Early Care and Education: Director's Pathway to Program Administration

This curriculum is designed to assist adults who wish to acquire additional skills in the area of center management. *Early Education: Director’s Pathway to Program Administration* builds on the Director’s series. It is aligned with Oklahoma’s Duty Task list for early care and education occupations and crosswalked with the Program Administrators Scale to provide director’s with up to date information. The curriculum is endorsed by Oklahoma Child Care Services and Oklahoma’s Early Education Professional Development Council. Various media components and project-based activities are included in the curriculum to assist in preparing for a rewarding career in the profession. A CD with Powerpoint shows and multiple choice tests is included with the Teacher’s Edition.

Units include:

♦ Director Responsibilities, Skills, and Attributes
♦ Planning for Business Success
♦ Planning for Educational Practice
♦ Establishing a Record Keeping System
♦ Hiring, Training, and Retaining Employees
♦ Developing Skills for Business Success

*Early Education: Director’s Pathway to Program Administration* covers the Early Childhood Development and Services pathway in the Human Services cluster.

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Early Care & Education:
Director’s Pathway to
Program Administration

Teacher Edition

Developed by the
Curriculum and Instructional Materials Center
for the Family and Consumer Sciences Education Division
Oklahoma Department of Career and Technology Education
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**FOREWORD**

The Human Services Career Cluster identifies the Early Childhood Development and Services pathway for the *Early Care and Education: Director’s Pathway to Program Administration*. Children are our greatest resource; educating and caring for them is a great responsibility. It is critical that early care and education/child care centers and family child care homes provide the highest quality and education possible. Educated and skilled professionals can assure that quality is maintained.

The early care director’s role is complex, but is the heart of a center. The effective early care director not only needs a thorough understanding of early childhood development, but also a good knowledge of business. Operating a program requires many different skills, from running a small business to providing developmentally appropriate activities for young children. The skills, competencies, and attributes needed to effectively administer an early care center vary; continuing to gain knowledge and techniques is crucial to success.

This curriculum is designed to assist adults who wish to acquire additional skills in the area of center management. *Early Education: Director’s Pathway to Program Administration* builds on the Director’s series. It is aligned with Oklahoma’s Duty Task list for early care and education occupations and cross-walked with the Program Administrator’s Scale to provide directors with up-to-date information. Various media components and project-based activities are included in the curriculum to assist in preparing for a rewarding career in the profession.

We believe this curriculum will help prepare early care directors for success as well as improve, enhance, and strengthen the credibility of those who lead the early care industry.

_Holly Hanan_, Program Specialist
Early Care and Education, Liaison
Family and Consumer Sciences Education Division
ENDORSEMENTS

*Early Education: Pathway to Program Administration* has been endorsed by [Oklahoma Child Care Services](#) and [Oklahoma’s Early Education Professional Development Council](#).

*The Board of Directors of Oklahoma Child Care Resource and Referral* endorses providing high quality learning opportunities for child care professionals and supports the *Pathway to Program Administration* learning opportunity.
Oklahoma Child Care Services represents a variety of partners and initiatives working together to support the quality child care needs of families and providers.

OCCS supports Scholars for Excellence in Child Care (Scholars) to provide scholarship support to child care providers working to attain their associates degree or child development associate (CDA).

For more information on scholarship eligibility please contact:

1.866.343.3881

www.okhighered.org/secc

The OCCS collaborative for Scholars include:

Oklahoma State Regents for Higher Education
Scholars for Excellence in Child Care Program

Center for Early Childhood Professional Development
University of Oklahoma

Oklahoma Department of Human Services
Division of Child Care

Oklahoma Department of Career and Technology Education
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CORRECTIONS AND SUGGESTIONS

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This information will be used to correct the publication before the materials are reprinted. To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error.

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HE1029 Early Care and Education: Director's Pathway to Program Administration

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CIMC
OKLAHOMA DEPARTMENT OF
CAREER AND TECHNOLOGY EDUCATION
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STILLWATER OK 74074-4364

ATTN: Corrections Department
The manager of an early care setting is responsible for many aspects of personnel management. The quality and characteristics of staff help determine the quality of the program. Personnel management issues the manager needs to address include recruiting, hiring, scheduling, training, and evaluating staff. The manager may also need to fire employees. The staff in an early care center should not be overlooked or taken for granted by the manager. The manager/director of an early care center should address employee needs and concerns. Staff members who are satisfied with their jobs are better able to positively impact children.
UNIT 5

PREREQUISITE

High School Diploma or GED

NOTE: Students should consult the Center for Early Childhood Professional Development regarding Oklahoma Director Credential requirements, at www.cecpd.org (Frequently Asked Questions).

UNIT OBJECTIVE

After completing this unit, students will show competence by scoring a combined average of 85% on written test and assignments.

WORDS YOU SHOULD KNOW

<table>
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<th>differential salary schedule</th>
<th>salary schedule which takes into account factors such as education, training, and work experience and job role when determining employees’ salaries.</th>
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<td>EXAMPLE</td>
<td>A master teacher who has a Bachelor’s degree in Early Childhood Education is eligible for a higher salary than a master teacher without a degree.</td>
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<td>mixed age groups</td>
<td>a group of children of multiple ages using the same room and assigned to one caregiver</td>
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<tr>
<td>staff-to-child ratio</td>
<td>The number of children in a group is limited to facilitate staff-child interaction and constructive activity among children.</td>
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SPECIFIC OBJECTIVES

1. Identify true or false statements about determining minimum and ideal staffing levels.

2. Calculate staffing requirements based on scenarios. (Assignment Sheet 1)

3. Identify essential characteristics of a job description.

4. Write a job description for an early care position. (Assignment Sheet 2)

5. List sources for recruiting employees/staff. (Assignment Sheet 3)

6. Answer questions about the hiring process.

7. Develop a list of appropriate interview questions. (Assignment Sheet 4)

8. Discuss guidelines for planning and conducting staff interviews.

9. Obtain information about the required background checks of prospective employees/staff.

10. Answer questions about the contents of an employee orientation.

11. Answer questions about scheduling employees/staff.

12. Answer questions about the importance of incorporating employees’ personal goals into professional development plans.

13. Develop a professional development plan. (Assignment Sheet 5)

14. Answer questions about guidelines and benefits of employee exit interviews.

15. Distinguish among requirements and opportunities for employee/staff training.

16. Research sources of training for specific staff development topics. (Assignment Sheet 6)
17. Answer questions about education and training in early care.

18. Develop a differential salary schedule. (Assignment Sheet 7)

19. Answer questions about purposes of employee/staff evaluations.

20. Answer questions about guidelines for conducting employee/staff evaluations.

21. Develop a set of policies relating to termination of employment. (Assignment Sheet 8)

22. Answer questions about applicable labor laws/employment practices.

23. Identify signs of stress in the early care and education profession and possible preventative measures.
OBJECTIVE 1
Identify true or false statements about determining minimum and ideal staffing levels.

What are the minimum staffing levels according to state licensing standards and what are staffing levels according to national accreditation associations such as NAEYC, NAC, NECPA, etc.?

- Minimum staffing levels
  - Minimum staff-to-child ratios are required to meet state licensing standards.
  - Staff-to-child ratios must be taken from licensing standards and may either pertain to single-age groups or mixed-age groups.
    
    **NOTE:** Children who are cared for by the same caregiver or group of caregivers in a specified area constitute a group.
  - Staff must meet licensing requirements for their positions.
  - Substitute staff must be present if an employee is absent and must meet the same criteria as full/part-time staff.

- Ideal staffing levels
  - Ideal staffing levels take into account a variety of factors and may allow for more individualized attention.
    
    **EXAMPLES:** Young children, children with special needs, and children on a swimming field trip may require a greater staff-to-child ratio.
  - Staffing levels for national standards, such as NAEYC, NAC, and NEPCA are generally lower than minimum state requirements. These ratios must be followed if a center is accredited.
    
    **NOTE:** Many states have tiered reimbursement systems. Contact your local STARS Outreach Specialist or licensing representative for more information.

- Have students refer to state licensing standards and national accreditation standards, such as NAEYC, for staffing levels. Have students place these in their Director's Portfolio.

- Have students write a list of costs and benefits of having greater staff-to-child ratios. For example, greater staff-to-child ratios will be more expensive in wages.
OBJECTIVE 2

Complete Assignment Sheet 1.

DIRECTOR’S PORTFOLIO:

Obtain the following and place in your portfolio (Section 1):

- Child-staff ratios from:
  - Current licensing regulations (if not already in Portfolio)
  - Three different accrediting bodies (if not already in Portfolio)
- Staffing patterns from Assignment Sheet 1

OBJECTIVE 3

Identify essential characteristics of a job description.

NOTE: There should be a separate job description for each position in the center. Job descriptions will vary from center to center. But, in general, a job description should contain the following information:

- Job title
- Salary range

NOTE: Salaries vary according to factors such as center location and employee education.

Have students collect job descriptions for various positions and put them in their Director’s Portfolio. Examples are director, assistant director, master teacher, teacher assistant, etc.

Have students review job descriptions for various positions in early care.
OBJECTIVE 4

Complete Assignment Sheet 2.

DIRECTOR’S PORTFOLIO:
Obtain the following and place in your portfolio (Section 4):
• Sample job descriptions
Objective 5
Complete Assignment Sheet 3.

Director's Portfolio:
Obtain the following and place in your portfolio (Section 4):
- Samples of Recruitment Sources
  - Newspaper Ads
  - Flyers

Objective 6

Answer questions about the hiring process.

1. Determine staffing needs, e.g., full-time or part-time.
2. Determine qualifications for various positions.
   **Note:** State licensing requirements must be considered. However, individual centers may require higher standards.
3. Develop/gather job descriptions for positions at each center.
4. Research/review applicable labor laws.
   **Example:** Age requirements, overtime

- Have students place this objective in their Director's Portfolio.
- Have students refer to other resources such as online sites, magazines, and books for further information about hiring.
- Have students interview a director about the hiring process.
5. Recruit applicants.

6. Screen applicants.

7. Interview applicants.

8. Select applicants — check references; do a criminal history investigation (include DHS Form 07OLC096E).

9. Notify applicants of your decision.

10. Offer contract of employment.

**DIRECTOR’S PORTFOLIO:**

Obtain the following and place in your portfolio (Section 4):

- Steps to hiring early care personnel
- Labor Laws (Section 2)
- Reference Check samples
- Employment contract samples

**OBJECTIVE 7**

Complete Assignment Sheet 4.

**DIRECTOR’S PORTFOLIO:**

Obtain the following and place in your portfolio (Section 4):

- Questions from Assignment Sheet 4
Objective 8

Discuss guidelines for planning and conducting staff interviews.

Planning For The Interview

- Screen applicants before interviewing.
- Keep a record of all persons interviewed.
  
  **NOTE:** This will assist in remembering specific traits, attributes, and skills of each applicant.

- Follow established policies.
- Invite applicants to visit the school when classes are in session.
  
  **NOTE:** This will allow potential employees an opportunity to see if the program would work for them as well as an opportunity for the early care center director to observe the potential employee working with children and other staff members.

- Schedule enough time for the interview.
- Check references before offering a job.
- Develop a list of questions that show whether a candidate is suited for the job.
- Request that applicants bring a list of references to the interview.
- Schedule time between interviews for debriefing.

Have a classroom or small group discussion about guidelines for planning and conducting staff interviews.

Have students interview a director or supervisor about interviewing.

Discuss with students the value and importance of checking resources.
Conducting The Interview

- Ask all applicants the same questions.
- Ask for a list of references.
- **NOTE:** Check only those references the applicant has listed.
- Discuss and answer questions about the program.
- Avoid asking questions that might be considered discriminatory.
  EXAMPLES: Race, religion, age, family status
- Hold the interview in a comfortable and informal setting, preferably when classes are not in session.
- Review the job description, personnel policy, and other relevant information about your center.

**OBJECTIVE 9**

**Obtain information about the required background checks of prospective employees/staff.**

- A criminal history investigation is required by state licensing standards. Prospective employees/staff must have a criminal history investigation prior to employment.
  **NOTE:** When having a criminal history investigation conducted on prospective employees, be sure to check the box for SEX OFFENDER REGISTRATION ACT.
- Individuals who work in early care have the responsibility of caring for young children. Individuals who have a past criminal record may not be suitable caregivers.

- Have students obtain a background check form including DHS Form 07LC096E and place them in their Director’s Portfolio.
- Refer to state licensing standards for requirements about background checks.
Background checks provide one means of ensuring the safety of children by screening applicants thoroughly.

NOTE: There is a charge for the criminal background check. Some centers absorb the cost while others may have applicants pay for the cost.

DIRECTOR'S PORTFOLIO:
Obtain the following and place in your portfolio (Section 4):
• Background Check resources (include DHS Form 07LC096E).
  Note: You may already have obtained this from another objective.

OBJECTIVE 10

Answer questions about the contents of an employee orientation.

NOTE: Refer to the state licensing standards for orientation requirements. Staff members must have an orientation within one week of employment and before having sole responsibility for a group of children.

Identify staff who are willing to serve as mentors for new employees. Discuss how to mentor a new teacher.

The orientation must include a review of:

☐ Infection control (Blood borne pathogens)
☐ Injury prevention
☐ Handling common childhood emergencies including choking
☐ The center’s policy and procedure and staff responsibility for implementation
☐ Licensing requirements
☐ Employees’ assigned duties and responsibilities

NOTE: The new employee orientation is a good time to initiate mentor relationships. A new employee should be paired with an established employee who can serve as their mentor. The mentor provides knowledge, support, and guidance for the new employee. The mentor...
also serves as a contact for questions about center operations, center procedures, etc. to make the new employee's transition into the new workplace smooth. They also can help the new employee establish goals for professional development and the skills to achieve their goals.

The mentor/mentee relationship doesn't need to be a permanent match. Personalities and such should be considered. The mentor should be someone who can be looked up to and admired by the mentee. If an initial pairing doesn't work well, make changes so there is a good fit. For more information on mentoring in education, you can visit new-teacher.com

- Emergency procedures in the event of injury, severe weather or fire, including use of fire extinguishers
- The definition, identification, and mandatory reporting of child abuse and neglect
- The daily schedule
- The methods used to inform staff of any special health, nutritional, or developmental needs of children assigned to the caregiver
- Confidentiality of information regarding children and their families
- Responsibility for obtaining yearly training hours as required by licensing standards and STARS program.

**NOTE:** Oklahoma requires 20 hours of Entry Level Child Care Training (ELCCT) or other approved coursework within the first 90 days of employment.

**DIRECTOR'S PORTFOLIO:**

Obtain the following and place in your portfolio (Section 4):
- Staff Orientation List
OBJECTIVE 11

Answer questions about scheduling employees/staff.

- Ensure a substitute is available for relief periods or when an employee is unable to come to work.
- Prepare a chart indicating employee assignments and work hours.

  **NOTE:** Remember to delegate assignments and projects when possible to mentor teachers. As the director, you cannot do it all yourself. Delegation can free up time in your schedule while increasing responsibilities for staff members ready to accept new duties. Delegation can provide a win/win situation for you and for staff members wanting to move up in the organization.

- Schedule employees for 40 hours or less per week.
- Follow state licensing requirements regarding staff-to-child ratios and employee qualifications.
- When scheduling employees, consider goals of the program center policies, the number of staff members available for given time periods, and plans for the day.

  **EXAMPLE:** More adults may be needed for field trips. Staff-child ratios should be followed in accordance with a written plan for supervision.

- Consider the preferred shifts of employees.

  **NOTE:** Remember to keep good time management techniques in mind when scheduling employees. By using effective time management skills when creating schedules, you can better utilize available staff hours.

- Have a yearly calendar of school days and holidays.

  **NOTE:** A monthly calendar indicating holidays or days off should be given to parents and staff.

- Ensure communication between different shifts.

  **EXAMPLES:** Notes, bulletin boards for staff, staff meetings, class notebooks, posting staff on duty by classroom for parents.
Employees must be flexible and willing to work with a variety of ages of children.

Remember to establish a maintenance schedule to keep equipment in the early care center operating safely. If cleaning, oiling, or other routine maintenance is done by the teachers, it should be a set part of their schedule to ensure it is done regularly. Checks of equipment should be done on a regular basis to ensure the children’s safety.

Have a policy for requesting vacation time or time to attend professional development activities.

Remember that as the director you are responsible for overseeing and scheduling maintenance, laundry, and janitorial services for the early care center (i.e. building, rounds, and vehicles). These services may be done by contracting with outside companies or they may be part of your staff’s duties. If they are done internally, staff time must be scheduled accordingly.

OBJECTIVE 12

Answer questions about the importance of incorporating employee personal goals into professional development plans.

Employees will perform better and have more of a sense of purpose in their jobs if they are able to work toward their personal goals.

EXAMPLE: Employees interested in developing effective time management skills can use the skills they learn on the job and in their personal lives.

Employees will be more likely to support staff development if they feel they have a vested interest in it.

Helping employees reach their goals will enhance the quality of the program.

Individuals who are growing professionally are more likely to maintain enthusiasm.

Professional training and development of staff increases overall program quality.

NOTE: Helping employees achieve their personal goals sometimes means that the early care center will eventually lose the employee because of advancement to a higher position elsewhere. However, the director should encourage professional growth in employees.

Have students write a list of their personal goals and how they think those might relate to professional development plans in the early care field. Use these in the next objective to develop a professional development plan.
OBJECTIVE 13

Complete Assignment Sheet 5.

DIRECTOR’S PORTFOLIO:
Obtain the following and place in your portfolio (Section 4):
• Sample professional development plans
• Growing as a Professional brochure (Ask your instructor for a copy from the resource CD)
• Assignment Sheet 5

OBJECTIVE 14

Answer questions about guidelines and benefits of employee exit interviews.

NOTE: An employee exit interview is used to gather information from staff leaving the early care setting.

Guidelines

☐ Start the exit interview with positive statements about employees

☐ Ask employees to share information

  EXAMPLE: “Is there anything you would like to share to improve the quality of our early care center?”

☐ Let the employee know that all information will be kept confidential

  NOTE: Be willing to accept criticism and view it as an opportunity for improvement.

☐ Have students create a list of questions to ask in an exit interview and put the list in their Director’s Portfolio.

☐ Have students place this objective in their Director’s Portfolio.
Benefits

- Determine reasons for staff resignations.
- Discover problems in working conditions.
- Correct unsatisfactory work conditions.
- Help maintain morale.
- Improve hiring practices.
- Reduce turnover.
- Uncover inappropriate employment practices.

EXAMPLE: Sexual harassment

- Distinguish among requirements and opportunities for employee/staff training.

**DIRECTOR’S PORTFOLIO:**

Obtain the following and place in your portfolio (Section 4):

- Information on exit interviews from this objective.

**OBJECTIVE 15**

Answer questions about requirements and opportunities for employee/staff training.

**NOTE:** Refer to the Center for Early Childhood Professional Development for a training calendar, information about the professional development ladder and training and scholarships. You may access the online site at www.cecpd.org.

- Requirements
  - Pre-Service Training
  - Orientation
  - Employees must have an orientation within one week of employment and before having sole responsibility for a group of children.

- Have students visit the website or call the Center for Early Childhood Professional Development, 405-799-6383 or 888-446-7608 for a training calendar and information on training opportunities and scholarships available and put this information in their Director’s Portfolio. www.cecpd.org (encourage visiting online, to avoid a high volume of calls to CECPD).

- Remind students that the training information will be needed to complete Assignment Sheet 6.
Entry Level Child Care Training (ELCCT)

- Within the first 90 days of employment
- Health and safety training
  - When children are in care on the center premises, staff must be present who are trained in age-appropriate first aid, rescue-breathing, and the Heimlich Maneuver.
- On-going training
- Staff must receive on-going training.

Examples: The director is required to obtain 20 clock hours of training every year; staff with children are required to obtain 12 clock hours of training every year to meet licensing requirements.

Note: If the early care center participates in the STARS program, requirements may be different.

Food service training

- The person primarily responsible for food preparation must receive training in nutrition planning, age-appropriate food selection, food preparation, service and storage, and cleaning and sanitizing.

Substitute and volunteer staff training

- Substitutes and volunteers must be familiar with center policy; permanent substitutes must have on-going training; volunteers counted toward staff-to-child ratio must have on-going training.

Opportunities

- In-service training; in-house workshops and seminars
- Workshops, conferences, seminars
- College or university courses
- Technology center courses
- Online courses
- National credentialing programs
- Child Development Associate (CDA)
- Certified Child Care Professional (CCP)

Note: Scholarships may be available for certain training opportunities. Ask your instructor for information on scholarships, or go to www.okhighered.org/secc
Self-study

EXAMPLES: Books, magazines, online resources.

DIRECTOR'S PORTFOLIO:
Obtain the following and place in your portfolio (Section 4):
- CECPD training calendar
- Professional Development Ladder information
- Professional Development Registry information
- Scholarship tuition information, including an application
- REWARD Oklahoma information and application
- Supplement 1
- Information from Objective 16
- Regional Resource and Referral Training Calendar

OBJECTIVE 16
Complete Assignment Sheet 6.

OBJECTIVE 17
Answer questions about education and training in early care.

- Positions in early care can be linked to the amount and type of education and training an individual has obtained.
  - Qualifications must also meet state licensing standards.
  - As education, training, and work experience increase, individuals are able to move up the career ladder.

  EXAMPLE: A center may require master teachers to have a CDA, CCP, or Associate’s in Early Childhood Education.

NOTE: Refer to the Professional Development Ladder from CECPD.
Training can help employees in areas in which they need improvement. Training can give employees more self-confidence and enable them to perform better on the job.

**OBJECTIVE 18**
Complete Assignment Sheet 7.

**OBJECTIVE 19**

**Answer questions about purposes of employee/staff evaluations.**

- Basis for pay increases, contract negotiations, or continuing employment
  
  EXAMPLE: Poor evaluation is one step toward termination
- Acknowledge performance, communicate about professional growth
- Show strengths and weaknesses, determine potential training areas
- Improve overall performance
- Measure progress, clarify objectives
- Monitor and improve the quality of care

**NOTE:** Evaluations may be either formative or summative. Formative evaluations focus on evaluating strengths and weaknesses and promoting professional development.

Summative evaluations show how the employee performs against set criteria and are used as a basis for salary and continuing employment.

Ask students how much pay they think they would deserve if pay was based on their classroom performance.
OBJECTIVE 20

Answer questions about guidelines for conducting self/employee/staff evaluations.

- Use measurable performance standards as a basis for evaluation.
  EXAMPLE: An evaluation form taken from the job descriptions
- Self-evaluation can help all staff with professional development plans by recognizing strengths and weaknesses.
- Use self-evaluation as part of the evaluation process.
- Conduct formal evaluations in a comfortable, relaxed atmosphere.
  NOTE: Classroom observation by the director should be part of the formal observation process.
- Develop a plan from the evaluation based on the performance, development, and career goals of the employee
- Re-evaluate.
- Conduct evaluations at least twice per year.
- Use information from those evaluations to determine training needs.
- Keep records of evaluations.
  NOTE: If an employee must be terminated for poor performance, you will have documentation.
- Notify staff when evaluations are to take place.
- Have something, such as a note pad, to take notes.
- Be positive.
- Use appropriate communication skills.

- Have students look at sample evaluation forms.
- Have students add sample evaluation forms to their Director’s Portfolio.
- Have students use the sample forms to do their self-evaluation.
- Have students complete a self-evaluation and put it in their Director’s Portfolio.
EXAMPLES: Eye contact, active listening

- Use constructive criticism.
- Keep information from the evaluation confidential.
- Have on-going informal supervisory visits and conferences with employees to discuss areas of concern.

**NOTE:** The formal evaluation should not be the first time an employee is told of poor performance. Employees should be told when they are not performing adequately; many employees will change if told what to do correctly. Employees should also feel comfortable discussing their needs as it relates to supervision.

**DIRECTOR’S PORTFOLIO:**

Obtain the following and place in your portfolio (Section 4):

- Samples of self-evaluation tools for an early care employee
- Samples of teacher evaluation tools for a director to use.

**OBJECTIVE 21**

Complete Assignment Sheet 8.

**OBJECTIVE 22**

Answer multiple-choice questions about applicable labor laws/employment practices.

- Americans with Disabilities Act of 1990 — prohibits asking interview/application questions that would limit job prospects based on physical or mental limitations not related to the tasks of the job

Have students place this objective in their Director’s Portfolio.

Have students research one of the laws in further detail.

Have students refer to the ADA web site at http://www.usdoj.gov/crt/ada.

Have students refer to other resources such as online sites, magazines, and books for further information about labor laws/employment practices.
NOTE: Information about the Americans with Disabilities Act of 1990 can be found on various Internet sites dealing with the issue. One site is the Americans with Disabilities Act Information at www.usdoj.gov/crt/ada.

- Age Discrimination in Employment Act of 1967 — prohibits asking date of birth or age

NOTE: It is required to have proof of age for applicants under 18 because of child labor laws.

- Civil Rights Act of 1964 — prohibits discriminatory hiring practices
- Equal Employment Opportunity Act of 1972 — prohibits discrimination based on race, color, religion, sex or national origin (for businesses with 15 or more employees)
- Minimum wage law — sets a rate per hour with provisions for overtime

NOTE: Contact the U.S. Department of Labor for information regarding minimum wage.

- Mandatory withholding taxes — require employers to make provisions for the Federal Insurance Contributions Act (FICA), as well as federal and state withholding
- State licensing requirements — may set requirements for employees of early care centers
- Insurance coverage — employers may have various insurance policies related to employment practices
- Workers’ Compensation insurance — provides compensation for workers hurt on the job; workers’ compensation insurance is required in many states
- Liability insurance — protects an organization or employee from loss in the case of a lawsuit
- Crime coverage — protects an organization from theft from employees and other crimes
- State unemployment insurance — may require employers to make provisions for state unemployment
- Health insurance — employers may make provisions for employee health benefits such as insurance; insurance may be partially paid by the employer
- Contract of employment — specifies the job and salary for a position
OBJECTIVE 23

Identify signs of stress in the early care profession and possible preventive measures.

NOTE: Stress or “burn-out” causes a variety of symptoms which differ depending upon the person. Signs of stress can show up physically, emotionally, and mentally.

Signs of Stress

- Physical — Stress can manifest itself in a variety of physical problems, such as frequent headaches, disrupted sleep patterns, fatigue, stomachaches, and muscle tension.

- Emotional/behavioral — Stress can take an emotional toll, causing individuals to feel “emotionally drained,” to become more easily upset and frustrated, to become depressed, or to increase the use of addictive substances such as nicotine or alcohol. Experiencing increased family and personal problems, engaging in activities to “get away” such as overeating, absenteeism, showing a decline in performance, developing feelings of self-doubt and blame, and disillusionment with the job can be stress-related.

- Mental — Stress can cause individuals to be more forgetful, pay less attention to detail, not be as mentally “sharp,” and to be less organized.

Have students write a list of what symptoms they are most likely to show when they are feeling stressed and a list of what they do to avoid stress (such as exercising).

Have students refer to other resources such as online sites, magazines, and books for further information about stress in the early care profession.

Give students a copy of the handout Options for Avoiding Burnout.
Preventive Measures

- Time management — Learning how to better manage time may help many individuals feel less stressed.
- Avoid the tendency to take work home.
- Physical environment — The physical environment can affect how people feel; the environment should be as comfortable as possible for both children and adults.
- Training and professional development — Employees will feel better able to handle the stresses of their jobs if they have adequate training in early care.
- Support groups — Joining professional organizations offers a support network.
- Health — Individuals who take care of their health will be better able to handle stress in their everyday lives; taking care of your health means eating nutritious foods, getting exercise, and making time for yourself each day.
- Take breaks during the day — Taking just a few minutes during the day may be enough to reenergize employees and help them to regain their composure and enthusiasm.
- Limit yourself to the tasks you take on — Employees should not “over commit” themselves.
- Get involved in issues — Getting involved in issues in early care may help employees feel more of a sense of involvement and less frustrated about issues in early care and education.
- Management skills — Incorporating leadership and management skills can help alleviate stress by delegating tasks to different people.
- Communication — Communicating concerns and issues will help employees deal with their stress and may be a stimulus for change.
- Work with another person — Working with another person helps to reduce stress in early care.

**NOTE:** For many centers, especially a small center, working alone is necessary. Extra attention should be paid to ensure these workers are able to cope with the stress of being with children for long periods of time.
Incorporate new ideas and activities into the classroom — Bringing change or new ideas into the classroom may provide an added sense of enthusiasm to individuals.

**NOTE:** Although early care can be a difficult job, teachers should remember to have fun with the children. Young children can bring a sense of fun and energy into the classroom if given the right atmosphere.

Set goals — Having goals and striving toward those goals can give people a sense of purpose in their jobs.

Become organized — Individuals who are organized are less likely to become stressed from “last minute” things to do and the feeling of not being in control.
UNIT 5

Director’s Portfolio
Requirements

Instructions: Check off items as you place them in your Director’s Portfolio.

____ Child-Staff ratios
____ Staffing patterns from Assignment Sheet 1
  ☐ State licensing and national accreditation standards
     (3 different accrediting bodies)

____ Job Descriptions
  ☐ Sample job descriptions
  ☐ Written job description from Assignment Sheet 2

____ Recruitment Resources
  ☐ Sample advertisements
  ☐ Sample flyers from other early care programs
  ☐ Resources from Assignment Sheet 3

____ Steps in the hiring process
____ Interview Questions (Assignment Sheet 4)
____ Background check application and resources
____ Employment contract samples
____ Staff orientation checklist
____ Personal staff development goals
  ☐ Staff Development Plan from Assignment Sheet 5
____ Exit Interview questions
Staff Training

- Professional Development Ladder
- Professional Development Registry information
- REWARD Oklahoma information and application
- Supplement 1 from this unit
- CECPD Training Calendar www.cecpd.org
- Regional Resource and Referral Training Calendar
- Scholarship information from Scholars for Excellence in Child Care
- Supplement 1 of this unit
- Growing as a Professional brochures (ask instructor for copy from resource CD)
- Training sources from Assignment Sheet 6

Self-evaluation tools

Teacher-evaluation tools

Labor laws
NAME _______________________________
Score _________

Introduction: The director is responsible for ensuring that adequate staff is available. Scheduling staff and determining staffing requirements are important tasks in the early care field. Staffing must meet state licensing requirements.

Instructions: Read the about appropriate staffing in your state's licensing requirements. Calculate the staffing requirements for the following scenarios.

1. The ABC Early Care Center has three infants, ten toddlers, six two-year-olds, ten three-year-olds, and 14 four- and five-year olds. The center has single-age groups. What are the staffing requirements based on licensing standards from your state?

<table>
<thead>
<tr>
<th># of Staff needed</th>
<th>Age of Children</th>
<th># of Children in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B-12 months</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>12-24 months</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2-year-olds</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3-year-olds</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>4- and 5-year-olds</td>
<td>14</td>
</tr>
</tbody>
</table>

Answers

1. # of Staff needed | Age of Children | # of Children in Class
1 | B-12 months | 3
2 | 12-24 months | 10
1 | 2 year olds | 6
1 | 3 year olds | 10
1 | 4 and 5 year olds | 14
2. Kid Care early care center has mixed-age groups. There are four infants, eight two-year-olds, six three-year-olds, and nine four- and five-year-olds. What are the staffing needs?

How many classrooms are needed? _____________________

How many staff members are needed in each room? _____________________

3. Little Ones Preschool has single-age groups and has 32 three-year-olds and 28 four- and five-year-olds. What are the staffing requirements?

<table>
<thead>
<tr>
<th># of Staff needed</th>
<th>Age of Children</th>
<th># of Children</th>
<th>How many rooms?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3-year-olds</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>5-year-olds</td>
<td>28</td>
<td>1</td>
</tr>
</tbody>
</table>

2. 2 rooms, 4 teachers
ASSIGNMENT SHEET 2

Write a job description for an early care position.

Name _______________________________  Score _________

Introduction: Job descriptions help clarify what is expected of an employee. They benefit both the employee and the director by stating responsibilities.

Instructions: Using the sample job description provided by your instructor as a guide, write a job description for one of the following positions:

- Director
- Assistant director
- Master teacher
- Teacher
- Teacher Assistant

Place the job description in your Director’s Portfolio after the assignment has been graded.

For general instructions for all Assignment Sheets, refer to the Upfront Material at the beginning of this book.

☐ Student answers will vary. Students should write a job description for one position in an early care center. Students should put information in their Director’s Portfolio.

☐ Provide sample job descriptions.

☐ Have students place this Assignment Sheet in their Director’s Portfolio.

You Will Need
Pen or Pencil and Paper
Sample job descriptions
ASSIGNMENT SHEET 3

List sources for recruiting employees/staff.

Name _______________________________
Score ____________

Introduction: Because staff recruitment varies from metro to rural areas, sources for recruitment will vary. Directors will have to be resourceful when recruiting for positions.

☐ Advertising in newspapers or school newsletters
☐ Colleges, universities, and technology centers
   EXAMPLES: Instructors, university placement offices, campus bulletin boards
☐ Employment agencies
☐ Job fairs
☐ Networking
☐ Professional organizations and agencies, job banks, and local professional associations

Instructions: Make a list of five sources you have available in your area to recruit employees. Add this list to your Director’s Portfolio.

For general instructions for all Assignment Sheets, refer to the Upfront Material at the beginning of this book.

☐ Student answers will vary. Students should list sources for recruiting early care employees/staff. Students should put information in their Director’s Portfolio.

☐ Have students find examples of advertisements for early care positions in newspapers or school newsletters. Have students place them in their Director’s Portfolio.

☐ Have students interview a director about sources for recruiting employees/staff.

☐ Have students attend a job fair or visit a college, university, or technology center placement office and look at campus bulletin boards listing available jobs.
Name _______________________________  Score __________

Introduction: Interviewing prospective employees is an important responsibility of the early care director. An early care center needs quality, trained staff in order to provide quality care to children. Interviewing should be done professionally and care taken not to address areas that are irrelevant or inappropriate.

NOTE: Title VII of the 1964 Civil Rights Act prohibiting discriminatory hiring practices relates to asking interview questions; questions that might be considered discriminatory in nature should not be asked. Appropriate questions are directly related to the job.

Appropriate interview questions

- Education and experience
  
  EXAMPLES: Asking about work experience listed on a resume; types of courses taken in a college or university

- Open-ended questions related to the job
  
  EXAMPLE: "What are some of your favorite activities in your present job?"

- Problem-solving/hypothetical work situation questions
  
  EXAMPLE: "How would you handle a child who hits?"

You Will Need

- Paper
- Pen or pencil
- Resources for appropriate interview questions

Student answers will vary. Students should list appropriate interview questions for early care employees/staff. Students should put information in their Director’s Portfolio.

Have students write a list of at least ten appropriate interview questions and place it in their Director’s Portfolio.

Have students refer to other resources such as online sites, magazines, and books for further information about interviewing.
Inappropriate Interview Questions

- National origin or ancestry
- Lifestyle
  EXAMPLES: “Are you married?” “Do you have children, child care arrangements?”
- Age
- Sex, height, and weight
- Arrest records
  NOTE: It is legal to ask if someone has been convicted of a crime.
- Physical and mental limitations/disabilities
  NOTE: You can only ask whether or not the person can perform specific job functions. Physical or mental requirements can be required only if the employer can prove that without that requirement the job could not be performed safely or adequately.

Instructions: With resources provided by your instructor or those found online, write on a separate sheet of paper ten questions you might ask in an interview for a position at an early care center.

Director’s Portfolio: Add your interview questions to your Director’s Portfolio.
ASSIGNMENT SHEET 5

Develop a professional development plan for yourself.

Name _______________________________  Score ___________

Introduction: Professional Development plans are an important part of staff development. By planning for your staff’s professional development, you are placing importance on continued education which is crucial to staff retention.

Instructions: After researching staff development opportunities in your area, (career tech, two-year college, www.cecpd.org, etc.), develop your own staff development plan for the next three years by answering the following questions.

1. What is your career goal?
2. What are the requirements for the goal?
3. What steps will you need to take to accomplish this goal?
4. What resources do I have available in my area to help me achieve my goal?
5. What can I have completed in the next 3 months?
6. What can I have completed in the next 12 months?
7. What can I have completed in the next 24 months?
8. When is my projected completion date?

You Will Need
Pen or pencil
Paper
Staff development resources

For general instructions for all Assignment Sheets, refer to the Upfront Material at the beginning of this book.

☐ Student answers will vary. Students should develop a professional development plan for themselves. Plan should include a timeline for completion. Students should put information in their Director’s Portfolio.

☐ Provide students with samples of professional development plans.

☐ Have students develop a professional development plan of their own and place it in their Director’s Portfolio. Include timeline for completion.

☐ Have students research the eligibility to attend Oklahoma’s Leadership Academy and place information in their Director’s Portfolio.

☐ Discuss with students benefits of going through the Leadership Academy sponsored by CECPD. (Encourage students who qualify to enroll after completion of Early Education: Pathway to Director’s Competence).
Have students download application, schedule and Leadership Academy brochure from www.cecpd.org.

Invite a former Leadership academy graduate to talk to class about benefits.

**DIRECTOR'S PORTFOLIO:**

After completing the professional development plan, place it in your Director's Portfolio.
ASSIGNMENT SHEET 6

Research sources of training for specific staff development topics.

Name _______________________________  Score _________

Introduction: To provide quality care for children, early care staff must make an effort to continue on-going training. There are many different sources of training for early care staff. Training can help early care staff better handle their responsibilities.

Instructions: Select a specific topic for which you would like to receive training. Consult your instructor for ideas on training topics, if necessary. Use the information on training you viewed on the cecpd.org website. Write a brief description of the training offered and the training sources in the blanks provided.

DIRECTOR’S PORTFOLIO:
Place the training information in your Director’s Portfolio.

Training topic _____________________________________________
Source 1 ________________________________________________
Source 2 ________________________________________________
Source 3 ________________________________________________

For general instructions for all Assignment Sheets, refer to the Upfront Material at the beginning of this book.

☐ Student answers will vary. Students should list specific staff development training topics. Students should put information in their Director’s Portfolio.

☐ Provide students with training topics to research.

☐ Have students use the information obtained from the Center for Early Childhood Professional Development.

☐ Have students place this Assignment Sheet in their Director’s Portfolio.

✓NOTE: Refer to Unit 3 Warm Line for Special Needs topics.
Assignment Sheet 7

Develop a differential salary schedule.

Name _______________________________ Score _________

Introduction: Salary is an important factor in the early care profession. Individuals who receive additional training and/or have experience often are compensated for that in their salary.

Instructions: Apply the differential salary schedule to Shelley, master teacher, who has three years of experience and a CDA; Jacob, a master teacher with a Bachelor’s degree in early childhood education and one year of work experience; and Keri, a master teacher with an Associate’s degree and five years of experience. Your instructor will provide the figures you need to complete this exercise.

Master Teacher

Base salary $__________
Bachelor’s $__________
Associate’s $__________
CDA $__________

Work experience $_________/per year of relevant work experience

1. What will Shelley’s salary be? __________
2. What will Jacob’s salary be? __________
3. What will Keri’s salary be? __________

You Will Need
Pen or pencil

For general instructions for all Assignment Sheets, refer to the Upfront Material at the beginning of this book.

☐ Student answers will vary. Students should develop a differential salary scale. Students should put information in their Director’s Portfolio.

☐ Provide students with figures for the assignment.

☐ Have students create a salary schedule and place it in their Director’s Portfolio.

☐ Have students write a list of the possible positive and negative aspects of using a differential salary schedule.
ASSIGNMENT SHEET 8

Develop a set of policies relating to termination of employment.

Name _______________________________  Score _________

Introduction: Early care directors are responsible for establishing policies pertaining to different aspects of the center operations. Among those responsibilities is that of terminating employment if a staff member is no longer performing job duties that meet the center’s standards. Having a policy in place for termination is necessary for consistency within the center.

Instructions: After researching sample personnel policies, write a termination policy for an early care center.

- Employees who believe they have been wrongly terminated may take legal action against an early care center by filing a lawsuit. To prevent lawsuits and protect a center in the event of a lawsuit, the following actions should be taken:
  - Document and date specific incidents of poor performance.
  - Perform and keep records of employee evaluations.
  - Document and date conferences.
  - Have written personnel policies related to termination.

  EXAMPLE: The first offense may require an oral reprimand, the second offense a written notice, and the third offense justifies termination of employment. During the probationary hiring period, termination can be done at any time. Some offenses are serious enough to require immediate termination.

- Give an employee who is performing inadequately a warning.

NOTE: Make sure these policies are part of your employee handbook.

You Will Need
- Pen or pencil
- Sample personnel policies

For general instructions for all Assignment Sheets, refer to the Upfront Material at the beginning of this book.

- Student answers will vary. Students should develop a set of policies regarding termination of employment. Students should put information in their Director’s Portfolio.

- Have students research a case in which an employee has sued an employer for wrongful termination.

- Have students write a list of reasons they believe are appropriate reasons for terminating an employee.

You Will Need
- Pen or pencil
- Sample personnel policies
SUPPLEMENT 1

Advantages and Disadvantages of Sources of Training

- In-service training
  - Advantages
    - Convenience
    - Geared to specific topic
    - EXAMPLE: First aid
  - Disadvantages
    - Requires planning/scheduling
    - EXAMPLE: Scheduling presenters when employees can attend may be difficult

- Out-of-service training
  - Advantages
    - Wide variety
    - Professional affiliation
    - EXAMPLE: Workshops by national or state associations
    - Geared to specific topic
  - Disadvantages
    - May be expensive
    - Takes time away from work

- College or university
  - Advantages
    - Professional recognition
    - EXAMPLE: Degree
  - Disadvantages
    - May be expensive
    - Time-intensive
    - May not be at convenient times or locations

NOTE: Some universities are now offering online courses that overcome these disadvantages.
Technology Centers
- Advantages
  - Quality
  - Professional recognition
- Disadvantages
  - Location may not be convenient to all individuals

National organizations
- Advantages
  - Professional recognition
  - National affiliation
- Disadvantages
  - Cost
  - Requires motivation/record keeping

Self-study
- Advantages
  - Can study a wide variety of topics
  - Can be done at an individual’s own pace
  - Wide variety of resources available
    - EXAMPLE: Online resources, magazines, videos, books,
  - Inexpensive
- Disadvantages
  - Must be self-motivated
  - Unstructured
  - No professional recognition
Employee and Staff Scheduling

Employee/staff scheduling is an important responsibility of the director. When scheduling problems and conflicts arise, it's up to the director to find solutions.

Read the following scenarios and discuss in class or small groups whether the situation was handled appropriately or inappropriately. Discuss why or why not.

1. One day in the winter, two teachers of an early care center called in sick. Because the director kept a very short list of substitutes, the director urged the teachers to “come in anyway.”

2. Jeremy, the director of a small early care center, does not bother making a yearly or monthly calendar. He assumes “people just know what days are holidays.”

3. Kyla, a teacher, complains to the director about never being able to take a break because of a lack of a substitute for even a few minutes. The director sympathizes with Kyla but states “that is the way it is in early care.”

4. Devon, the director of a large early care center, constructs a weekly chart of staff assignments since there are several assistants and volunteers whose times vary.

5. The weather is particularly bad one morning, and two early care staff phone in, saying they don’t think they can make it to work. Shelly, the director, has already come in and decides that she would be able to fill in for one of the teachers.

6. The quarterly equipment maintenance check is scheduled for next week. Sandra, the master teacher in the toddler class, is on maternity leave but is responsible for the check. Rather than waiting for Sandra to return and do the check, the teacher assistant, Randi, asks the director to help her conduct the check and do routine maintenance.

7. Melynda is a part-time assistant at an early care center. In addition to assisting in the four-year-old class, she is responsible for cleaning the floors in the center and removing trash from the building each evening. Melynda has come down with the flu and will be out the rest of the week. Peggy, the director of the center, asks another assistant to handle the cleaning and trash removal for the week, and calls a substitute to fill in for Melynda.
Options for Avoiding Burnout

- Delegate tasks that can be handled by others
- Eat nutritious meals and snacks
- Exercise regularly
- Seek out a mentor
- Participate in networking and conferences
- Develop professional goals