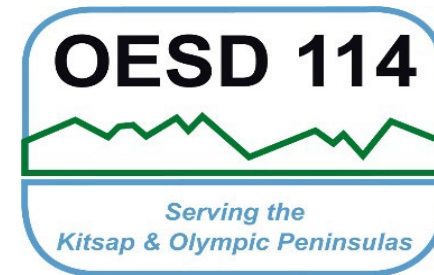


Welcome!



Our Early Learning Mission

Through caring relationships with families, respect for diversity and community partnerships, we nurture school readiness by promoting supportive learning environments, comprehensive health and well-being and the empowerment of children and families.

Center Based Supervisor Orientation Agenda

- Getting to Know Each Other
- Program and Supervisor Philosophy
- Supports and Expectations
- Our Work in the Classroom
 - Head Start Performance Standards (HSPS)
 - ECEAP Performance Standards
 - Washington Administrative Code (WAC)
- Content Areas Overview
- Screenings
- Observations and Assessments
- Databases (*ChildPlus, ELMS*)
- Tracking Systems
- General Expectations
 - End of Month Paperwork
 - Forms
 - Skyward

Getting to Know Each Other

- A little bit about each other
 - How long with the EL department
 - Share something you are each looking forward to
 - Learning style, feedback style exploration

Role Exploration

- Job Duties, Tasks
- What is NOT this role
- Team exploration
- How we fit into the department
- Hours of operation
- Number of children served

Site information and Work Hours

- Location
- Any notes to share
- Team member(s)
 - Roles of each

Your Early Learning Team

- Ways of being with each other
- Roles of other people in support system *(PMs, Coach, etc.)*
 - Family Advocate
 - Coach
 - Program Managers, EL Director
 - All other EL team members
- Who are partners
 - Any partners at the work site
 - Admin, custodian, front desk, etc.
 - Public Health Nurse
 - Nutritionist
 - Community Partners

Program and Supervisor Philosophy

- Role of Supervisor in support system
 - Role in Classroom
 - Role in Job Duties/Tasks
 - Philosophy of Support
- Roles in and with your team (*classroom and greater team*)
- Responsibilities to your team, to families
- Our ways of being with families and with children

Reflective Supervision

- What

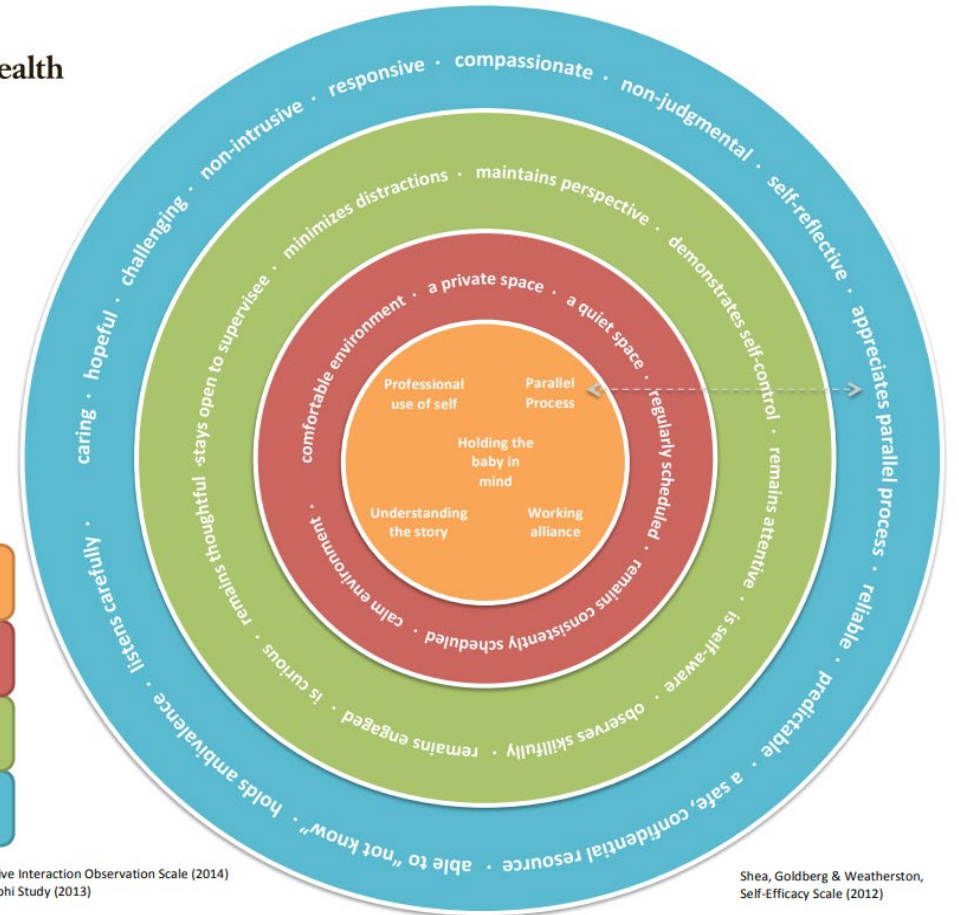
- Reflective Supervision is the shared exploration of the parallel process
- attending to the emotional content of the work and how reactions to the content affect the work
- the practitioner to discovers solutions, concepts and perceptions on their own without interruption

- How:

- Once a month, minimum, for 90 minutes
- “sacred” time together



REFLECTIVE Supervision



¹Watson, Hennes, Harris & Cox. Reflective Interaction Observation Scale (2014)
^{2,3,4}Tomlin, Weatherston & Parkov. Delphi Study (2013)

Shea, Goldberg & Weatherston, Self-Efficacy Scale (2012)

Supports and Expectations

- Support Team
 - Supervisor and Coach
 - Program Managers, Team, PD team, Admin team,
- Expectations
 - Communication (Outlook, etc.)
 - OneDrive
 - Work hours
 - Team members
 - Hours of operation, number of children served, enrollment status
 - Engagement (meetings, etc.)
 - Job Duties/role exploration
 - Absences

Our Work in the Classroom

- Ways of being with children and families
 - Head Start Performance Standards (*ECKLC website*)
 - ECEAP Performance Standards
 - Washington Administrative Code (WAC)
 - Program philosophy of working with families
- Safety
 - Active Supervision
 - Home Visit Safety
 - Discuss how home visits fit into classroom work
 - Watch https://www.youtube.com/watch?v=kL3r_3N_Qek
 - Reflect, answer questions

Education, Health, Family Services Overview

- Main Content Areas and Role Responsibilities to Each
 - Education
 - Health
 - Family Services
- Teaching Strategies GOLD Responsibilities
 - Log in
 - Locate curriculum and explore a bit

Screenings

- Why we screen and who does the screenings
- Ages and Stages Questionnaire (ASQ)
 - Developmental screening tool
 - Due **within 45 days** and annually
- Devereaux Early Childhood Assessment (DECA)
 - Social emotional screening tool
 - Due **within 45 days** *and then* per schedule (Pre, Mid, Post)
- Health Screenings
 - Heights and Weights
 - Due within **90 days** and then every 3 months
 - Vision and Hearing
 - Due within **45 days** and then every six months

Observations and Assessments

- Why and how we assess through observation
- Role of family in assessment, goal planning, EVERYTHING
- TSG
 - Expectations for entry
 - Log in and explore
- Individual Learning Plans (ILPs)
 - Family involvement
 - Documentation (including follow up)

Databases for Documentation

ChildPlus (CP)

- Early Head Start, Head Start, and ECEAP programs document here
- There are virtual open house opportunities for walk-throughs and hands-on learning
- Instructions for almost all data entry are available on the OESD website
 - Review and follow these prior to requesting assistance

ELMS- *Early Learning Management System*

- Only for Early Childhood Education and Assistance Program (ECEAP)
- Enter through WA State Department of Children Youth and Families (DYCF) Early Learning Portal
 - <https://apps.dcyf.wa.gov/>
 - Please see ELMS HANDOUT INSTRUCTIONS

Tracking Systems

- Tracking—What, Why
 - Deadline tracking
 - Data entry
 - Planning, data entry expectations, etc.
- Scheduling home visits and conferences with families
 - Time to travel
 - Time to document
- ChildPlus To-Do-List
 - Set up
 - Explore both List and Calendar options

General Expectations

- Expectations
 - Communication (Outlook, etc.)
 - OneDrive
 - Work hours, attendance
 - Team members
 - Engagement (meetings, etc.)
 - Absences