

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

Name:

Site manager date/initials:	Training time	<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: Conscious Discipline for Head Start Families	
	1/3	Promoting Literacy	
	1/3	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: HeadsUp! Reading - Orientation video, 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: HeadsUp! Reading – 1A Talking video 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 fills out United Way Framework Inputs and Activities: Implementation Checklist and discusses results with new staff member. Together they plan strategies for next two months based on items that are not checked to enhance these skills.	
		Inputs/activities	Ways to learn/improve

<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: HeadsUp! Reading – 2A Play video, filling out worksheet; discuss with SM.
<u>Week 7</u>		
	1 ³ / ₄	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.
	¹ / ₄	2) Site manager reviews job description with new staff member.
<u>Week 8</u>		
	2	Watch: HeadsUp! Reading – 3A Reading video, 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: HeadsUp! Reading – 4A Writing video, filling out worksheet; discuss with SM.
<u>Week 11</u>		
	1 ¹ / ₂	1) Using Consequences worksheet, read portions of <i>Conscious Discipline</i> chapter, “Consequences.” Talk with site manager/teacher about strategies used in the classroom.
	¹ / ₂	2) <u>Mentoring</u> Site manager fills out United Way Framework Inputs and Activities: Implementation 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: HeadsUp! Reading – 5A Learning the Code video, filling out worksheet; discuss with site manager. 2) Site manager completes probationary period evaluation and discusses with staff member.

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

Signature _____ Date _____

Note: Site manager must send into the Training Specialist at end of the probationary period.

WORKING WITH FAMILIES

Gaining Self-Awareness

1. How did you become aware of your personal identity--nationality, culture, and ethnicity?
2. What early messages did you receive about other groups?
3. How did you define a "family" when you were growing up? Has your definition changed today?
4. What messages did you receive about your family's socio-economic status?
5. Were girls treated differently from boys in your family? What do you think your family's expectations were for you?
6. How and when were you encouraged to express your ideas and feelings?
7. Was it acceptable to be noisy and active in your home, or were children expected to be seen and not heard?
8. How was discipline handled?
9. Was independence encouraged?

