

# **The Early Childhood Workforce: Recruiting & Hiring Guidebook**

**Purpose:** This guidebook is designed to provide support for early learning center directors and principles to recruit, interview, hire, and onboard new staff members. Cut and paste, or copy, templates that are useful. Throughout this guidance you will see these <symbols>. These are meant to flag for sections to customize or delete.

**Disclaimer:** The Department is not specifically endorsing particular approaches or practices. These samples are provided to save leaders time and money, and should be thoroughly vetted before using. Users of this guide should consider the rules and requirements of their program types, and new legislation and policies.

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## **Section 1: Recruitment**

## **Marketing guidance for recruiting new staff**

**There are many partners within your community that you may reach recruit staff:**

**Other educators:**

- **Institutions of Higher Education.** Link to undergraduate and/or graduate students who might be looking for experience in the field to supplement their studies in the classroom as well as to supplement their incomes, including:
  - **Universities.** Reach out to departments in the: School of Education; or *Child Development Program* in its Department of Family and Consumer Sciences
  - **Local Community Colleges.** Connect through its *Care and Development of Young Children* program
- **Schools.** Part-time teachers and assistant teachers may be able to work afternoons or evenings. Consider reaching out to principals to help spread the word.
- **Head Starts.** Retired paraprofessionals and/or teachers may be interested in occasional side work that would supplement their retirement as well as provide them community and early learning engagement opportunities. Consider reaching out to other directors who cannot fully employ staff but want to keep them in the sector.

**Community organizations:**

- **The Council on Aging-** Reach out to seniors who may be linking to supplement their incomes and/or looking for community engagement opportunities
- **Catholic Charities Foster Grandparent Program-** Reach out to seniors that may be looking for employment.
- **Local Churches-** reach out to members who might be looking for employment.
  - Mothers returning to the workforce
  - Grandparents looking for a second career
  - New members moving into the community looking to find work

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please link to these orgs.  
Assigned to MICHELLE DEMEULENAERE

**Please see the example of a flyer that you may customize to distribute to your community partners.**

*The following job description should act as guidance when creating a new position or revising current descriptions. The general position description, responsibilities, desired qualifications should be individualized for your center's needs.*

### **Center Director Job Description**

<center name> is a Type <type number > early learning center. <Add in any additional information about the center.>

#### **General Position Description**

The Center Director is responsible for ensuring the health, safety, and quality of education, for all children within the center's care. The Center Director is directly accountable for overall operational management in accordance with well-established guidelines, including curriculum development, staff and facilities management, legal and budgetary considerations, and long range planning. The Center Director ensures that the needs of the students and the goals of the center are met appropriately.

This position reports to <supervisor's title>.

#### **Key Responsibilities**

- Regulation
  - Manage adherence to Louisiana Early Learning Center Licensing Regulations and local regulations.
  - For Type III Early Learning Centers: Ensure all performance and academic standards required for LDOE [Academic Approval](#) are met.
  - Maintain student records in accordance with established enrollment procedures and guidelines.
- Quality/Pedagogy
  - Establish quality vision for the center. Manage adherence to quality standards in accordance with the vision and with state and local requirements. Maintain quality effectiveness measurements.
  - Develop general educational curriculum; collaborate with staff to develop positive learning activities.
- Community
  - Implement community outreach activities to maintain and promote positive community relationships.
- Staff
  - Fully staff program, recruiting, training, and supporting a teaching team that will provide high quality learning and social emotional support.
  - Resolve conflicts (including corrective action when necessary) to ensure a positive experience for everyone.
- Administration
  - Maintain positive relationships with regulatory agencies; ensure legal and financial compliance.
  - Approve menus and food purchases.
  - Oversee all office functions including payroll, accounts payable and receivable, tuition billing and payment, human resources and personnel management (staff supervision) and purchasing.
  - Manage budget planning and review.
  - Establish illness and emergency procedures; ensure staff is trained appropriately.
  - Implement strategic plan and goals in keeping with mission of program.
  - Maintain personal professional development plan to ensure continuous quality improvement.
- Children

- Oversee all child assessment functions including developmental screenings and ongoing child assessment
- Families
  - Maintain communications with parents of current and prospective students through direct conversation, newsletters and parent handbook

#### **Additional Knowledge, Skills and Experience**

##### **Required**

- Must be at least 21 years of age
- Must have documentation of at least one of the following:
  - an early childhood ancillary certificate and one year of experience in teaching or care in a licensed early learning center or comparable setting, subject to approval by the department;
  - a national administrator credential and one year experience in teaching or care in a licensed early learning center, or comparable setting, plus 6 credit hours or 90 clock hours of training in child care, child development, early childhood, or management/administration, subject to approval by the department; or
  - three years of experience as a director or staff in a licensed early learning center, or comparable setting, subject to approval by the department plus 6 credit hours or 90 clock hours of training in child care, child development, early childhood, or management/administration approved by the department.
- Must clear Louisiana Child Care Criminal Background Check.
- Upon hire, must participate in Louisiana Pathways Career Development System

##### **Desired**

- Minimum of 3 years of supervisory experience.
- 5 years of direct professional experience in an early childhood setting.
- A strong understanding of child development.
- Excellent leadership, organizational, and interpersonal skills
- Ability to work well with others (staff, children, and parents) and to foster a team environment.
- Strong oral and written communications skills; technology skills.
- Strong finance and budgeting skills.
- High energy.
- Infant/child CPR and First Aid certification.
- Must pass health screening

#### **Educational Requirements**

Must participate in the [Pathways Administrator Track Career Ladder](#)

#### **Physical Requirements**

- Requirements include the ability to take frequent walks, use hands and fingers, handle objects, tools or controls, talk to and hear voices at many levels.
- Must be able to sit, stand, run, climb, kneel, bend, or squat.
- The ability to see up close and up to a certain distance, to see colors, have peripheral vision and depth perception.
- Must be able to lift, push, and pull up to 50 lbs.

#### **Wage Range**

<Salary and benefits>

Type III early learning center directors are eligible for [Louisiana School Readiness Tax Credits](#) (SRTC) based on the quality of the program, longevity in the center, and membership in an early childhood professional organization.

*The following job description should act as guidance when creating a new position or revising current descriptions. The general position description, responsibilities, desired qualifications should be individualized for your center's needs.*

### **Food Service Coordinator Job Description**

<center name> is a Type <type number > early learning center. <Add in any additional information about the center.>

#### **General Position Description**

The Food Service Coordinator supervises food preparation and serves meals and snacks to the children and staff in the center. The Food Service Coordinator is responsible for maintenance, cleanliness, inventory and safety of the kitchen including being specifically responsible for ensuring the safety of all foods prepared and served to children in the center based on their age.

This position reports to <supervisor's title>.

#### **Key Responsibilities**

- Ensure all foods meet the guidelines in Louisiana Early Learning Center Licensing regulations (Bulletin 137) and the Louisiana Sanitary Code.
- <Delete if not participating in the Child and Adult Care Food Program (CACFP) through the USDA> Manage USDA Child and Adult Care Food Program (CACFP) and participate in USDA trainings.
- Maintain hygiene and safety of the kitchen in accordance with state licensing requirements.
- Plan menus in accordance with nutritional guidelines and food restrictions.
- Prepare, cook and deliver meals.
- Order food and related supplies to ensure a well-stocked kitchen.
- Follow all center policies.
- Maintain personal professional development plan to ensure continuous quality improvement.

#### **Additional Knowledge, Skills and Experience Required**

- Must clear a Louisiana Child Care Criminal Background Check.
- 1 – 2 years of professional experience in food service; preferably in child care or institutional setting.
- Basic math skills for measuring and portioning.
- Infant/child CPR and First Aid certification.
- Must pass health screening.

#### **Educational Requirements**

- Associate's Degree in food service management, culinary arts, business, or social services, or related field.

#### **Physical Requirements**

- Ability to lift 50 lbs.
- Stand for long periods of time.
- Move as the position requires.

**Employment Type** <Full time, or part time>, <specify hours per week>  
**Wage Range and benefits** <salary amount or hour rate>, <specify benefits>

*The following job description should act as guidance when creating a new position or revising current descriptions. The general position description, responsibilities, desired qualifications should be individualized for your center's needs.*

### **Early Childhood Teacher Job Description**

<center name> is a Type <type number > early learning center. <Add in any additional information about the center.>

#### **General Position Description**

The Teacher is responsible for developing a cohesive teaching team, coordinating the curriculum, and managing the day-to-day operational activities of the classroom. Teachers must understand children's cognitive, social, emotional and physical development in order to ensure a safe and stimulating classroom environment where children are actively engaged and encouraged to succeed. The Teacher must be skilled in communicating with both children and adults in order to meet the needs of the children, effectively guide teacher assistants, and resolve parental concerns.

This position reports to <supervisor's title>.

#### **Key Responsibilities**

- Coordinate and implement educational curriculum by developing classroom activities based on developmentally appropriate practices and early learning standards.
- Plan individual and group age-appropriate activities to actively engage children and encourage social, cognitive and emotional growth.
- Provide emotional and behavioral support to children as indicated by creating a positive environment that supports emotional connections between children and adults and between children and their peers.
- Manage the classroom to support children's development as indicated by setting clear age-appropriate expectations for children's behavior.
- Provide engaged instructional support for learning as indicated by using interactions and discussions to promote higher-order thinking skills and cognition.
- Coordinate and conduct developmental screenings and ongoing child assessment following center guidance.
- Ensure all center policies, state, and local regulations are met.
- Supervise teacher assistant and classroom volunteers to ensure they are following planned activities and maintaining appropriate hygiene, cleanliness, and safety standards.
- Lead by example; encourage teaching team success through modeling and coaching.
- Maintain frequent communications with parents through informal discussions, progress reports, and parent-teacher conferences.
- Maintain accurate records, forms and files.
- Maintain personal professional development plan to ensure continuous quality improvement.

## **Additional Knowledge, Skills and Experience**

### **Required**

- Must be at least 18 years of age.
- Must clear the Louisiana Child Care Criminal Background Check
- Upon hire, must participate in Louisiana Pathways Career Development System
- Upon hire, must attend yearly Health and Safety trainings required in Louisiana Early Learning Center Licensing Regulations Bulletin 137.

### **<Add following bullet for Type I and II early learning centers - delete if not Type I or II>**

- Upon hire, must attain 12 clock hours of continuing professional development in areas identified in Bulletin 137 throughout each year based on the anniversary year of the center.

### **<Add the following bullets for Type III early learning centers- delete if not Type III>**

- Upon hire, must attain or register and attend an Early Childhood Ancillary Certificate program to attain a CDA then Early Childhood Ancillary Certificate within the first year of employment.
- Upon hire, must attain 15 clock hours of continuing professional development in areas identified in Bulletin 137 throughout each year based on the anniversary year of the center.

### **Desired**

- Minimum of 2 years of professional child care experience.
- A strong understanding of child development.
- Excellent leadership, organizational, and interpersonal skills.
- Strong oral and written communication skills and basic computer skills.
- High energy and the ability to work well with others (staff, children, and parents) and to foster a team environment.
- Infant/Child CPR and First Aid certification.
- Must pass health screening.

## **Educational Requirements**

- Choose and place Education Requirements reflected in the [Teacher Track](#) for Louisiana Pathways Career Development Systems.
- **For Type III Centers only- delete if not Type III:** Louisiana Early Childhood Ancillary Certificate required or ability to attain certification upon hire.

## **Physical Requirements**

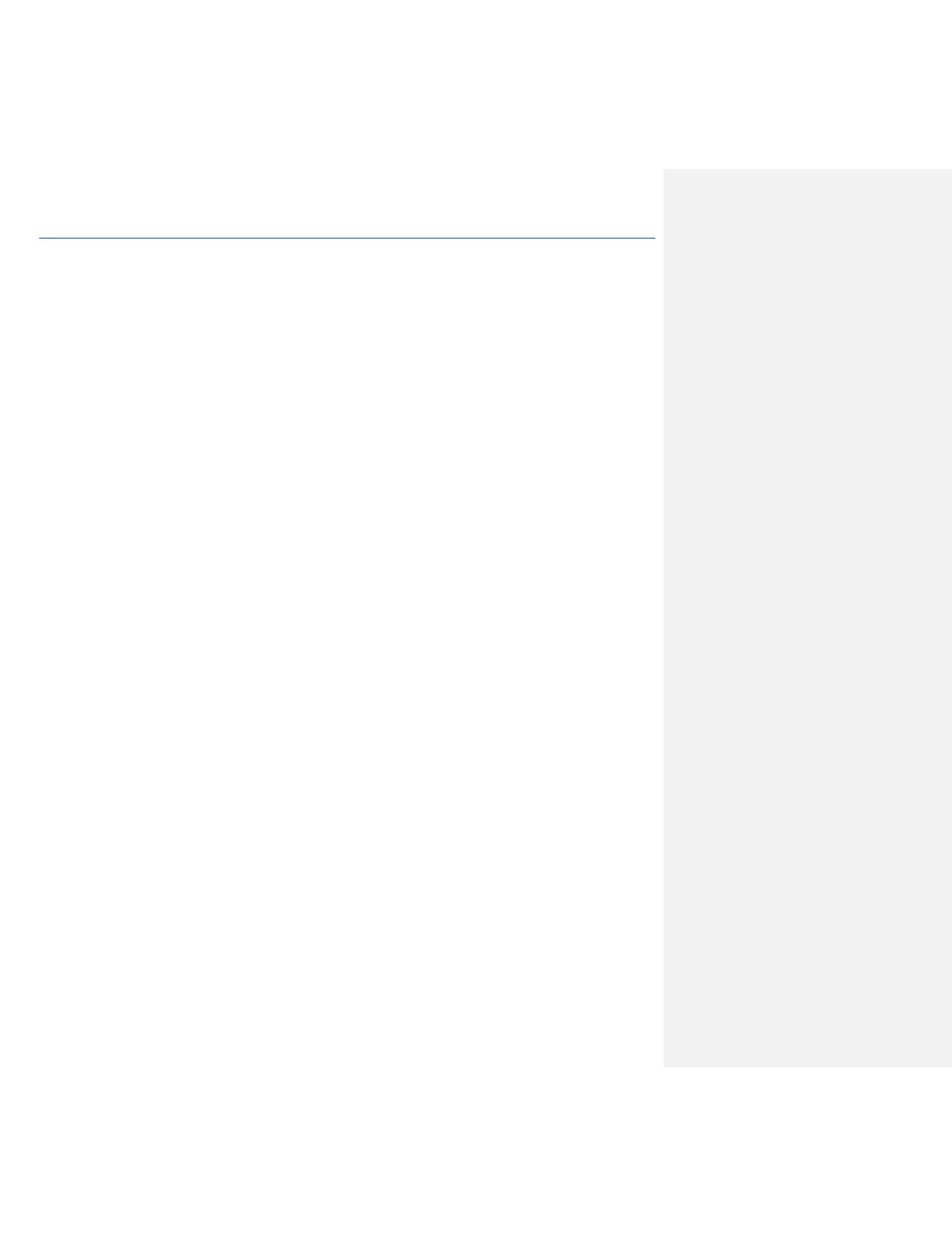
- Requirements include the ability to take frequent walks, use hands and fingers, handle objects, tools or controls, talk to and hear voices at many levels.
- Must be able to sit, stand, run, climb, kneel, bend, squat or crawl.
- The ability to see up close and up to a certain distance, to see colors and have peripheral vision and depth perception.
- Must be able to lift, push, and pull up to 35 lbs.

Employment Type <Full time, or part time>, <specify hours per week>

Wage Range and benefits <salary amount or hour rate>, <specify benefits>

### **<Delete the following if not a Type III early learning center>**

- Teachers are eligible for [School Readiness Tax Credits](#) if they are leveled at Early Learning Center Teacher 1 or higher in the Louisiana Pathways Career Development System and work in an eligible Type III center for at least 6 months of a year for an average of at least 30 hours per week.



*The following job description should act as guidance when creating a new position or revising current descriptions. The general position description, responsibilities, desired qualifications should be individualized for your center's needs.*

### **Early Childhood Teacher Assistant Job Description**

<center name> is a Type <type number > early learning center. <Add in any additional information about the center.>

#### **General Position Description**

The Teacher Assistant supports the Teachers and the Director by helping to create a caring and safe environment for the children and assisting in activities to improve the overall care and quality of education. S/he must be able to communicate, listen and work well with others in a team environment. S/he assists the Teachers in implementing a quality educational program and in developing positive relationships with the children and their parents, the Teacher Assistant observes and documents children's interest and progress, and relays that information back to staff. The Teacher Assistant is responsible for implementing developmentally appropriate activities based on children's interests and needs under the direction of the Teacher and the Director.

This position reports to <supervisor's title>.

#### **Key Responsibilities**

- Assist in the implementation of curriculum activities and encourage participation by children.
- Actively engage in activities; manage cleanliness, maintenance, and availability of classroom materials.
- Maintain communications with parents through informal discussions.
- Encourage self-help and good hygiene through behavior modeling.
- Help ensure smooth, daily transition from home to child care center.
- Provide emotional and behavioral support to children as indicated by creating a positive environment that supports emotional connections between children and adults and between children and their peers.
- Manage the classroom to support children's development as indicated by setting clear age-appropriate expectations for children's behavior.
- Provide engaged instructional support for learning as indicated by using interactions and discussions to promote higher-order thinking skills and cognition.
- Follow all center policies and state regulations.
- Maintain personal professional development plan to ensure continuous quality improvement.

#### **Additional Knowledge, Skills and Experience**

##### **Required**

- Must be at least 18 years of age.
- Must clear Louisiana Child Care Criminal Background Check
- Upon hire, must participate in Louisiana Pathways Career Development System
- Upon hire, must attend Health and Safety trainings required in Louisiana Early Learning Center Licensing Regulations Bulletin 137.
- Upon hire, must attain 12 clock hours of continuing professional development in areas identified in Bulletin 137 throughout each year based on the anniversary year of the center.

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##### **Desired**

- Must pass health screening. (if required by LDOE)

- Minimum of 1-2 years of professional child care experience.
- High energy.
- Ability to work well with others.
- Strong oral and written communication skills and basic computer skills.
- An understanding of child development.
- Infant/child CPR and First Aid certification.

#### Educational Requirements

- High School Diploma or GED.
- Choose Education Requirements reflected in the [Teacher Track](#) for Louisiana Pathways Career Development Systems
- For Type III Centers, Louisiana Early Childhood Ancillary Certificate preferred

#### Physical Requirements

- Requirements include the ability to take frequent walks, use hands and fingers, handle objects, tools or controls, talk to and hear voices at many levels.
- Must be able to sit, stand, run, climb, kneel, bend, squat or crawl.
- The ability to see up close and up to a certain distance, to see colors, have peripheral vision and depth perception.
- Must be able to lift, push, and pull up to 35 lbs.

Employment Type <Full time, or part time>, <specify hours per week>

Wage Range and benefits <salary amount or hour rate>, <specify benefits>

#### <Delete the following if not a Type III early learning center>

Teacher Assistants are eligible for [School Readiness Tax Credits](#) if they are leveled at Early Learning Center Teacher 1 or higher in the Louisiana Pathways Career Development Systems and work in an eligible Type III center for at least 6 months of a year for an average of at least 30 hours per week.

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## **Section Two:**

## **Screening Applicants**

#### **Phone/Interview Rating Scale**

The following scale can be used to evaluate the quality of an interview and lead to a recommendation of the applicant's next steps, including but not limited to a second interview, performance task, or a discontinuation of participating in the interview process.

<b>O – Outstanding</b> – Applicant is exceptional and will require opportunities to learn and lead to grow.
<b>V – Very Good</b> – Applicant exceeds position requirements, and will require training and mentorship to improve.
<b>G – Good</b> – Applicant is competent and dependable. Meets standards of the job, and will require training and mentorship to improve.
<b>I – Improvement Needed</b> – Applicant's skills are below the standards required of the job, and they would require significant training and mentorship to be effective.
<b>U – Unsatisfactory</b> – Applicant is not suited for the position applied, and will not continue in the interview process

Position		Candidate Name		Date of Interview	
Interviewer(s)					

Phone Screen Questions		
Question	Rating	Notes
"People have many reasons for changing jobs these days, may I ask, why are you looking for new employment?"		
"Help me understand why you believe you're a good fit for our organization and this position."		
"What are you looking for most in a new position?"		
<b>Skill check:</b> "Can you please give me some examples of _____ < insert a Skill from Job Description>?"		
<b>Skill check:</b> "Can you please give me some examples of _____ < insert a Skill from Job Description>?"		
<b>Skill check:</b> "Can you please give me some examples of _____ < insert a Skill from Job Description>?"		
<b>Experience check:</b> "Tell me about your time working at X (from application). What makes you most proud of your work?"		

#### **In-Person Interview Rating Scale**

Candidate: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

**O – Outstanding** – Applicant is exceptional and will require opportunities to learn and lead to grow.  
**V – Very Good** – Applicant exceeds position requirements, and will require training and mentorship to improve.  
**G – Good** – Applicant is competent. Meets standards of the job, and will require mentorship to improve.  
**I – Improvement Needed** – Applicant's skills are below the standards required of the job, and they would require significant training and mentorship to be effective.  
**U – Unsatisfactory** – Applicant is not suited for the position applied, and will not continue in the interview process.

Interviewer(s): \_\_\_\_\_

Interpersonal Qualities		
Desired qualities	Rating	Notes
<b>Communication style and appearance:</b> organized thoughts, persuasive, good body language, professional		
<b>Attitude/ Demeanor:</b> Enthusiastic, friendly, respectful, job-focused		
Value Reflection		
Value listed in job description (example: honesty, determination, high standards)	Rating	Notes
Skills Reflection		
Skill listed in job description (organization, social emotional learning)	Rating	Notes

Recommended Next Steps with Applicant		
Next Steps	Owner	Due Date

### Sample Interview Questions

Example Interview Questions by Position
<b>Center Director</b> 1. Provide some examples of how you have managed adherence to Licensing and local regulations? 2. <u>For Type III Centers:</u> How do you ensure all standards required for LDOE <a href="#">Academic Approval</a> are met? 3. Describe successful administration strategies that you have used and why these were successful. 4. Describe some ways you have promoted positive community relationships. 5. Share your approach to managing, developing and supporting your staff. 6. Share methods you have used to engage with and support your families. 7. <insert other questions here> 8. <insert other questions here>
<b>Early Childhood Teacher</b> 1. How have you planned and implemented curriculum in previous roles? Linked the curriculum to standards? 2. Describe the strategies and systems you have used in conducting ongoing child assessment in other roles. 3. What do you believe it means to provide emotional and behavioral support to children? Share strategies that you have used in the past or that you think would be most effective. 4. How comfortable are you managing a teacher assistant? Share strategies that you have used in the past or that you think would be most effective. 5. Please describe your leadership style when supervising school age program teacher assistants. How do you make sure they follow the planned activities and ensure a safe, healthy, and well-organized environment? 6. Describe the methods, strategies, and /or activities you have used to connect and engage with families. 7. <insert other questions here> 8. <insert other questions here>
<b>Early Childhood Teacher Assistant</b> 1. Can you talk about your experience working with infants, toddlers, and preschool children? 2. Describe your experience working as a team with a lead teacher in the classroom. 3. When you hear the phrase “developmentally appropriate practice”, what do you think of? 4. Can you provide a few examples of activities you participated in with young children that you found to be the most successful and engaging for the children? 5. What methods have you used to maintain and manage cleanliness, order, and availability of classroom materials in an early childhood classroom? 6. <insert other questions here> 7. <insert other questions here>
<b>Food Service Coordinator</b> 1. Describe your experience with menu planning for infants, toddlers, and preschool children. 2. Describe your familiarity with licensing standards and the sanitary code related to food service and sanitation. 3. How do you ensure the hygiene and safety of a kitchen in a center? 4. Can you describe your system for organizing all of the paperwork you need to have to cover everything needed for food service documentation? 5. <u>CACFP Centers Only:</u> We use the Child and Adult Care Food Program at the center. Can you describe your experience with the program? 6. <insert other questions here> 7. <insert other questions here>

### Reference Check Documentation

#### Instructions

- Check references when you are fairly sure you will hire the candidate.
- Let the candidate know that you will be calling the references provided in advance of the call.
- Prepare this form by adding questions you want to ask.
- Call two to three references and complete documentation of each.
- Call each reference and identify yourself as someone calling for a reference. Ask if it is a good time to talk or set up another telephone appointment.
- Thank the reference for their time.

Candidate's Name: \_\_\_\_\_

Position: \_\_\_\_\_

#### Reference Check #1

Name and Title of Reference:	Date:
Contact Email Address:	
Contact Phone Number:	
Interviewed By:	

Question	Reference Answer
Describe the type of assignments and work [candidate] did at your organization.	
How would you describe [candidate's] quality of work and work ethic? Could you please give specific examples?	
How did [candidate] get along with teammates? Senior staff? Families?	

Decision Maker Name: \_\_\_\_\_ Signature: \_\_\_\_\_

*Time saving tip:* If you choose not to hire this candidate at this time, keep this in your files for future reference and recruitment events.

# **Section Three:**

## **Welcoming and Onboarding**

### **New Hires**

## New Staff Onboarding Plan

### Staff Member Information

Name: \_\_\_\_\_

Start Date: \_\_\_\_\_

Position: \_\_\_\_\_

Supervisor: \_\_\_\_\_

### On the New Staff Member's First Day

Welcome the new employee and explain the purpose of this Orientation Checklist on his/her first day.  
Plan to meet for 2-3 hours total, but you may break this into shorter blocks of time if it is helpful.

#### Welcome

- Welcome
- Introduction to Staff and Families
- Tour the facility; identify bathrooms, break room, emergency exits, etc.
- Share timeline for overall Orientation and expectations
- Share philosophy, vision and mission of the program
- Review job description, responsibilities and answer questions
- Organizational Chart – Chain of Command
- Other: \_\_\_\_\_

#### Licensing Required & Recommended Steps

- [Louisiana Child Care Criminal Background Check Application / Finger Printing](#)
- Review requirements within the first seven days KOM# 1 and first 30 days KOM # 2, #3
- Complete Federal & State Employment Paperwork (I-9, W-4, etc.)
- Review Licensing Forms and Protocols
  - Child sign-in and out (Bulletin 137 §1507)
  - Daily Supervision of Children (Bulletin 137 §1713)
  - Accident and incident forms and procedures (Bulletin 137 §1515, §1915)
  - Visitor log (Bulletin 137 §1507)
  - Visual Check of Center (Bulletin 137 §1901)
  - Visual Check of Transportation (Bulletin 137 §2107)
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#### Transportation Procedures, if applicable

- Proper use of child restraints
- Proper loading, unloading, and tracking of children as required by state law
- Location of first aid supplies
- Emergency procedures for the vehicle, including accidents and breakdown actions
- TYPE III CENTERS: Staff who are responsible for picking up and/or dropping off children with CCAP funding **must** review and understand TOTS attendance tracking protocol for children who are transported before transporting children.

## **Human Resources**

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- Health Risk Disclosure**
- Salary / Pay Schedule / Direct Deposit
- Staff ID / Keys / Access to Building
- Review Staff/Employee Handbook
- 
- Ensure all required licensing documentation (per §1715. Staff Records and Personnel Files) is in each staff file.

A. Staff Members. Personnel files for each staff member shall be maintained at the center and shall include the following:

1. an application or staff information form containing the following information:
  - name; date of birth; home address and phone number;
  - training, work experience; educational background;
  - hire date; first day onsite working with children;
2. copy of a state or federal government issued photo identification;
3. upon termination or resignation of employment, the last date of employment and reason for leaving; and
4. documentation of CCCBC-based determination of eligibility for child care purposes from the department.

B. Records Retention. Staff records and personnel files shall be maintained for a minimum of three years from the date of termination of employment.

## **Professionalism**

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- [Better Kid Care Vodcast: Confidentiality and Confidentiality Discussion Starter NAEYC Code of Ethical Conduct](#)

## **Professional Development**

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- Enroll in the [Louisiana Pathways Early Learning Center Career Development System \(Pathways\)](#)
- Ongoing Professional Development Plan Activities/Certificates
  - Early Childhood Ancillary Certificate requirement due: \_\_\_\_\_ (24 months from hire as lead)
- [Ongoing Training and Workshop Certificates](#) as described in Bulletin 137.
- Review Employee Onboarding and Ongoing Professionalism Development Checklist in the [Instructional Leadership Guidebook](#),
  - Professional Development Plan
  - Classroom observations by Director
  - Performance Appraisal
  - Other: \_\_\_\_\_
- Curriculum Introduction: Timeline for Review and Implementation Guidance

- Classroom Management Expectations
- Lesson Planning
  - Materials & Supplies
  - Protocol for Completion, Submission, Review, and Approval

ONLY FOR TYPE III – <Delete if not Type III>

- Account Established (MyTeachingStrategies GOLD)
- Child Assessment Introduction: Timeline for Review and Implementation Guidance
- CLASS: Timeline for basic training and informal observations

I understand and agree to abide by the policies, guidelines and procedures discussed and resources provided to me.

X \_\_\_\_\_ Date \_\_\_\_\_  
Staff Signature \_\_\_\_\_ Date \_\_\_\_\_

I verify that the policies, guidelines and procedures listed above were discussed.

X \_\_\_\_\_ Date \_\_\_\_\_  
Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

#### Additional Onboarding Resources

Read Bulletin 137: Louisiana Early Learning Center Licensing Regulations	
<a href="#">Overview of Bulletin 137, Course 1, Chapters 1-9 Webinar</a>	
<a href="#">Overview of Bulletin 137, Course 2, Chapters 11-17 Webinar</a>	
<a href="#">Overview of Bulletin 137, Course 3, Chapter 18 Webinar</a>	
<a href="#">Overview of Bulletin 137, Course 4, Chapter 19 &amp; 21</a>	
<a href="#">Child Abuse Identification and reporting: Online training for Mandated Reporters</a>	
<a href="#">Louisiana Early Learning &amp; Development Standards</a>	
Complete the <a href="#">1.5 hour online Environment Rating Scales (ERS) Training</a>	
<a href="#">TYPE III:</a> Teacher views or reads “The Promise of CLASS” webinar and Power Point <a href="#">webinar &amp; PowerPoint</a>	

Recommended: First 90 days of employment	Date Completed
Teacher signs up for <a href="#">LDOE Early Childhood Connections Newsletter</a>	
Enroll in the <a href="#">Louisiana Pathways Early Learning Center Career Development System (Pathways)</a>	
Teacher signs up for regional <a href="#">Child Care Resource and Referral Agency</a> (CCR&R) Newsletter	
Teacher learns about off-site training opportunities at <a href="#">regional CCR&amp;R</a> and establishes training account if necessary	
TYPE I and II: Teacher receives systematic, sequenced training on curriculum and lesson planning by supervisor, fee-based CCR&R workshops, and/or curriculum representative	
TYPE III: Teacher attends face to face Introduction to GOLD or the online GOLD Introduction on <a href="#">MyTeachingStrategies</a> .  To get to GOLD Introduction course: <a href="#">Go to user's GOLD account &gt;dashboard &gt;Develop &gt; My Courses &gt; GOLD@ Introduction</a>	
TYPE III: Teacher completes the online Introducing MyTeachingStrategies™ the MyTeachingStrategies platform.  To get to Introducing MyTeachingStrategies course: <a href="#">Go to your GOLD account &gt;dashboard &gt;Develop &gt; My Courses &gt; Introducing MyTeachingStrategies</a>	
TYPE III: Teacher completes the 12-hour online course “Objectives for Development and Learning” found in the Develop Area of the MyTeachingStrategies platform	
TYPE III: Teacher Completes the GOLD Inter-rater Reliability Test found in the Develop Area of the MyTeachingStrategies platform	
TYPE III: Teacher receives systematic, sequenced training on Tier 1 curriculum and lesson planning by supervisor, CCR&R Coach, in CCR&R workshops, and/or curriculum developer/vendor.	

Commented [3]: Link

Teacher takes on increasing responsibility for children in the classroom to which the teacher has been assigned with ongoing observation and feedback provided by the supervisor.

**<New Teacher Letter>**

<Place on letterhead, if available>

<Date>

Dear (families and staff),

It is with great pleasure that I announce the addition of <new teacher's name> to our staff.

<Teacher's name> will begin on <date> as the <role> in the <classroom> . <Teacher's name> has <number> years of experience in early childhood education and shares our excitement to bring their knowledge and skills to our center. <Add in any additional information about the new teacher that they would like to share>.

<Teacher> will be available to meet with you over <Zoom, coffee, etc.> on <date> at <time> .

Please join me in welcoming to the family.

Sincerely,

<Director's Signature>

<Director's typed name>



### **Employee Benefits**

Attracting and retaining qualified staff is one of the greatest challenges of early childhood programs.

Paying careful attention to keeping salaries and benefits competitive is critical to staff retention.

Developing a plan for a gradual increase in the number and types of benefits can help make the compensation budget more manageable. Program leaders can also improve staff morale and promote a positive workplace by offering other creative benefits or regular recognition.

<b>Basic Benefits</b>	<b>Better Practices for Benefits</b>
Salary increase every two years	Annual salary increase
Health insurance offered; dental and vision is not included	Employer pays more than 50% of health insurance including dental and/or vision
Five or more paid sick/personal days	Nine or more paid sick/personal days
Five or more paid vacation days after one year of service	Five paid vacation days during the 1 <sup>st</sup> year and increases over employment
Option to contribute to a retirement plan	Employer offers 2% or more of retirement contributions; Employer offers matching contributions.
	Tuition reimbursement allocated annually

### **Professional Development**

- NAEYC or other professional membership is paid by the center
- Job shadowing opportunities to learn about other roles
- Leadership training to grow skills in new areas
- Opportunities to visit other early learning centers for observation or training with expenses covered

### **Longevity Bonus**

- Awards for years of service
- Longevity bonus – \$500 after 5 years, \$1000 after 10 years, etc.

### **Perks**

- Classroom volunteers who are trained to assist the teachers
- A system for staff with unused time to donate some days to a co-worker with a health crisis
- Well trained substitute pool to relieve staff stress about time off
- Employees are given a free day off on or around their birthday
- Tuition discounts for children enrolled at center

#### **Recognition**

- Pay differential for staff who are mentoring or orienting new staff
- Appreciation bulletin boards and newsletter articles
- "Wall of Fame" photo and bio of each teacher in the entryway or by the door to each classroom

The Louisiana Department of Education supports the following benefits for teachers across Type I, II, and III early learning centers when the teacher/leader is enrolled in Louisiana Pathways Career Development System.

- CDA Credential Assessment Fees
- Tuition for College coursework
- School Readiness Tax Credits

Staff/Leaders working in Type III early learning centers who meet specific criteria can take advantage of:

- Early Childhood Ancillary Certificate Program Tuition
- CDA Credential Assessment Fee Scholarships
- College Tuition
- School Readiness Tax Credits for Teachers
- School Readiness Tax Credits for Directors

Sample Salary Scale						
Role	Educational Attainment					
Teacher Track	High School Diploma	High School Diploma + CDA	ECAC	A.A. in ECE	B.A. in ECE	M.A. in ECE
Assistant teacher 1-2 years experience	1	2	3	N/A		
Assistant teacher 3-5 years experience	2	3	4			
Lead Teacher 1-2 years experience	N/A		5	6	7	8
Lead Teacher 3-5 years experience			6	7	8	9
Lead Teacher 5+ years experience			7	8	9	10
Administrator Track	High School Diploma	High School Diploma + CDA	ECAC	A.A. in ECE	B.A. in ECE	M.A. in ECE
Assistant Director 1-2 years experience	N/A		3	4	5	6
Assistant Director 3-5 years experience			4	5	6	7
Assistant Director 5+ years experience			5	6	7	8
Center Director 1-2 years experience			6	7	8	9
Center Director 3-5 years experience			7	8	9	10
Center Director 5+ years experience			8	9	10	10

Commented [4]: Love the pathways links!  
+sydney.anderson@la.gov

Commented [5]: +michelle.demeulenaere@la.gov  
Should we phase this column out?

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Numerical Scale	Salary Range
Ex. #	<i>Entire hourly salary range that corresponds with numerical scale</i>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	