## Green Apple Garden Playschool
## Orientation Checklist 2015/2016

Name:                                                    Title:

Date of hire:                                            Expected date of completion:

| FORMS | |
|---|---|
| **LICENSING** | **APPLE PLAYSCHOOLS** |
| ❏ Signed Mandated Reporter | ❏ Infant/Toddler Course CEUs* |
| ❏ Annual SIDS course | ❏ Admin course CEUs* |
| ❏ Negative TB Test | ❏ Completed references from |
| ❏ Medical Clearance | ❏ Signed Teacher Manual |
| ❏ Resume | ❏ Orientation Checklist |
| ❏ current CPR, 1st AID, AED | ❏ Sliding Scale Application* |
| ❏ TRANSCRIPTS | ❏ Child Care Contract* |
| ❏ DHS Clearance | ❏ Signed Parent Policy Manual |
| ❏ Annual Shaken Baby Syndrome course | ❏ Employment Letter |
| ❏ Annual Licensing Test | ❏ Signed Employee Policy Handbook (questions and clarifications about policies) |
| ❏ Annual Blood Borne Pathogens course | ❏ Signed Non-Compete |
| **HUMAN RESOURCES** | ❏ Employment Application |
| ❏ 2 I.D. for I9 | ❏ Photo Release |
| ❏ Direct Deposit | ❏ NAEYC Ethical Code of Conduct Course |
| ❏ I-CHAT | |
| ❏ W4 | |
| ❏ MI W4 | |
| ❏ **I9** | |

| SAFETY & FIRST AID | EMERGENCY PROCEDURES |
|---|---|
| ❏ Hand washing<br>❏ Food prep and service,<br>❏ Diapering<br>❏ First Aid Kits<br>❏ Child illnesses (when to send home/when to return to care)<br>❏ Medicine administration<br>❏ Medicine logs<br>❏ Ouch reports<br>❏ Babywearing<br>❏ Biting<br>❏ Ratios<br>❏ Authorized release<br>❏ Epi-pens | ❏ Fire (evacuation and extinguishers)<br>❏ Tornado<br>❏ Evacuation<br>❏ Lock-down<br>❏ Hazardous materials |

| PHILOSOPHY | Guiding questions: | Resources: |
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| - **Mission and Vision** | - Why is the mission of this program important?<br>- How do you relate to the mission and vision?<br>- How do you view your role in helping Apple Playschools accomplish its mission and vision? | - Teacher Manual<br>- The Children's School |
| - **Green Apple Guiding Principles** | - Which guiding principles stick out to you? Why?<br>- How do these guiding principles differ from your previous experiences working with young children?<br>- How do our Guiding Principles relate to NAEYCs "5 Guidelines to Effective Teaching"?<br>- What resources will you need to help you in utilizing the guiding principles? | - Teacher Manual<br>- https://www.naeyc.org/dap/5-guidelines-for-effective-teaching |
| - **Daily Routine*** | - When do the children learn?<br>- What is the purpose of free play?<br>- What is the role of the teacher during free play? What are the expectations for teacher-led times of day? | - Teacher Manual<br>- NaturePlay Guidelines<br>- High Scope- Large Group Time<br>- Homesteading<br>- Teacher Tom- Assuming Responsibility |
| - **Intro to Reggio Emilia** | - How do you interpret the "Hundred Languages of Children"?<br>- How are children viewed in the Reggio Emilia philosophy?<br>- What is the role of a teacher?<br>- How can a teacher measure their own success? | - "The Hundred Languages of Children"<br>- "Re-interpreting the Reggio Emilia Approach in the USA"<br>- Excerpt from "Bambini"<br>- "Your Image of the Young Child" by Loris Malaguzzi<br>- Please find one activity you feel represents the Reggio Emilia philosophy. How do you see the philosophy represented? What could a teacher do to deepen, or scaffold, learning in this |

| | | activity? |
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| - **Play based and Child-led Learning** | - What is child-led learning?<br>- Why is it important for young children?<br>- What is the adult's role in this process?<br>- Think of a child in your group. What might their learning style be? How could you guide and support their learning in meaningful ways for that child? Be specific. | - [Teacher Tom- Why I Teach the Way I Do](#)<br>- [Personality Type](#)<br>- [Learning Styles](#) |
| - **Classroom management and positive guidance** | - How does a teacher involve children in the process of creating rules?<br>- In what ways can a teacher determine whether rules need to be amended or clarified?<br>- How did your co-teacher(s) mediate child conflict?<br>- How were expectations expressed to the children?<br>- What songs/methods were used for guiding transitions?<br>- What types of descriptive language was used when speaking with children?<br>- Please demonstrate an example of age-appropriate conflict resolution.<br>- Teacher will be able to use firm and respectful language to redirect a child's behavior. | - [Dr. Becky Bailey- Seven Skills](#)<br>- [Teacher Tom- I'll Be the Boss of Me](#)<br>- ["What to do when toddlers bite"](#)<br>- [Four Elements of Connection](#)<br>- [Dr. Becky Bailey- Anger](#)<br>- [http://www.askdrsears.com/topics/parenting/attachment-parenting/7-benefits-ap](#)<br>- [http://www.ahaparenting.com/parenting-tools/positive-discipline/use-positive-discipline](#)<br>- [http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=578](#)<br><br>*Suggested Kaplan courses*:<br>CCEI 3017: Enriching Language and Problem Solving<br>CCEI 4001: Positive Guidance 1<br>CCEI 4002: Positive Guidance 2 |
| - **Risk-taking** | - What is the importance of risk-taking in early childhood?<br>- In what ways can teachers help children determine appropriate risk?<br>- How can one communicate the importance of | - [Teacher Tom- Wrestling](#)<br>- [The Role of Risk](#) |

| | risk-taking to families? | |
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| - **Nature based education** | | - *http://resources.spaces3.com/91ecfc06-2076-4e26-880d-2332e87b5caf.pdf*<br>- *http://cedarsongnatureschool.org/*<br><br>*Suggested Kaplan courses:*<br><br>CUR 103: Outdoor Learning<br>CCEI 110B: Outdoor Safety |
| - **Anti-Bias and Inclusive Education** | - See addendum | - Anti-Bias Addendum<br><br>*Suggested Kaplan courses:*<br>CCEI 640: Multicultural environment<br>CHD 102: Dual Language Learning in the Early Childhood Environment<br>SOC 103: Gender Bias and Stereotypes<br>SOC 104: Promoting Empathy and Other "Prosocial" Behaviors<br>SPN 100: Inclusive Literacy Lessons<br>SPN 101: Understanding Autism Spectrum Disorders<br>SPN 102: Attention Deficit Disorders<br>SPN 103: Teaching Young Children with Autism Spectrum Disorder |
| - **Commercialism** | | - NAEYC Media Violence in Children's Lives<br>- Commercialism in Children's Lives |
| - **Building community** | | |

| CURRICULUM | | |
|---|---|---|
| - **Emergent themes** | - In what ways can a teacher get information from the children | |

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| | about their interests?<br>- In what ways can a teacher facilitate deep exploration in an emergent theme? | |
| - **Lesson planning** | - What are the major components of your group's lesson plans?<br>- What are practical life skills and how are they embedded in the curriculum?<br>- What is open-ended art and why is it important? | *Suggested Kaplan courses:*<br>CUR 104: Toddler Curriculum<br>CCEI 1001: Curriculum |
| - **Process art** | | - *Teacher Tom- It's Their Process*<br>- Wikipedia- Process Art<br>- Process Art- Fairfax County<br>- *The Joy of Art*<br>- *NAEYC Process Art* |
| - **Documentation** | - What are some different types of documentation?<br>- What are the documentation requirements for each classroom?<br>- How does documentation inform curriculum development?<br>- What other ways can documentation be used?<br>- How does a teacher's documentation get communication with families?<br>- How does documentation get communicated in meaningful ways with children? | Documentation: Both Mirror and Light |
| - **Assessment** | - What is the purpose of assessments?<br>- How often should they be done?<br>- How does a teacher communicate results with families? | - ASQ<br>*Suggested Kaplan courses:*<br>CCEI 1200: Assessment 1<br>Terrific Twos |
| - **The Third Teacher** | - What is the role of the learning environment in relation to the curriculum?<br>- In what ways do the children participate in the creation of, | *Green Apple Learning Environment Guide*<br><br>*Suggested Kaplan courses:* |

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| | and care for, the learning environment?<br>- How does a teacher adjust the learning environment to facilitate deeper exploration for the children?<br>- What are the learning centers used at Green Apple? | SOC 102 : Managing stress in the classroom<br>CCEI 550: Developmentally appropriate classroom<br>CCEI 450A: Launching Learning Centers |

| PARTNERING WITH FAMILIES | | |
|---|---|---|
| - **Family Engagement** | | https://www.naeyc.org/familyengagement |
| - **Daily Communication** | - What information is important to share with families at drop-off and pick-up? | - Teacher Manual |
| - **Tadpoles** | - What information must be recorded in Tadpoles?<br>- How many pictures are expected for each child daily? | - Teacher Manual |
| - **Conferences** | - When do conferences take place? | - ASQ<br>- Tadpoles portfolios<br>- Conference forms |
| - **Portfolios** | - Which children require portfolios?<br>- What information should be included in them?<br>- How often should they be updated?<br>- When should they be given to families? | - Teacher Manual |
| - **Special events** | - What is the importance of including families in the learning environment? | - Engaging Families |

| CAREER SUSTAINABILITY | | |
|---|---|---|
| - **Professional Development** | | - One on One Packets<br>- Professional Development Plan<br>- Conversation With A |

| | | Group of Teachers |
|---|---|---|
| - **Self-Care** | | - Self-Care for Teachers |
| - **Conflict Resolution** | | - Communication Covenant |
| - **Community Building** | | - C.A.R.E. credits |

Additional Resources:
● https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf