

Building and Assessing a Winning Team

Slide #1 Welcome

Welcome to this course titled, ***“Building and Assessing a Winning Team.”***

This course is developed as part of the Washington State Department of Children, Youth, and Families (DCYF) alignment process, to prepare providers and licensors in their understanding of the “why”, the “what” and the “how” of complying with the updated Foundational Quality Standards for Early Learning Programs (referred to in each course as the Foundational Quality Standards).

Slide #2 Helpful Hints

WA DCYF is pleased to present this e-Learning course! To help provide a positive learning experience for you, please take a moment to review the following “Helpful Hints” summary, detailing what you can expect from this course. A complete listing of Helpful Hints has been added to the Resources section of your learner’s screen for reference.

- If you would like to access and review the full course text, please visit the Resources section of your learner’s screen. You can view, print, or download a full version of the course text that is narrated within each module. The full text will be included in each course and listed as the first resource in the Resources section of your course frame.
- The time to complete the course will depend on the course topic and the pace at which you advance through the slides.
- To help you get the most out of the course, settings are in place to prevent users from skipping ahead through the slides. You can advance through the course when the narration for each slide concludes by selecting the “Next” button, or, go back to review material already presented by selecting the “Previous” button.
- Web links and additional resources will be utilized in some of the courses to enhance your learning experience. We hope you will take time to explore them to further develop your knowledge about the topics being presented.

Slide #3 Introduction

This course is designed to introduce you to the updated Washington Administrative Code or WAC, as well as outline strategies and examples of WAC compliance. Updated WACs will be detailed in each course as a reference and a full listing of the WAC is included in the Resources section of your learner’s screen. You can print or download this resource at any time, either as a reference while you complete this course, or as a resource after the course is completed.

Slide #4 Learning Outcomes

This course will help early learning professionals understand how to meet and demonstrate ongoing compliance with the Foundational Quality Standards.

Upon completion of this course, participants will:

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- Demonstrate increased familiarity with the updated WAC components included in this course
- Understand practices that demonstrate compliance with the *Foundational Quality Standards for Early Learning Programs*
- Understand the importance of having and enforcing written policies for early learning programs
- Understand the requirements for early learning program and personnel record keeping
- Be familiar with early learning program staff health and immunization requirements
- Have tools and resources for conducting program and staff observations

Slide #5 Guiding Principles

As we cover the material in this course, please keep in mind the following Guiding Principles. We will revisit these at the end of the course to “check in” with you and give you an opportunity to assess your understanding and application of the course content.

Guiding Principles:

- It is vital that early learning providers, in both center and family home programs, have comprehensive policies that are clearly written, communicated, and enforced.
- It is important that early learning providers consistently maintain and update records. Accurate documentation is one way that early learning professionals can use as a method for demonstrating or assessing compliance with WAC requirements.
- Observation, discussion, and reflection are some of the tools early learning professionals can use to promote professional growth and development.

Slide #6 Terms and Definitions

Take a moment to review and familiarize yourself with the following terms and definitions. For your reference you can access the list at any time by visiting the Glossary or Resources section of your learner’s screen. From the Resources section you can download the file to keep as a future reference or print as a desk guide.

Early Learning Professionals are all early learning providers, child care licensing staff, and other professionals in the early learning field.

NAEYC (National Association for the Education of Young Children): The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. They

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work to advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.¹

RCW means Revised Code of Washington.

WAC means Washington Administrative Code.

Slide #7 Introduction continued

In an ideal world, early learning professionals would work together without conflict, with effective communication, and with clear understanding of the goals and requirements of the program.

However, in the real world, most programs and early learning professionals will experience staff conflict, misunderstandings, and frustrations at some point. This may happen in their work with each other or in the work they engage in with families.

For example: The director of an early learning center or the owner of a family home early learning program may not clearly explain all program policies to a new hire. As a result, the new staff person may not be clear about their work schedule and may arrive late to work, impacting an early learning program's ability to maintain compliance with staff to child ratios.

Written policies that are unclear can also lead to confusion and misunderstanding, and might result in early learning program staff not following program policies. For example, a teacher in a classroom may not fully understand his or her responsibilities when it comes to documenting injuries that occur to children in care. As a result, when a monitoring visit takes place, the licensor is told about an injury to a child but is unable to find documentation in that child's file regarding the incident that occurred.

Slide #8 Introduction continued

You may be familiar with the saying, "If it's not written down, it didn't happen."

While this saying is often applied to program or staff documentation, this saying can also be applied to the policies and procedures of an early learning program.

If program policies aren't written down, they are difficult to enforce. If policies aren't enforced, it is less likely they will be followed.

Written documentation is important! Written policies establish clear expectations and accountability. They can also be used as a safeguard for preventing potential legal issues.

Having written policies and procedures, and consistently following those policies and procedures, sends the message to both early learning professionals and families that

¹ <https://www.naeyc.org/about-us> Accessed October 2018.

you care about how things are done (program quality) and those who work for you. Doing so also demonstrates to licensors how an early learning program is maintaining compliance with WAC requirements.

Slide #9 WAC 110-300-0110

Let's review the *Foundational Quality Standards for Early Learning Programs* and discover some specific ways early learning professionals can demonstrate and maintain compliance with policy requirements.

WAC 110-300-0110 Program based staff policies and training.

(1) An early learning provider must have and follow written policies for early learning program staff. Staff policies must include those listed in subsections (2) and (3) of this section and must be reviewed and approved by the department prior to issuing a provider's initial license. Providers must notify the department when substantial changes are made.

Slide #10 WAC 110-300-0110 continued

Important language for all early learning professionals to remember from Section 1 of WAC 110-300-0110, is that policies are not only required to be written, they are also required to be followed!

Effectively enforcing program policies requires early learning providers to, first, be sure they have clearly written and understandable rules and, second, to be sure they are consistently applying and following their own rules. If an early learning provider bends program rules to fit certain situations, or they aren't consistent in how they apply their rules, they will likely find themselves challenged when it becomes necessary to hold others (staff or parents) accountable, or to be able to maintain, or demonstrate, compliance with WAC requirements.

Slide #11 WAC 110-300-0110 continued

It is important for early learning providers to routinely assess and update their program rules, to ensure parents and staff are being treated equitably and fairly. It is also important for early learning programs to remember to notify the department whenever substantial changes are made to their written policies.

Vague or incomplete language in written policies can create communication issues for early learning programs and their staff. As a result, early learning providers may find themselves having to constantly reassess program policies, or continually address actions to be taken to enforce the policies for individual situations that arise. This also makes it difficult for early learning providers to demonstrate compliance with WAC requirements, and presents challenges for licensors when they are attempting to verify early learning program compliance.

Slide #12 WAC 110-300-0110 continued

In ***Practical Approaches to Early Childhood Development***, Smith and Rous highlight the importance of having well written program policies:

Policies can provide guidance and resources to ensure that programs are of high-quality and promote children's optimal development, or they can be so limiting that they support only mediocre levels of quality. Good policies are also ever changing on the basis of new research, legislation, and knowledge in the field. Early childhood professionals can and should play a critical role in helping develop and evolve policies so that they provide clear guidance and the resources necessary to ensure children receive high-quality services.²

Slide #13 WAC 110-300-0110 continued

In this next section, we will be reviewing the requirements for staff policies that must be developed by early learning programs. Some of these requirements listed in subsection (2) include: written job descriptions, professional development expectations and plans, early learning program staff responsibilities, and all of the information in the parent or guardian handbook, with the exception of policies relating to fees.

Clearly written and detailed staff policies are important in ensuring that early learning professionals know, from the time of the interview, what will be expected of them.

Early learning professionals may find the staff policies to be a support that can be referenced when addressing personnel issues and behavior concerns, or when addressing complaints received about the early learning program.

Family home early learning providers who are the only staff member for their program, may also find it helpful to have a detailed record of the tasks and daily job duties they are responsible for.

Let's review the requirements in detail on the next two slides.

² Smith, B. J., & Rous, B. (2008). Policy in Early Childhood Education and Early Intervention: What Every Early Childhood Educator Needs to Know. In *Practical Approaches to Early Childhood Professional Development* (pp. 247-262). Washington, DC: Zero to Three.

Slide #14 WAC 110-300-0110 continued

WAC 110-300-0110 Program based staff policies and training.

- (2) Early learning program staff policies must include, but are not limited to:**
- (a) All of the information in the parent or guardian handbook except fees;**
 - (b) Job descriptions, pay dates, and benefits;**
 - (c) Professional development expectations and plans;**
 - (d) Expectations for attendance and conduct;**

Slide #15 WAC 110-300-0110 continued

- (e) Early learning program staff responsibilities for:**
- (i) Child supervision requirements, including preventing children's access to unlicensed space;**
 - (ii) Child growth and development;**
 - (iii) Developmentally appropriate curriculum;**
 - (iv) Teacher-child interaction;**
 - (v) Child protection, guidance, and discipline techniques;**

Slide #16 WAC 110-300-0110 continued

- (vi) Safe sleep practices, if applicable;**
- (vii) Food service practices;**
- (viii) Off-site field trips, if applicable;**
- (ix) Transporting children, if applicable;**
- (x) Health, safety, and sanitization procedures;**
- (xi) Medication management procedures;**

Slide #17 WAC 110-300-0110 continued

- (xii) Medical emergencies, fire, disaster evacuation and emergency preparedness plans;**
- (xiii) Mandatory reporting of suspected child abuse, neglect, and exploitation, per RCW [26.44.020](#) and [26.44.030](#) and all other reporting requirements;**
- (xiv) Implementation of child's individual health care or special needs plan;**

Slide #18 WAC 110-300-0110 continued

- (xv) Following nonsmoking, vaping, alcohol and drug regulations;**
- (xvi) Overnight care, if applicable;**
- (xvii) Religious, equity and cultural responsiveness;**
- (xviii) Nondiscrimination;**
- (xviv) Planned daily activities and routines.**

Slide #19 WAC 110-300-0110 continued

- (f) Staff responsibilities if the family home licensee, center director, assistant director, or program supervisor is absent from the early learning program;**
- (g) A plan that includes how both administrative and child caretaking duties are met when a job requires such dual responsibilities; and**
- (h) Observation, evaluation, and feedback policies.**

Slide #20 WAC 110-300-0110 continued

Subsection (3) of WAC 110-300-0110 addresses written policies an early learning provider is required to have to address staff working, transitioning, or covering breaks with the same classroom or group of children.

This WAC requires that an early learning program have a written plan in place to ensure that classroom staff share important information with each other on a daily basis such as a child's health needs, allergies, medication, changes to schedule, communications and information to be shared with the family and any significant educational or developmental information about a child.

Slide #21 WAC 110-300-0110 continued

This type of communication is important in ensuring that children's needs are being met and that families are being made aware of their child's health, safety and development, even when staff are transitioning or changing rooms.

Slide #22 WAC 110-300-0110 continued

In addition to having and implementing their program's written policies, early learning providers are also responsible for ensuring that staff have received training on all required topics listed in subsection (4), which will be covered on the next slide. In addition to providing training, early learning providers are required to document their delivery of early learning staff training. This documentation provides a means for early learning professionals to demonstrate compliance with this specific WAC requirement.

Slide #23 WAC 110-300-0110 continued

WAC 110-300-0110 Program based staff policies and training.

(4) An early learning provider must develop, deliver, and document the delivery of early learning staff training specific to the early learning program and premises.

(a) Training topics must include:

(i) Staff policies listed in subsections (2) and (3) of this section;

(ii) Chapter [43.216](#) RCW; and

(iii) Chapters [110-300](#) and [110-06](#) WAC.

(b) Training must be updated with changes in program policies and state or federal regulations.

Slide #24 WAC 110-300-0110 continued

Since early learning program directors are responsible for ensuring staff is informed of program policies and state and federal regulations, it is important for early learning professionals to stay informed about things that are happening across the field of early care and education. Here several ways early learning professionals can stay informed about important updates and changes across the field of early care and education:

Sign up for DCYF list serve by selecting the link here:

<https://public.govdelivery.com/accounts/WADEL/subscriber/new>

Sign up for Google Alerts relating to the subjects of “child care” or “early childhood education”

Visit **www.naeyc.org** to explore multiple resources and subscribe to email updates from the organization.

Another option is to subscribe to the Child Care Aware blog to stay up to date on the latest news and information from the field. Early learning professionals can sign up by selecting the web link and completing the registration information:

<https://info.childcareaware.org/blog>

The information gained from these resources can also be of value to early learning professionals when developing and/or assessing written policies and procedures. Visiting these sites often and receiving e-mail updates can assist early learning providers in keeping up-to-date with important information from the field of early childhood.

Slide #25 WAC 110-300-0110 continued

In support of the observation, evaluation, and feedback requirement stated in WAC 110-300-0110 (2)(h), a sample document titled “***Observe, Reflect & Support***” has been added to the Resources section of your learner’s screen. This tool is provided to assist early learning providers when conducting program or staff observations.

Conducting staff and program observations and taking time to discuss what was learned during the observation, can be a valuable tool for an early learning program. Early learning providers can use this information to help staff understand their individual and program strengths. It can also serve as a tool in assisting staff with identifying areas they may want to work on developing further, as part of their on-going professional development. Engaging in this process helps early learning providers to communicate to staff and volunteers that:

- they are valued
- their work is important, and
- you are there to support them

Slide #26 WAC 110-300-0110 continued

The practice of Observe, Reflect & Support, as described in the resource document, is important for both family home and center early learning programs, although the process will likely be different. Observe, Reflect & Support can be implemented in more traditional ways in a center setting. In a family home early learning program, particularly where the early learning provider is the only staff person, the observation is more reflective in nature as he or she reflects on how things are going, how the children are responding to his or her interactions, and the overall program structure.

This tool can also be used as a baseline for licensors who are conducting site visits at early learning programs. Licensors can use this as a guide on how to set up their own observation and feedback process, as well as using the information to guide questions and conversations that will take place to help determine compliance with the Foundational Quality Standards.

Slide #27 WAC 110-300-0111

The next section of the *Foundational Quality Standards* we will review provides direction on supervision and oversight of staff in early learning programs.

WAC 110-300-0111 Staff oversight.

(1) An early learning provider who oversees staff must:

- (a) Establish a work plan with clear expectations;**
- (b) Be aware of what staff members are doing; and**
- (c) Be available and able to respond in an emergency as needed to protect the health and safety of children in care.**

(2) When the family home licensee, center director, assistant director, program supervisor, lead teacher, or assistant teacher is the only staff supervising an aide or volunteer, the aide or volunteer may be out of the supervisor's visual and auditory range only when the aide, volunteer or supervisor is attending to personal needs.

Supervision and oversight of staff in early learning programs is one way that early learning providers can ensure that staff are engaging in activities that meet their work plans and have an opportunity to observe and support their staff in achieving program goals. Providing this level of oversight also ensures that additional staff will be available if needed in an emergency situation.

Slide #28 WAC 110-300-0115

The next section of the *Foundational Quality Standards* we will review focuses on staff records that must be received, maintained, and updated by early learning programs.

WAC 110-300-0115 Staff records.

(1) An early learning provider must establish a records system for themselves, household members, staff, and volunteers that complies with the requirements of this chapter. Early learning program staff records must be:

- (a) Verified by the licensee, center director, assistant director, or program supervisor;**
- (b) Entered and maintained in the electronic workforce registry, if applicable. Paper records may be discarded once entered into the electronic workforce registry and confirmed by the department;**
- (c) Updated to delete staff names from the electronic workforce registry when no longer employed at the early learning program; and**
- (d) Kept on-site or in the program's administrative office in a manner that allows the department to review the records.**

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Review of this information shows us that early learning programs are responsible for establishing a system of recordkeeping that includes documentation for staff and volunteers, as well as the early learning providers themselves. Family home early learning programs have an additional requirement of keeping and maintaining documentation for household members who reside in the home.

Certain staff positions within an early learning program are assigned the responsibility of verifying the information contained in the staff records and entering that information into the department's electronic workforce registry, when applicable. It should also be noted that an early learning program is required to keep the electronic registry system updated by deleting staff names when no longer employed at the early learning program.

If new to the state of Washington child care workforce, registration in the early childhood workforce registry is required for all early learning providers working in licensed or regulated child care programs. The registry can be accessed by selecting the following link where registration information and application can be completed.

<https://del.wa.gov/MERIT>

Slide #29 WAC 110-300-0115 continued

The language of subsections (2) and (3) in this section of the *Foundational Quality Standards* details what records are required to be kept for each early learning provider and staff member. This list can serve as the outline of a checklist that early learning professionals can use to ensure they collect and maintain all required information.

WAC 110-300-0115 Staff records.

(2) Records for each early learning provider and staff member must include:

- (a) First and last name;**
- (b) Date of birth;**
- (c) Job title;**
- (d) First and last day of employment, if applicable;**
- (e) Proof of professional credentials, requirements, and training for each early learning staff member, pursuant to WAC [110-300-0100](#) through [110-300-0110](#).**

(3) A licensee, center director, assistant director, or program supervisor must maintain the following records for each early learning provider and staff in a confidential manner. These records must be reviewable by the department and must include at a minimum:

- (a) A copy of current government issued photo identification;**
- (b) Emergency contact information;**
- (c) Completed employment application or resume;**
- (d) Annual observation, evaluation, and feedback information; and**
- (e) The licensee's Social Security number, federal EIN, or a written document stating the licensee does not possess either.**

Slide #30 WAC 110-300-0120

This section of the *Foundational Quality Standards for Early Learning Programs* provides specific guidance and direction on what is required for meeting the personal, professional, and health needs of all early learning professionals.

WAC 110-300-0120 Providing for personal, professional, and health needs of staff.

(1) A licensee must provide for the personal and professional needs of staff by:

- (a) Having a secure place to store personal belongings that is inaccessible to children;**
- (b) Having a readily accessible phone to use for emergency calls or to contact the parents of enrolled children; and**
- (c) Providing file and storage space for professional materials.**

(2) An early learning provider must be excluded from the early learning premises when that provider's illness or condition poses a risk of spreading a harmful disease or compromising the health and safety of others. The illnesses and conditions that require a staff member to be excluded are pursuant to WAC [110-300-0205](#).

(3) If a staff person has not been vaccinated, or has not shown documented immunity to a vaccine preventable disease, that person may be required by the local health jurisdiction or the department to remain off-site during an outbreak of a contagious disease described in WAC [246-110-010](#), as now and hereafter amended.

(4) An early learning program's health policy, pursuant to WAC [110-300-0500](#), must include provisions for excluding or separating staff with a contagious disease described in WAC [246-110-010](#), as now and hereafter amended.

We know that supporting families leads to better outcomes for children. The same can be said for supporting early learning providers! Early learning providers have a tremendous influence on the way a child experiences their world. The power of influence is ongoing- whether positive or negative. Giving early learning professionals the resources they need to focus on their jobs (and in turn to focus on the children they serve) not only encourages the staff and program, but most importantly, helps support the children who attend the center or family home early learning program.

Slide #31 Scenario 1

As we wrap up this course, take a moment to review the scenario described on the following slide. As you review, please reflect on what you've learned in this course as you answer the True or False questions that follow.

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Scenario 1: Beth has just been hired by ABC Child Development Center and is looking forward to starting her career. When she enters the center for her first day, she walks past several classrooms.

As she walks down the hall, she overhears two early learning professionals talking about the status of some of the children in the classroom. They are sharing information with each other about one child who has not been feeling well, suggesting that they continue to watch him and call his parent for early pick up if his symptoms increase.

They also discuss another child who will be picked up early by his grandmother due to his father's work schedule changing. Beth also overhears one of the staff ask if there is any new information about one child's allergy testing and if he is able to begin drinking milk again. She then sees one of the staff who was sharing this information about the children leave the room and head to the break room to get her purse and go outside to make a phone call.

Slide #32 Test Your Learning!

True or False: The early learning professionals in this scenario are demonstrating compliance with the Foundational Quality Standards by following written program policies requiring staff working, transitioning, or covering breaks with the same classroom or group of children to share applicable information with each other on a daily basis regarding children's daily schedule and well-being.

- False**
- True**

See WAC 110-300-0110 Program based staff policies and training for more information on how to meet this requirement.

Slide #33 Test Your Learning! Continued

True or False: Providing a break room where staff can store their personal belongings is one way an early learning program is addressing the needs of the early learning professionals.

- False**
- True**

Slide #34 Scenario 2

Scenario 2: Sylvia is an early learning professional who operates a family home early learning program. Since she is the only care provider, she does not see the need to write down her staff policies, procedures, and job description. She has a great memory and keeps track of the important information in her head.

Slide #35 Test Your Learning!

True or False: As a family home early learning professional, and the only “staff” person working in the family home, Sylvia does not need to keep detailed records of her policies and procedures.

- False**
- True**

Slide #36 Guiding Principles

This concludes the content portion of this course! Thank you for your participation!

Before this session ends, please take a moment to reflect and set personal goals related to the following Guiding Principles and ways that each of the principles relate to early learning professionals.

Guiding Principles:

- It is vital that early learning professionals, in both center and family home programs, have comprehensive policies that are clearly written, communicated, and enforced.
- It is important that early learning professionals consistently maintain and update records. Accurate documentation is one way that early learning professionals can use as a method for demonstrating or assessing compliance with WAC requirements.

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- Observation, discussion, and reflection are some of the tools early learning professionals can use to promote professional growth and development.

In reflection of the Guiding Principles, what take-a-ways do you have? How will you change your practices as a result of participation in this learning module?

Slide #37 Course Evaluation Question

Please take a moment to answer the following end-of-course assessment questions by selecting the appropriate choice.

Slide #38 Course Evaluation

This course improved my understanding of the requirements for program and staff policies relating to “Building and Assessing a Winning Team.”

- True
- False

Slide #39 Course Evaluation continued

The information presented in this course was clearly connected to the session and Learning Outcomes.

- True
- False

Slide #40 Course Evaluation continued

There are opportunities for application of this course content in my role as an early learning professional.

- True
- False

Slide #41 Course Evaluation continued

I would recommend this course to others who work in the field.

- True
- False

Slide #42 End of Course

WA DCYF Educational Series

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This concludes this course. If you have questions following this session, please contact your supervisor or licensor.

WA DCYF Educational Series

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We hope this course has been helpful in providing information about the WAC and how the programs can meet the new standards with compliance.

Our goal is that all early learning professionals viewing this course have left with an increased understanding and knowledge of the updated WAC, and that you will be able to either assess programs for compliance or be able to maintain and demonstrate compliance.

Be sure to visit the Learning Management System to review and select additional educational modules that are part of this series.