



WELCOME TO NESD HEAD START!

NEW TEACHER/HOME VISITOR ORIENTATION



HOW DID YOU DECIDE ON EARLY CHILDHOOD EDUCATION?

- Love working with children
- Variety of career paths
- Want to make a difference
- Opportunities for advancement
- The MONEY
- Other

SHARE: Name, job position and how you got into Education

OBJECTIVES

- To become familiar with the basics of working with Head Start
- To gain an overview of preparing for and beginning the year
- To gain beginning knowledge about the curriculum
- To gain beginning knowledge about teacher/child and parent/child interactions (HOVRS and CLASS)



Head Start Approach to School Readiness

NESD HEAD START BASICS

- Email
- Websites - <http://nesdhs.org/> Websites/Password Page
- Head Start Program Performance Standards (HSPPS) - <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii>
- Early Childhood Learning and Knowledge Center (ECLKC) - <https://eclkc.ohs.acf.hhs.gov/>
- Calendar
- Policy Council and Board
- Organizational Chart

TRAINING

Teacher/Home Visitor Mandatory Training:

- Name _____
- (Turn in any certificates to the main office to add to your file)
- Mandatory Training Teachers & Home Visitors: (add dates to ChildPlus)
- ____ NESD School Readiness Goals (Date completed _____)
 - ____ Creative Curriculum Orientation Videos *—(on-line, HS has to order)* www.teachingstrategies.com
 - ____ Creative Curriculum for Preschool, Foundation (Date completed _____)
 - ____ Creative Curriculum for Preschool, Daily Resources (Date completed _____)
 - ____ Child Assessment Teacher Orientation Videos – www.teachingstrategies.com
 - ____ Objectives for Development and Learning (Date completed _____)
 - ____ GOLD Introduction (Date completed _____)
 - ____ Creative Curriculum – Implementing w/ Fidelity (Date completed _____)
 - ____ Classroom Management - Creative Curriculum (Date completed _____)
 - Rising to the Challenge of Challenging Behaviors: Tools You Can Use in the Preschool Classroom
https://www.youtube.com/watch?v=5E_U6JMcN0
 - ____ Introduction to the CLASS tool *(on-line, HS has to order)* – Teachers only
(Date completed _____)
 - ____ Introduction to the HOVRS – Home Visitors Only (Date completed _____)
 - ____ ChildPlus Training
– Teachers/HV (Date completed _____)
 - ____ Sign up for myTeachstone (Date completed _____)
 - ____ Second Step Curriculum – www.secondstep.org (Date completed _____)
 - ____ Dual Language Learners (Date completed _____)
 - ____ One Child, Two Languages (Check out DVD from Disabilities Manager)
 - ____ Children with Special Needs (Date completed _____)
 - ____ Engaging Young Learners with Special Needs (Check out DVD from Disabilities Manager)
 - ____ Other resources specific to needs of children in class (i.e. Down Syndrome, Autism, ADHD, etc.)
 - ____ Leadership (Date completed _____)
 - ____ Employee Handbook, Performance Standards, NESD Policies
(Date completed _____)
 - ____ Professionalism (Date completed _____)
 - ____ CPR (Date completed _____)
 - ____ Bloodborne Pathogens, Fire Safety, First Aid, Medication Admin
(Date completed _____)
 - ____ Emergency Preparedness (Date completed _____)
 - ____ Other _____ (Date completed _____)
 - ____ Other _____ (Date completed _____)
 - ____ Other _____ (Date completed _____)

Updated 6/19

Education Coordinator Training Mandatory Training List:

- Name: _____
- Mandatory Training:
- ____ DIAL4 training video (Date completed _____)
 - ____ CLASS Observer – 2 day course (Date completed _____)
 - ____ Supervisor Course (through _____) (Date completed _____)
 - ____ Coaching – Practice-Based / TLC (Date completed _____)
 - ____ Coaching to Fidelity (Date completed _____)
 - ____ HOVRS / Home Visiting (Date completed _____)
 - ____ Employee Handbook, Performance Standards, NESD Policies
(Date completed _____)
 - ____ Professionalism (Date completed _____)
 - ____ Teacher/HV Mandatory Training List (Date completed _____)
 - ____ (Date completed _____)
 - ____ (Date completed _____)
 - ____ (Date completed _____)

Updated 5/19

BUILDING RELATIONSHIPS – FAMILIES / CLASSROOMS / STAFF



Building Relationships with Families

BASICS of BUILDING RELATIONSHIPS

Relationships are imperative for many different reasons such as *increasing our emotional well being, creating stability, learning how to be a good friend, having someone to count on and trust in times of need and someone to vent to when we face challenges.*

Parts of Building Relationships

Ideas of How to Start

Different Types of Relationships / Same Basic Concepts	FAMILIES	CHILDREN	STAFF
TRUST			
COMMUNICATION			
EXPECTATIONS			
CONNECTING			

GETTING STARTED...

- Timeline of Requirements
- Classroom Set-Up
- Screening
- Home Visits
- Family Orientation

CLASSROOM SET-UP

ORGANIZATION & SCHEDULE



SAFETY

NESD Head Start Environment Health & Safety Checklist Classroom: _____

Northeast South Dakota Head Start Program Environmental Health and Safety Checklist

This checklist is used to assist staff in providing a safe and healthy environment for Head Start children.

Instructions:

Please review each item. Check and date the boxed yes or no. Yes responses are in the safe category. Responding NO to any statement indicates that action should be taken immediately to correct the safety hazard. Document on the last page the corrective action needed.

This checklist should be reviewed bi-annually to ensure validity. (September/October and January/February)

Unit: Address: 911 posted at every phone in case of emergency.	SEPT / OCT		JAN / FEB	
	YES	NO	YES	NO
Location of Emergency Systems Listed:				
Central Alarm Control Box / Main Telephone Panel / Emergency Power Source / Water Shut Off / Natural Gas Line / Main Electric Panel				
Emergency Procedures				
1. All exits clearly identified & emergency lighting available				
2. Schematic drawing of exit plans posted in each room (north at the top & locations of fire extinguishers)				
3. Current inspection of fire extinguishers Date:				
4. Extinguishers in proper locations & staff trained in use				
5. Fire extinguishers are checked monthly				
6. Smoke detectors & other alarms are checked monthly				
7. Consideration is given to the evacuation of children/adults with special needs (ask staff).				
8. Emergency procedure is established, posted, & practiced. <ul style="list-style-type: none"> • Fire Drills are practiced monthly • Tornado Drills (Sept/Oct & April/May) • Lock Down Drills 				
9. Emergency Preparedness Log is posted & completed.				
10. Procedures for action in case of medical emergency				
11. First-aid information available to include choking				
12. Basic CPR instructions available				
13. Dental emergency chart				
14. Accurate emergency cards containing current medical & dental provider & persons to contact accessible but not for public view				

OFFICE OF HEAD START
An Office of the Commissioner of Children & Families

Date: _____
Completed by: _____

Health/Safety Factors	Yes	No	Description of Conditions
Facilities			
All areas are safe, clean, and free from pests.	<input type="checkbox"/>	<input type="checkbox"/>	
Exits are clearly marked, and emergency evacuation routes and other safety procedures are posted in the classroom and in appropriate locations throughout the site.	<input type="checkbox"/>	<input type="checkbox"/>	
Lighting is sufficient and adequate for all classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	
Emergency lighting is available in case of a power failure.	<input type="checkbox"/>	<input type="checkbox"/>	
Fire extinguishers are available, accessible, tested, and serviced regularly.	<input type="checkbox"/>	<input type="checkbox"/>	
Smoke, carbon monoxide, and as necessary, radon detectors are installed, properly located, and tested regularly.	<input type="checkbox"/>	<input type="checkbox"/>	
Current child care, health, fire, and other applicable licenses and inspection certificates are present on site.	<input type="checkbox"/>	<input type="checkbox"/>	
All indoor and outdoor spaces meet minimum square footage requirements per local, state, tribal, and Head Start regulations, whichever is more stringent.	<input type="checkbox"/>	<input type="checkbox"/>	
All playground areas are visible to supervising adults.	<input type="checkbox"/>	<input type="checkbox"/>	
Necessary accommodations and modifications are made to ensure the safety, comfort, and full participation of all children including those with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	
Children are protected from potential hazards including choking, strangulation, electrical and drowning hazards, contagious diseases, and those presented by windows and glass doors, including falls and breakage.	<input type="checkbox"/>	<input type="checkbox"/>	

INITIAL SCREENING – DIAL4 AND SPEED DIAL4

[DIAL4 Video Overview:](#)

<https://www.youtube.com/watch?v=0HpT75TITxs> (says for Kindergarten, but also used for preschoolers and Head Start)



INITIAL HOME VISIT

- Building Relationships
- Paperwork / Schedules



Home Visit Training Video – May 2015

https://www.youtube.com/watch?v=bOCVeGt_YDY&t=218s

FAMILY ORIENTATION DAY

- Building Relationships
- Paperwork / Schedules

NESD Head Start Family Orientation Guidelines

Families will have the opportunity to meet their child's teachers, tour the center, and meet other staff.

The orientation may be done to some extent "site specific": Unit Staff / Education & Family Service Coordinators will determine what format best meets the needs of their site.

- Time Frame approximately 1 hour

Examples

*A day prior to the first child contact day:

Parents/children can be split up into small groups (i.e. Half of the AM class come at 9:00-10:00, other half come at 10:30 – 11:30)

OR

*A night prior to the first child contact day

All parents /children attend (i.e. 6:30-7:30)

- All staff must attend and will be allowed to flex their hours for that day (if your center chooses to do it in the evening) – talk to your Education Coordinator ahead of time.
- Snacks/meals will not be served.
- Bus transportation will not be provided – but if families need help with transportation, FSC/EC can help with arrangements.
- Parents must attend with their children.
- An attendance sheet needs to be filled out by parents

Ideas of What to Cover:

*Introduce All Staff

*Daily Schedule

*Interest Areas in Classroom

*Menus/Mealtimes/Special Diets

*Bus Routes

*Encourage Volunteering/In-Kind

Specifics for Our Site: (i.e. Dual Language Learners, Collaboration Sites (contact their principals), Transportation

- Bus drivers from Ridgely, Aberdeen come to talk to parents, etc.)

BREAK TIME 😊

QUESTIONS?

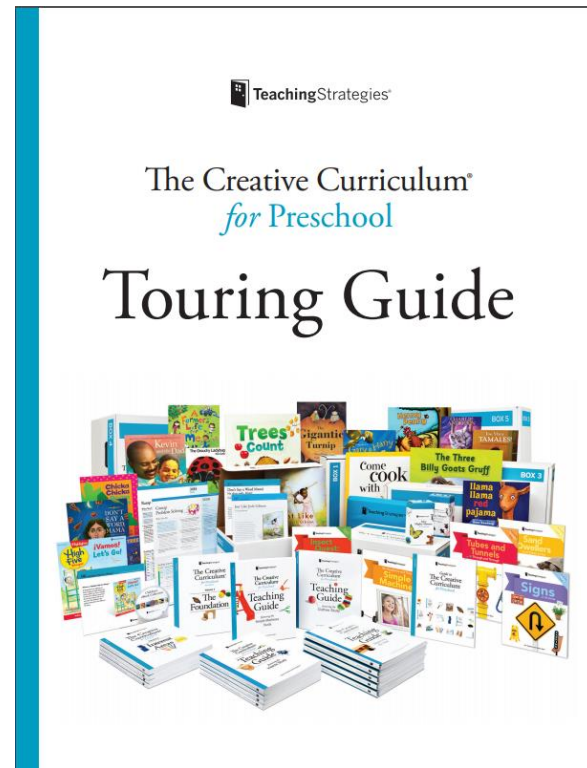


CREATIVE CURRICULUM, 6TH EDITION - OVERVIEW



A Head Start Message Featuring Diane Trister-Dodge

<https://www.youtube.com/watch?v=ApLROrY9cz0>



SECOND STEP SOCIAL EMOTIONAL CURRICULUM - OVERVIEW



Webinar: Second Step SEL for Early Learning

<https://www.youtube.com/watch?v=9BOzLVa6rNo>



BEGINNING THE YEAR...

GOALS:

- * Welcome & Support children
- * Help children become familiar and comfortable with their new environment and routine



Beginning the Year in a Preschool Classroom

- Strategies:
 - 1) Checklist at beginning of Teaching Guide: Beginning of the Year – ideas
 - 2) Additional checklists to plan: physical environment, classroom routines, classroom schedule, plans for assessment observations.
 - 3) Children's Questions – planning ahead
 - 1) What Names Do We Need to Know at School? (Labeling/Pictures)
 - 2) What Should We Do If We Get Sad At School? (Calm Down Area / Techniques)
 - 3) What Are Our Rules? (Basic Rules/Pictures)
 - 4) When Do Things Happen at School? (Daily Schedule)
 - 5) Who Works at Our School?
 - 6) How Do We Make and Keep Friends? How Can We Be Part of a Group?

<https://www.youtube.com/watch?v=OfqPr8CWb98>

SAMPLE VIDEO OF CLASSROOM SET-UP / DAILY ROUTINE



Head Start Teacher's Training Video

<https://www.youtube.com/watch?v=P8XfjDrAoaA>

SAMPLES OF HOME BASED HOME VISIT

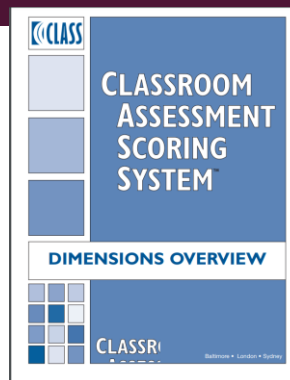


Head Start teaches parents to teach their kids

<https://www.youtube.com/watch?v=cabNSzjKZmg>

TEACHER-CHILD INTERACTIONS

LEARN – MEASURE - IMPROVE



Pre-K

Emotional Support

Positive Climate
Negative Climate
Teacher Sensitivity
Regard for Student Perspectives

Classroom Organization

Behavior Management
Productivity
Instructional Learning Formats

Instructional Support

Concept Development
Quality of Feedback
Language Modeling

<https://www.youtube.com/watch?v=NjAPrt9XOqo>

Teachstone and the Power of Interactions

HOME VISITOR-FAMILY AND PARENT-CHILD INTERACTIONS

- Responsiveness to Families
 - Relationship with Family
 - Facilitation of parent-child interaction
 - Non-intrusiveness and collaboration
-
- Parent-child interaction
 - Parent engagement
 - Child engagement

Home Visit Rating Scales—Adapted and Extended to Excellence (HOVRS-A+) v2.0

Lori A. Roggman, Gina A. Cook, Mark S. Innocenti, Vonda K. Jump, Katie Christiansen, Lisa K. Boyce
Utah State University

Nikki Aikens, Kim Boller, Diane Paulsell, Kristin Hallgren
Mathematic Policy Research

Program: _____ Visit Date: _____

Practitioner: _____ HOVRS Date: _____

Client: _____

Notes regarding visit

HOVRS Ratings

Item		Rating						
HV Practices	Responsiveness to family	1	2	3	4	5	6	7
	Relationship with family	1	2	3	4	5	6	7
	Facilitation of parent-child interaction	1	2	3	4	5	6	7
	Non-intrusiveness and collaboration	1	2	3	4	5	6	7
HV Practices Score: _____								
Engagement	Parent-child interaction	1	2	3	4	5	6	7
	Parent engagement	1	2	3	4	5	6	7
	Child engagement	1	2	3	4	5	6	7
Family Engagement Score: _____								

What did you like?

QUESTIONS / PLANNING

- Screening Dates
- First Full Time Dates
- Family Orientation Day
- First Full Day with Children
- All-Staff In-Service