

Welcome
NYC Public School Professional
Development Day
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Part II

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Building a Thriving Culture Through Communication and Curiosity



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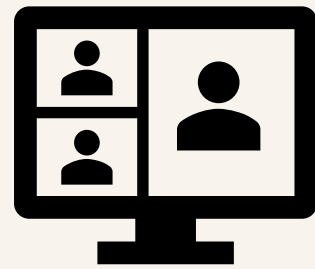
Housekeeping

- Keep your name visible so that we can provide credit for attendance
- Actively engage: Q&A Feature will be available
- Collect Pen and Paper for note taking and journaling



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Housekeeping



Chat and Engage



Journal and Reflect



Grow and Continue Learning



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About Us

We work to promote exemplary early childhood outcomes for all children by:

- Recruiting and training a talented workforce
- Applying dynamic research strategies
- Developing innovative models for professional learning
- Promoting effective public policy and adequate funding
- Strengthening educator preparation programs and expanding career opportunities for early childhood educators



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Group Norms

**Be fully
present**

**Honor
confidentiality**

**Commit to
Curiosity**



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Today's Learning Objectives

Creating buy in to your policies and procedures through communication strategies

Assessing your Team's needs

Communication Tools

Performance and Merit Assessments



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Poll Question

What setting do you current lead in?

- Community Based Organization (CBO)
- District Pre-K
- District School
- Family Child Care Network
- Family/Group Family
- Other



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8 Forces that Shape Culture

1. Direction and expectations
2. Routines and Systems
3. Modeling
4. Environment
5. Language and communication
6. Interactions
7. Time
8. Opportunities

Ritchhart, Ron. (2015). *Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools*.



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Why is it a Policy?

- Child Safety
- Prevention or reduction of risk
- Operational consistency
- Protection of license
- Accreditation impact
- Accountability



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If there is a policy: Then ask yourself...



What training is required?



What documentation is required?



What communication should occur?



What corrective action is appropriate if not followed?



What areas of programming do you struggle with compliance?

- Documentation
- Health and Safety
- Transitions and Supervision of Children
- Philosophy and Pedagogy
- Professionalism
- Customer Service to families



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Compliance Failure

- Occurs when there is selective enforcement
- Leaders avoid conflict
- Improvised responses
- Resulting in:
- Increased liability
- Undocumented conversations “do not exist”
- Exceptions become precedent



Making policy a practice

- Scenario-Based training and story telling.
- Provide real life stories and challenges about why the policy is important.



Culture Force 5: Environment
Culture Force 8: Time



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Helpful monitoring systems include

- Classroom audits
- Sanitation checklists
- Supervision spot-checks
- Lesson plan reviews
- Injury log audits
- Parent communication logs
- Monthly compliance reviews



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Ongoing staff development tools:

- Case studies
- Roleplay
- Shadowing
- Coaching
- Observations
- Operational walkthroughs

Culture Force 6: Interactions



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Communication tools:

1. Handbooks
2. Emails
3. Flyers
4. Texts
5. Bulletin boards
6. Staff newsletters
7. Staff meetings
8. Pulse checks & goal setting
9. Performance Reviews



Operational model includes accountability structures

- Operational checklists
- Leadership SOP (Standard Operating Procedures)
- Classroom audit systems
- Documented coaching



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Handbooks

- Do you have a handbook?
- Do you review it annually?
 - Who reviews it? Is there a committee – parents, leaders and staff?
 - What is the rubric to determine if the policy is still appropriate for the program and what adjustments need to be made?





Handbooks

- **Parent Handbooks**
 - Expectations for parents
 - Teachers should be provided a review of all parent policies
- **Employee Handbook**
 - All HR and Employment requirements
- **Program Handbook**
 - Your philosophy, pedagogy and curriculum
 - Standards
 - Classroom and enter operations
- **Guest Handbook**
 - Volunteers, Student teachers and observers, early interventionists, consultants, even licensors.



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Handbook Support

- **SCHRM**
- **ECAC**
- **CCRC**
- **NAEYC**
- **Early Childhood Career Center**



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Sharing expectations



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Sharing expectations

- Onboarding
- Pre-service week
- Staff meetings
- Classroom walk through's
- Coaching conversations.



Culture Force 7: Time



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Make it visible

- Classroom Checklists
- Sanitation logs
- Supervision maps
- Lesson plan deadlines
- Communication templates
- Conference schedules
- Audit forms
- Classroom binders
- Visual reminders
- daily operations check lists

Culture Force 5: Environment



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Walk the walk

Effective walkthroughs focus on:

- Supervision
- Ratios
- Transitions
- Sanitation
- Engagement
- Classroom tone
- Behavior guidance
- Safety Hazards
- Documentation completion

Culture Force 6: Interactions



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Correct Early

Examples

- Staff sitting instead of supervising
- Incomplete forms
- Late lesson plans
- Poor tone with children
- Inconsistent handwashing
- Dress code violations
- Phone use in classrooms

Small tolerated behaviors become normalized culture



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Regulations vs Policy vs Procedures

- How, What, Why and WHO
- Who informs the procedures
- Who informs the policy



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My Wife, My Mother in Law, by Cartoonist W.E.Hill



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Shared Language: Reframing & Removing Deficit language & Tone

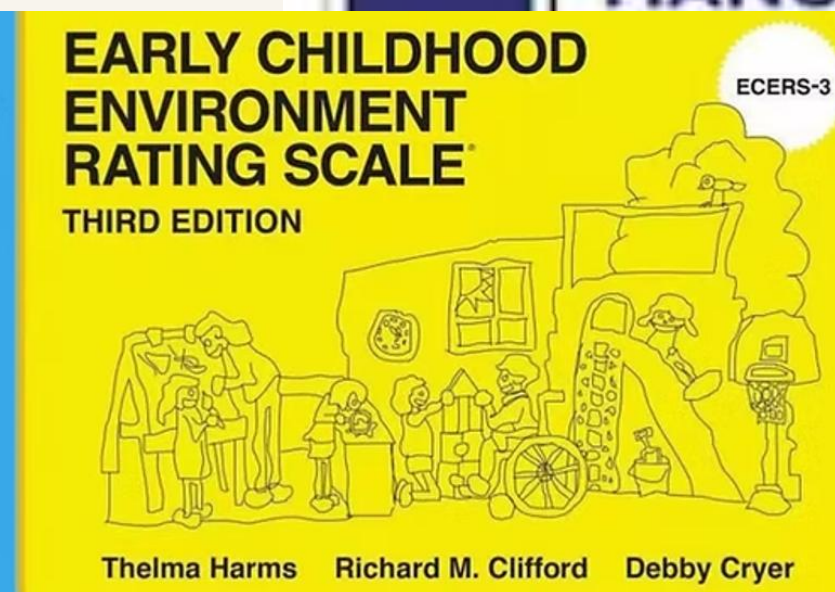
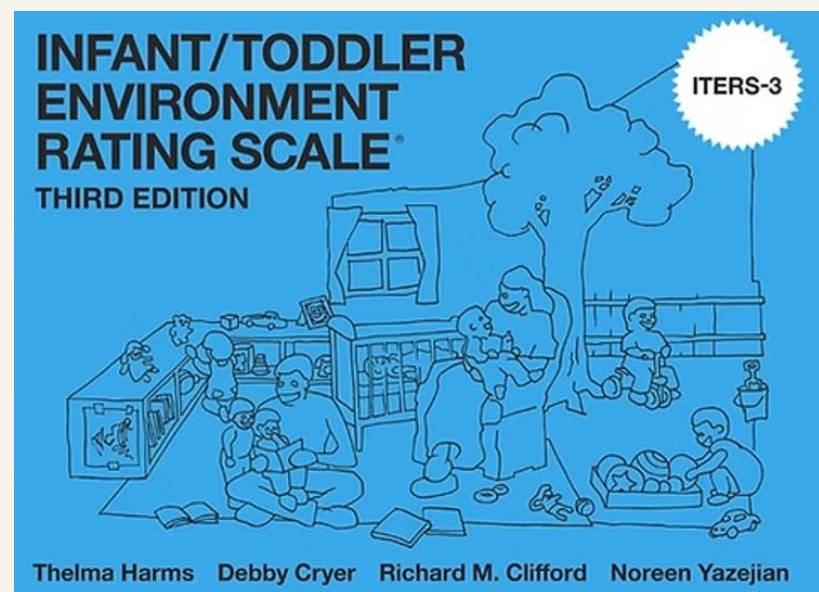
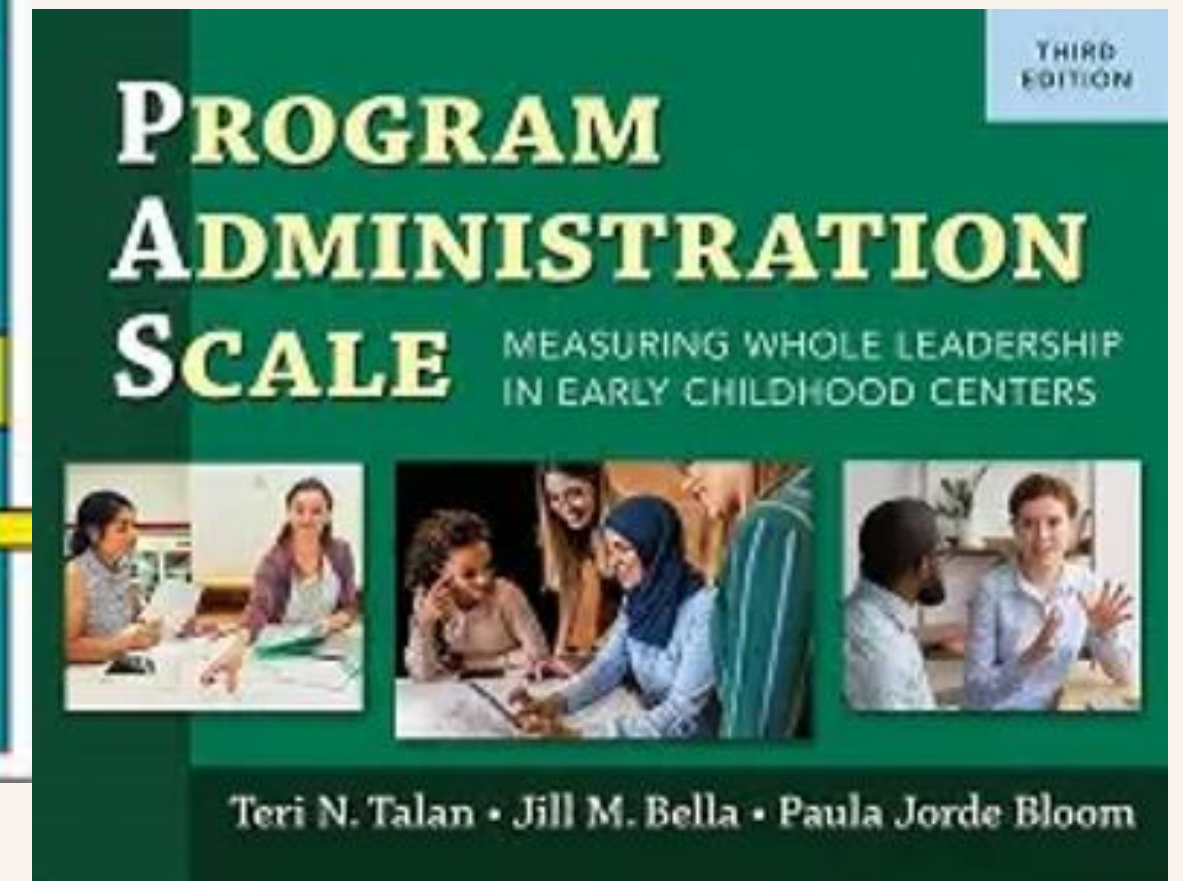
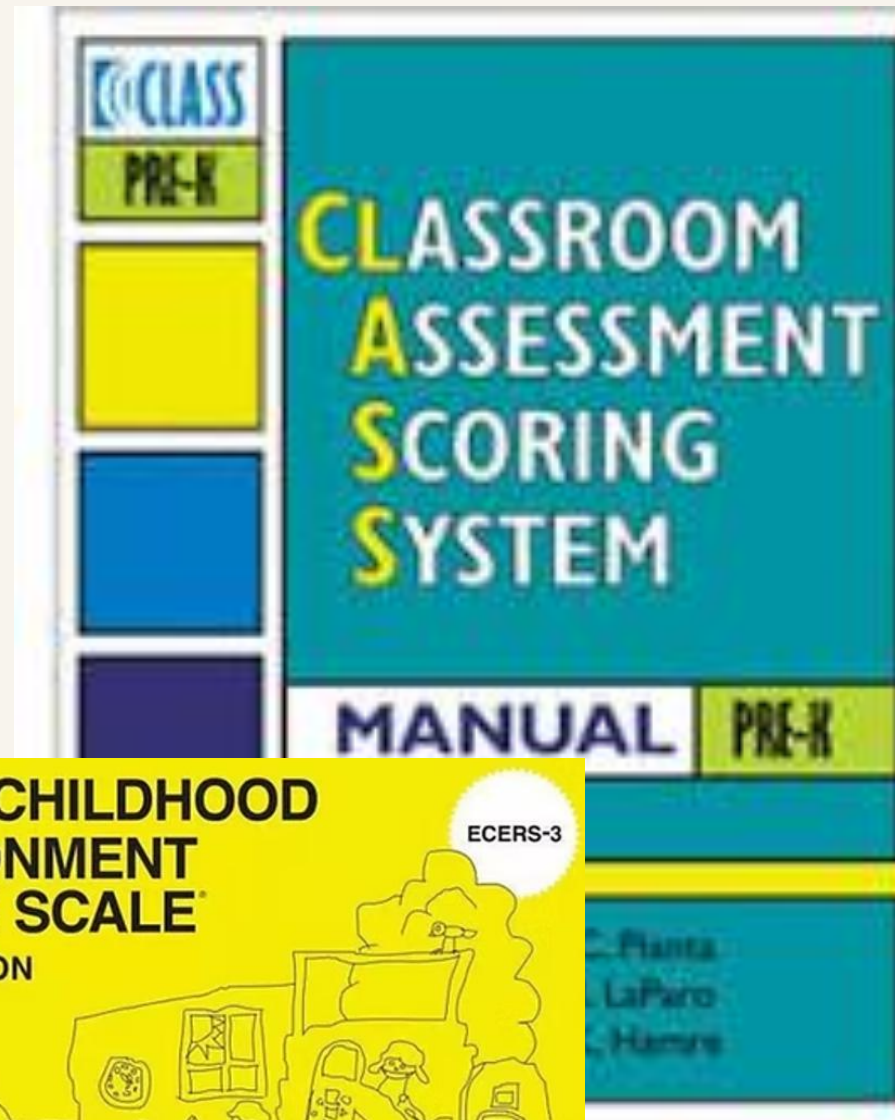
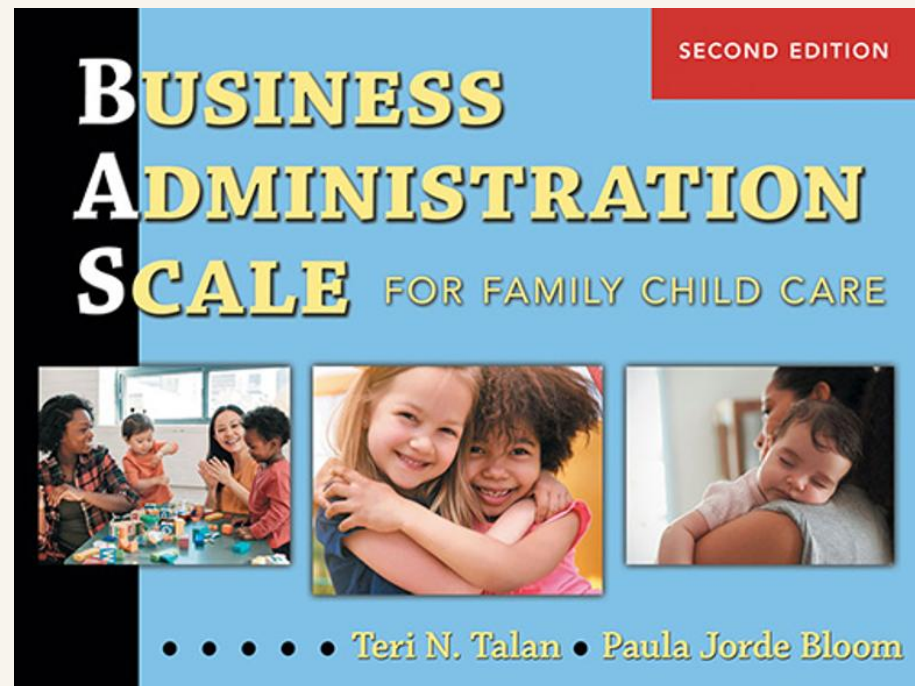
Examples:

- **Active supervision**
- **Professional tone**
- **Child-centered response**
- **Document immediately**
- **Safe transitions**
- **Ratio awareness**
- **Positive redirection**
- **Modeling**



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Assessing the Program and Team



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BAS and PAS

Example Assessment Areas

- **Human Resources Development**
- **Personnel Cost and Allocation**
- **Center Operations**
- **Fiscal Management**
- **Program planning**
- **Family Partnerships**
- **Marketing and Public Relations**
- **Technology**
- **Staff Qualifications**



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Staff Assessment



Most effective practice

- Continuous
- Evidence-based
- Behavior-focused
- Tied to classroom outcomes and organizational standards
- Encourages self-assessment
- Goal setting



Assessing the Whole Professional

A strong evaluation system goes beyond regulatory qualifications.

It measures the whole professional across three pillars:

- **Knowledge** – What they understand
- **Skills** – What they can do
- **Disposition** – Who they are as professionals

Regulations tell us who is qualified. Assessment tells us who is effective.



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Knowledge, Skills and Disposition

Knowledge - What They Understand

- Child development theory and developmentally appropriate practice
- Program philosophy, curriculum framework and pedagogy
- Health, safety and regulatory requirements - and the reasoning behind them

Skills - What They Can Do

- Implement lesson plans, manage transitions and maintain safe environments
- Communicate with families using professionalism and empathy
- De-escalate challenging behaviors with calm, child-centered responses

Disposition - Who They Are as Professionals

- Attitude, emotional intelligence and willingness to grow
- Empathy toward children, families and colleagues
- Openness to feedback and commitment to the program's culture



Assessing Knowledge, Skills and Disposition

Knowledge: Can they articulate the “why” behind practices?

- Scenario-based questions during coaching
- Reflective journals and professional portfolios

Skills: Can they translate knowledge into effective practice?

- Observations, walkthroughs and classroom audits
- Parent communication reviews and peer feedback

Disposition: Do they embody the values of your program?

- Self-assessments aligned to core values
- Response to feedback, collaboration and culture contribution

You can train knowledge and develop skills – but disposition shapes everything.



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Tools of Staff Assessment

- **Rubrics**
 - **Reduces bias/favoritism and inconsistent assessment**
- **Feedback loops including**
 - **Artifacts (sampling)**
 - **Testimonials**
 - **Observations**
 - **Peer feedback**
 - **Self assessment**
- **Specific feedback**



Assessment Cycles

- Observations
- Feedback
- Action plan
- Follow up observation
- Reassessment
- **Evaluation without coaching rarely improves performance**



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What to look for

- Create emotional safe classrooms
- Consistently follow procedures
- Communicate professionally
- Stay calm under stress
- Maintain supervision
- Accept feedback
- Contribute positively to culture



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Evaluation misstep

- Many leaders over-evaluate:

Personality, warmth and creativity

While under evaluating

consistency, reliability, safety and compliance.

In high quality programs, operational reliability matters.



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S.M.A.R.T. GOALS



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Performance Improvement

HR Compliance Lens:

How is this supporting the staff member?

Document, Document, Document



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Performance Improvement Documentation

Requirements:

- Date(s) of incident
- Date of meeting
- Specific policy, regulation, Ethics code, standard etc. that was non-compliant
- Expected change
- Date of when this change need to be demonstrated
- Training to support this change
- **SIGNATURES from both parties**



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Summary



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