entitled, "Ethical Behavior in Early Childhood Education." (pg. 18) This training introduces the National Association for the Education of Young Children's (NAEYC) Code of Ethical Conduct. NAEYC instituted a code of ethics that specifically outlines the type of behavior expected of all individuals who work with young children. It is expected that the new Site Directors commit to follow the core values of the code in their daily interactions with children and their families. This workshop also introduces the Head Start Performance Standards as set forth by the Improving Head Start for School Readiness Act of 2007. During the training, participants will learn the differences between the Code of Conduct and the Performance Standards. Lastly, this training introduces the mission statement of Gateway CAP and the Promise of Community Action. Participants will be encouraged to commit both to memory. At the end of the workshop participants are presented with five scenarios loosely based on real-life events. Participants will learn how to justify their responses based on the Code of Ethics, the Performance Standards, the agency Mission, and Promise. (pg. 22-24)

Workshops 3-5 focus on hiring the right staff for the center, creating a healthy work environment for center staff, and how to train them. When child care centers experiences staff shortages it can cause a strain on the remaining staff. Coverage must be coordinated to ensure child to staff ratios are met. "The Right Fit: Recruiting, Selecting, and Orienting Staff" outlines

the steps Site Directors should take to recruit new staff, how to interview them properly, and select the staff who are the right fit for their program. (pg. 25) Once you have the right staff on your team you need to keep them by maintaining a positive work environment. In “Creating a Healthy Work Environment” the Site Director will gain an understanding of the importance of evaluating the climate of their respective programs. (p. 30) Site Directors wear several hats, they must model appropriate behavior for their staff, they must be able to resolve conflicts that may arise, and they must enforce policies and procedures. The Site Director is also responsible for ensuring ongoing professional development for staff. The “Train the Trainer” workshop will help them develop appropriate training techniques that will engage their audience and hit the mark on any topic they present. (pg. 38)