

East Missouri Action Agency, Inc. Head Start
NEW EDUCATION STAFF TRAINING

Name: _____

Site mgr date/initials:	Train times	<u>Week 1</u>
	1	1) Site manager goes over Orientation packet—as with all staff.
	1/3	2) Site manager goes over volunteer orientation materials: Ways to Change...Behavior
	1/3	<i>On web site under New Education Staff Training</i> Promoting Literacy
	1/3	Basics of Creative Curriculum
	3	3) Observe/shadow in a classroom, filling out “Observation of the Classroom” form, using either “Pre-service” or “During Year” version.
	1	4) Read: <i>A Parent’s Guide to Preschool</i> .
	½	5) Teacher goes over “Assistant Teacher Daily Schedule Expectations.”
	2	6) Watch: Creative Curriculum – Section 1, filling out worksheet; discuss with SM.
	1 ½	7) Using Composure worksheet, read portions of <i>Conscious Discipline</i> chapter, “Composure.” Talk with site manager or teacher about strategies used in the classroom.
<u>Week 2</u>		
	¼	1) Site manager talks with new staff person and fellow staff about how new person is doing.
	¼	2) Site manager trains new staff member on how to take off gloves and wash hands.
	1 ½	3) Using Encouragement worksheet, read portions of <i>Conscious Discipline</i> chapter, “Encouragement.” Talk with site manager/teacher about strategies used in the classroom.
<u>Week 3</u>		
	2	Watch: Creative Curriculum – Sesion 2, filling out worksheet; discuss with SM.
<u>Week 4</u>		
	1 ½	Using Assertiveness worksheet, read portions of <i>Conscious Discipline</i> chapter, “Assertiveness.” Talk with site manager/teacher about strategies used in the classroom.
	½	Site manager discussed the EMAA HS DAP Checklist. Together they plan strategies for next two months growth. (Attached)
<u>Week 5</u>		
	2	Using Choices worksheet, read portions of <i>Conscious Discipline</i> chapter, “Choices.” Talk with site manager/teacher about strategies used in the classroom.
<u>Week 6</u>		
	2	Watch: Creative Curriculum – Section 3, filling out worksheet; discuss with SM.
<u>Week 7</u>		
	1 ¾	1) Using Positive Intent worksheet, read portions of <i>Conscious Discipline</i> chapter, “Positive Intent.” Talk with site manager/teacher about strategies used in the classroom.
	¼	2) Site manager reviews job description with new staff member.
<u>Week 8</u>		
	2	Watch: Creative Curriculum – Section 4, filling out worksheet; discuss with SM.
<u>Week 9</u>		
	2	Using Empathy worksheet, read portions of <i>Conscious Discipline</i> chapter, “Empathy.” Talk with site manager/teacher about strategies used in the classroom.
<u>Week 10</u>		
	2	Watch: Creative Curriculum – Section 5, filling out worksheet; discuss with SM.
<u>Week 11</u>		
	1 ½	1) Using Consequences worksheet, read portions of <i>Conscious Discipline</i> chapter, “Consequences.” Talk with site manager/teacher about strategies used in the classroom.
	½	2) <u>Mentoring</u> Site manager fills out EMAA HS DAP Checklist, discussing all the ways that the staff person has grown. Site manager/staff plan next steps for the remainder of year: What is the next area in which you would like to grow? How can I help you?
<u>Week 12</u>		
	2	1) Watch: Creative Curriculum – Section 6, filling out worksheet; discuss with site manager. 2) Site manager completes probationary period evaluation and discusses with staff member.

TOTAL: 32 hrs

I have completed all of the above assignments. *Attached are the worksheets reflecting this material.*

Signature _____ Date _____

Note: Upon completion, site manager sends this page PLUS training material into Training Specialist. Revised 8/13

NEW EDUCATION STAFF OBSERVATIONS OF THE CLASSROOM (PRE-SERVICE)

Directions: Fill out this sheet—and then discuss it with your site manager.

1. Daily Schedule

Write down the posted daily schedule. B. Read *Creative Curriculum*, pp. 82-93.

Time	Activity	Time	Activity

Does it include at least one hour of Choice (or Work) Time? ___yes ___no

2. Weekly Plan

- A. Obtain a copy of the first Weekly Plan for the year. Ask a teacher to explain how the plan works.
- B. Read *Creative Curriculum*, p. 100-101.

3. Rules

A. Write down the rules that are posted. B. Read *Creative Curriculum*, p. 108.

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4. Interest Areas

Write down the interest areas in the classroom as you locate them.

1.	5.	9.
2.	6.	10. Cooking
3.	7.	11. Outdoors
4.	8.	

5. Families

- A. Read *Creative Curriculum*, p. 212-213. Answer questions on the next page.
- B. When parents what should my role be? (Write down your answer.)

6. Conscious Discipline Structures

A. Check off the Conscious Discipline structures as you find them.

	Safe Place		Ways to Be Helpful Board
	Family and Friends Board		Celebration Chair
	Job Board		We Care Bag

B. Ask a teacher how to:

- 1. Be a S.T.A.R.
- 2. Teach a child to use his or her BIG voice.

C. Read *Shubert's Big Voice*.

Turn this in to the site manager—and demonstrate these two strategies and tell site manager what you learned from reading Shubert's Big Voice.

NEW EDUCATION STAFF OBSERVATIONS OF THE CLASSROOM (DURING YEAR)

Directions: 1) Ask for the current weekly plan. 2) Fill out this sheet—and then discuss it with your site manager.

1. Daily Schedule

Write down the posted daily schedule:

Time	Activity

Write down the actual schedule:

Time	Activity

What are the reasons for any differences that you see?

2. Rules

Write down the rules that are posted.	What do you see people in the classroom telling children to do or not to do?
How did staff help children follow the rules?	

3. Interest Areas

- a. Write down the interest areas in the classroom as you locate them.
- b. Star children’s favorite places to play.

1.	5.	9.
2.	6.	10. Cooking
3.	7.	11. Outdoors
4.	8.	

2. Weekly Plan

Obtain a copy of the weekly plan that includes the interest areas section and the day(s) that you are observing. Check off activities as you see them done.

5. Families

What do teachers/staff say to parents when they see them? (Write observations down on the back.)

6. Conscious Discipline Structures

A. Check off the Conscious Discipline structures as you find them.

Safe Place	Ways to Be Helpful Board
Family and Friends Board	Celebration Chair
Job Board	We Care Bag

B. Ask a teacher how to: 1. Be a S.T.A.R. 2. Teach a child to use his or her BIG voice. 3. Read *Shubert’s Big Voice*. **Turn this in to the site manager—and demonstrate these two strategies and tell site manager what you learned from reading Shubert’s Big Voice.**

East Missouri Action Agency, Inc. Head Start
ASSISTANT TEACHER DAILY SCHEDULE EXPECTATIONS

Teacher:

Assistant Teacher:

Date:

Daily Schedule	<i>Directions: Teacher, what do you want your classroom's assistant teacher(s) do to work effectively as a team? Be specific. Give a copy to the assistant teacher and a copy to your site manager.</i>
Arrival time	
Children sign-in	
Toileting/ Washing hands	
Eating	<ul style="list-style-type: none"> • If your table has to wait, find something for the children to do such as talk with them or do fingerplays. • Help children serve themselves. You serve second helpings. • Teach children how to use the pitcher to pour their own drinks. Show them the place on their glass where they are to stop pouring. • Talk about things of interest to the children. • As they finish, teach children what to do with their eating utensils. • Have them wipe off their own place.
Group time(s)	
Choice (or Work) Time	
Outdoor time	
Quiet time	
Transition times (list them)	

REFLECTION ASSIGNMENT (3 HOURS)

Directions:

1. Spend 3 hours responding to the answers of the question(s) that interest you.
2. Briefly write a response to each of them.
3. If another question appeals to you – answer that one instead. (Write out that question.)
4. If you are going to run out of time, answer the questions that most interest you.
5. Write the answers on another piece of paper. Begin each answer with the interest area.
6. Share your answers with your site manager.
7. Turn in to Bobbie Osia, Training Specialist.

Purpose: For YOU to learn more about *Creative Curriculum, Vol 2, Interest Areas*.

Frequently Asked Questions

1. *Blocks, p.260-1*
Should I allow children to bring materials from other area (e.g. table blocks, telephones, hats, pinecones) into the Block area?
2. *Dramatic Play, p. 285-6*
What do I say to parents who do not want their sons to use dress-up clothes or play with dolls, or their daughters to play with tools?
3. *Toys and Games, p. 308-9*
How often should I rotate materials in the Toys and Games Area?
4. *Art, p. 344-6*
What is wrong with coloring books and precut patterns? The children love them.
5. *Library, p. 373-5*
Should I teach the alphabet or not? Should I concentrate on particular letters? Is it better to teach some letters before others?
6. *Discovery, p.400*
I have a mental block about science. How can I help children learn about topics that I know so little about?
7. *Sand and Water, p.420*
How do I keep sand and water play from getting too rough and out of hand?
8. *Music and Movement, p.443*
How do I encourage all children to participate in music or movement activities?

Signature

Date

Time Spent