

Competency Based Hiring and Selection of Child Care Teachers

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December 1995

These materials and the process have been developed and tested by Child Care Services, University of Southern Maine (USM), Portland, Maine

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ACKNOWLEDGEMENTS

These materials owe their existence to Beth Warren, who provided the vision, commitment and resources in pursuit of quality human resource management at the University of Southern Maine. First, she enthusiastically champions a competency-based human resource management system. Second, she understands the vital importance of quality child care services and has devoted considerable energy to establishing a model program which has received national recognition. These materials reflect a third enduring concern to make available to both human resources and child care practitioners, quality, research-based tools to assist in the hiring and selection of staff.

Special thanks are due to Alice Cousins, whose extraordinary competency as a child care teacher was demonstrated in the process of developing the competency model. Alice was a willing and patient guinea pig as we tested out and developed these materials. I would also like to recognize the cooperation of Jeanne Najemy of the University of Southern Maine (USM) who thoughtfully responded to early drafts of the materials and cooperated in their production, and to Barbara Willey and Sue Ellen Bordwell for helping to design a rational and useful selection process.

Through these materials we acknowledge and salute the contribution of all child care teachers who are entrusted with the safekeeping of our children.

- Freda Bernotavicz, Portland, Maine, February 1995

The Need for Child Care Teacher Competencies

A crucial element in providing quality child care services is the quality of the staff (Ruopp et al., 1979). However, low pay, lack of benefits and low professional status deter many qualified people from entering or staying in the field. The turnover rate nationally is over 40 percent a year with a consequent undermining of the continuity of relationships with children and families and the morale of those left behind. The shortage of qualified staff has become a crisis as services attempt to recruit and retain personnel (Phillips and Whitebook, 1986; Lindsay and Lindsay, 1987).

The frustration felt by administrators in confronting this problem is understandable. How, they ask, can we focus on screening and hiring outstanding staff when we have such enormous problems in recruiting and retaining people to work in our centers? However, as Whitebook et al. (1981) point out, as long as child care work is considered unskilled, this will be reflected in the pay and status of the profession. Obtaining increased financial support will require enhancing public appreciation of child care and by changing the prevailing view that child care is unskilled work.

THE USM COMPETENCY STUDY

As part of a larger effort to develop a comprehensive, competency-based human resource management system, the Division of Human Resources at the University of Southern Maine conducted a study of child care teachers to identify the job responsibilities and the competencies needed for effective performance. This group studied the classroom staff of five child care centers in institutions of higher education in Maine. Although the small sample (twelve beginning and twelve advanced teachers) and small number of sites limits the scope of the effort, the resultant competency model offers a broad and detailed picture of early childhood work. Unlike previous research, such as the Child Development Associate (CDA) which is based on observation and expert opinion, this study drew on information from teachers themselves and provides new insights into what it takes to be an effective child care teacher.

Nineteen competencies, as shown on the following pages, were identified. Eight of the competencies (the optimal ones) distinguished the advanced teachers in the sample from the beginning group. These included: skill in creating a safe psychological environment, breadth of perspective, program management, building cooperative professional relationships, initiative, self-confidence, empathy and nonverbal understanding.

The eleven remaining competencies (the required ones) were displayed with approximately equal frequency by both groups. These were: skill in classroom control and discipline, skill in providing stimulation for children, skill in communicating with young children, observational skills, pattern recognition, diagnostic skill, building trust and rapport with families, ability to maintain own equilibrium, setting limits and boundaries, self-development and job commitment.

Child Care Teacher Competencies

Early Childhood Pedagogical Competencies

- 1 Skill in creating a psychologically safe, secure environment**
 - Understands impact of circumstances/environment on children
 - Makes sure children receive support and attention
2. Skill in classroom control and discipline*
 - Sets rules/lets children know what's expected
 - Narrows options or range of choices
 - Orients attention away from inappropriate behavior
 - Shows approval/reinforces appropriate behavior
3. Skills in providing stimulation for young children
 - Creates opportunities to be creative/expressive
 - Assures variety in activities to hold children's attention
4. Skill in communication with young children
 - Uses voice modulation/body language to set mood
 - Makes special effort to be verbal with children

Cognitive Competencies

5. Observational Skill*
 - Continuously monitors environment to be alert to trouble signs
 - Observes individuals to identify unique characteristics
 - Observes impact of child/children on others
6. Pattern Recognition*
 - Identifies trends or patterns in behavior over time
7. Diagnostic Skills*
 - Assures materials/methods are developmentally appropriate
 - Identifies causes for behaviors

* Competences appearing most frequently in all interviews; have key importance in screening and training.

** Competencies differentiating between advanced and beginning teachers in the interview sample. Program Management is significant at the 0.01 level; others at the 0.05 level—evidence of the importance of management competencies.

Management Competencies

8. Breadth of Perspective**
 - Views issues and problems in context of big/broad picture
 - Has long-term perspective on child
9. Program Management**
 - Does detailed team planning for consistency/coordination
 - Provides feedback/instruction to other teachers
10. Building Cooperative Professional Relationships**
 - Values insights/suggestions of team others
11. Building Trust and Rapport with Families*
 - Shares with parents specific ideas on helping children
 - Establishes on-going communications with parents

Self-Management Competencies

12. Ability to Maintain Own Equilibrium
 - Sees funny side of situations
 - Derives satisfaction from each developmental step
 - Does things to reduce own stress
13. Sets Limits and Boundaries
 - Sets professional limit on role separate from parents
 - Provides full information so people can make decisions
14. Self-Awareness and Self-Development
 - Views self objectively, strives for insights on self
 - Analyzes own mistakes, takes steps not to repeat them

Achievement Competencies

15. Initiative**
 - Takes lead in problem solving/preventing crises
 - Follows through on problem solving
16. Job Commitment
 - Goes extra mile/puts forth extra effort
 - Promotes strong, positive image for child care profession
17. Self-Confidence**
 - Believes in own capabilities and judgement

Interpersonal Competencies

18. Empathy**
 - Understands perspectives and feelings of others

19. Nonverbal Understanding**
 - Interprets non-verbal messages

These findings show that the job of the child care teacher is much more complex than current salaries, training or professional status would suggest. In addition to the early childhood competencies which one would expect to find, these individuals require a range of cognitive, managerial and achievement competencies similar to those demonstrated by middle and upper level managers in studies using the same technique. The role is also much broader than supposed. The teachers operate in an organizational context and, to be effective in their job, need to relate positively with families, with other teachers and with center administrators. Like other human service professionals, these teachers need to interact with other professionals and to draw on networking, communication and coordination skills. Given the high demands and stress of the work, teachers who continue to function well must have some ability to protect and sustain themselves and to focus their energy. Emphasis on the Self-Management and Achievement competencies in the training, selection and supervision of child care teachers would help to alleviate burnout and turnover.

In addition to the competency model, the study also generated detailed information on the job requirements of child care teachers including job duties, knowledge/skills and physical demands. It is interesting to note that neither the job analysis information nor the competency model showed a significant difference between the assistant and head teachers in the sample. Whitebook et al. (1981) note that much tension in centers revolves around conflicts over distinctions in title and pay without equal distinction in the actual work performed and suggest that centers should re-examine their structures and title assignments. Open examination of these issues may spark ideas about how to equalize limited resources and implement job definitions based on skill and experience as well as allowing for shared recognition of inequities.

As the child care field struggles for recognition and legitimacy, part of the process is to provide accurate information to the public, to policy-makers and administrators on the value and level of skill involved in child care work. By identifying the characteristics needed to be an effective child care teacher, this study has provided some of this information. In addition, the competency model can serve as a tool for establishing selection criteria, for designing training or supervision protocols, for performance planning and evaluation of staff—all essential functions in managing this vital human resource, the guardians of the nation's future.

USM CHILD CARE SERVICES

USM Child Care Services provides center-based care to infants beginning at six weeks of age up to adolescents at age fourteen whose parents are employees, students, alumni and from the community at large. Committed to quality care and to quality staff, the program offers an array of services, including center care in a specially designed facility on the Portland campus, a site on the Gorham campus, as well as a network of family day care homes which have been studied and approved by our social services consultant staff and licensed by the state.

The program has received national recognition which includes being identified as one of the best in the nation by the Congressional Caucus for Women's Issues. In addition, the program received the 1987 Achievement Award for Creativity from the College and University Personnel Association (CUPA).

Recognizing that the quality of the program is directly linked to the quality of the staff, a variety of supports are provided. The administrative position of the Child Care Services Director provides a holistic administrative viewpoint and assumes responsibility for long-range planning, overall program coordination, fund raising and public relations, leaving the classroom teachers and site coordinators free to focus on the delivery of services. The staff are further assisted by work study students, interns, nurses, and social workers who volunteer their services through USM's Professional Volunteer Program and by individuals with disabilities who are receiving on-the-job training through the Workplace Lab Project.

All teachers in USM Child Care Services are trained in Early Childhood Education and have a variety of experiences working with young children. Thanks to a salary scale that is a little above the going rate in the geographical area and an excellent fringe benefits package including tuition waivers, there are few problems in attracting good staff.

THE HIRING AND SELECTION PROCESS

The hiring and selection of staff in a child care program is one of the most important and expensive decisions made. Yet often the decision is based on “gut” feelings, relying on professional knowledge and intuition about what makes for a good teacher. As the child care field struggles for recognition and legitimacy, we need to recognize that we must become more systematic in our judgements about personnel. Any of us who have faced licensing problems or discrimination complaints have come to understand the importance of documentation and being able to defend our hiring decisions.

The attached package of materials is based upon empirical research on the job-related characteristics needed to be effective as a child care teacher. The materials have been tested and implemented in our child care program. We are making them available to the field in the hopes that other programs will be able to modify them to their specific needs and thus benefit from our experience.

The ten steps in the process are summarized below and described in more detail in this section. Sample materials, which assist in utilizing this approach, follow.

TEN STEPS IN THE HIRING AND SELECTION PROCESS

STEP ONE: Job Description

Develop a detailed job description.

STEP TWO: Recruitment

Affirmative recruitment to establish pool of qualified candidates.

STEP THREE: Paperscreen

Screen application forms for minimum and preferred qualifications (education and experience).

STEP FOUR: Telephone Prescreen

Contact candidates by telephone to provide more information.

STEP FIVE: Portfolio

Candidates prepare a portfolio of incidents for discussion at interview.

STEP SIX: Assessment Interview

Interview candidates; use incidents in portfolio.

STEP SEVEN: Telephone Reference Check

Contact references by telephone using standardized questions.

STEP EIGHT: Job Sample Test

Candidates prepare and conduct sample of classroom activity; review videotape and discuss.

STEP NINE: Physical Demands Test

Candidates undergo job-related physical demands test.

STEP TEN: Probation

Monitor the new employee in the probationary period.

STEP ONE — JOB DESCRIPTION

The first step in the process is to recognize that the search and screening process is not a question of finding the “ideal” candidate. Effective performance in any job is dependent on the interrelationship between three factors — the person, the organization and the duties of the job itself. Someone who may be effective as a teacher in one center may not be effective in another center. Thus, before beginning the search process, all three factors need to be defined to make sure they are clearly understood.

The model suggested for the search and hiring process is:

TO DO THIS JOB — (job duties, reporting relationships)

IN THIS CENTER — (philosophy, organizational structure and climate, staffing mix)

REQUIRES THIS PERSON — (skill/knowledge/abilities and competencies)

Defining the Job

The place to begin is to define and describe the job. All positions should have an up-to-date description which clearly reflects the job duties and reporting relationships. (See example in sample materials.)

The description should be reviewed by the center administrator with the input of other teachers. The position or job description should be seen as a way of communicating clearly to the administrator, to other teachers and to potential applicants for the position.

Try to make the description as clear and straightforward as possible, using the “mental image” test to determine whether the language clearly reflects the job duties. As you read

through each statement of job duties, try to form a clear mental image of what the teacher is doing. If you have problems in developing a picture in your mind, it may be that the description needs to be revised to communicate more clearly.

Analyzing the Organization

Every job exists within a context which modifies how it needs to be performed. Look on each vacancy as an opportunity to review your center as a work organization. Involve the rest of the staff as appropriate.

Remember that if all goes well, the hiring decision is a long-term commitment which will have an enduring impact on the center. Examine your long and short-term goals. Where do you see the center in five years? Think about the mix of staffing. Are there special areas of expertise which need to be added? How do people relate interpersonally?

In addition, EEO and Affirmative Action goals should be considered in terms of meeting utilization goals for representation of minorities. Think about the center's clientele and the need for representativeness as well as the need to provide cultural diversity and a variety of role models for the children.

Describing the Person

With a thorough analysis of the first two factors, it becomes easier to focus specifically on the kind of person you are seeking to fill the position. Examine each of the job duties and ask what kinds of specific skills, knowledge and abilities are needed to fulfill the job requirements. Look carefully at the academic qualifications and ask whether the requirements are essential or whether relevant job or life experience could be substituted.

Finally, think about the specific personal characteristics you are seeking. The USM competency model lists those characteristics identified through a research project. Review this listing and determine which are the most important competencies for this position in your center.

When you have completed this step in the process, you will have a clear idea of the person you are seeking to meet the specific job requirements in your center.

STEP TWO — RECRUITMENT

The key to staffing any organization with outstanding people is to be aggressive, energetic and proactive in attracting excellent people to the applicant pool. Such an approach is not common in the child care field which has been plagued by staffing problems. However, our experience has shown that proactive recruitment is effective in attracting high-caliber applicants. Further, by being proactive, a pool of qualified applicants is available when specific vacancies occur. In this way, positions can be filled much more quickly and the disruption to children and other staff minimized.

Remember that if you receive federal funds (e.g., Title XX), or if you are part of a public organization, you must comply with state and federal regulations concerning equal employment and affirmative action. This includes an open recruitment process.

Following are strategies for recruiting interested applicants which we have used with success.

Advertise the Vacancy

In addition to placing ads in local newspapers, place notices of potential vacancies in the campus newspapers of local colleges especially those which have early childhood programs. The rates for advertising are much lower, and the potential return much greater.

Make Personal Contacts

Contact administrators or faculty of local early childhood preparation programs. Offer to be a guest speaker at a class. Ask to post notices of potential vacancies. Request a list of graduating students and mail them letters telling them about your center and encouraging them to apply for employment.

Hold Open House

Periodically, hold an open house at your center and invite representatives and students from local programs in early childhood, as well as staff from other local centers. While you don't want to develop a reputation of "raiding" other programs for their best teachers, your primary objective is to attract and retain the best teachers for your center. You need to get out the message that you encourage the best people to apply.

Mail Announcements

Place announcements of potential or specific openings in newsletters of professional child care organizations and placement offices of early childhood preparation programs. Local chapters of the National Coalition for Campus Child Care (NCCCC), the National Association for the Education of Young Children (NAEYC) and the State Day Care Directors Association are good potential recruitment sources.

STEP THREE — PAPERSCREEN

The next step in the process is to screen the written applications. Based on the job description, minimum qualifications need to be established (see the rating sheet in the sample materials). All applications need to be reviewed to see whether they meet the minimum qualifications. Those who do not meet these qualifications cannot be considered further and should be informed in writing that they have been eliminated from the pool. Those applicants who meet the minimum qualifications should be ranked according to the preferred qualifications.

STEP FOUR — TELEPHONE PRESCREEN

Rather than bringing all candidates into the center for interviews, our recommendation is to make the initial contact with the top-ranked applicants by telephone. In this way you can give them further information about the potential opening and, in the process, the applicants may decide not to pursue employment with you. Thus, everyone saves time.

Call the top-ranked applicants and thank them for their application. Give them further information about the (potential) position including location, salary range, hours and benefits and respond to their questions. Then explain the selection process, i.e., those who are definitely interested in the position will be asked to put together a portfolio and a time will be scheduled for them to come to the center for a one-hour assessment interview and tour.

STEP FIVE — PORTFOLIO

Send a letter and instructions on preparing a portfolio to those candidates you plan to interview. The portfolio is based on the theory that the best predictor of future behavior is past behavior. Thus, the most effective way of screening a child care teacher is to look at past performance in similar situations to those which will be faced on the job. In the portfolio, candidates are asked to think about their recent experience as child care teachers and to identify times that stood out for them (both highs and lows). Information about times when things didn't go well is useful because these times call for characteristics (e.g., grace under pressure) which are not displayed so clearly when things go well. Candidates are then asked to briefly describe some of these times. The attached example of an Employment Application Portfolio shows the kind of information which this produces.

It should be emphasized that the materials can be hand-written and should not be polished or lengthy. The goal is simply to have a starting point for the interview. Some beginning teachers may not have experiences in centers upon which to draw. These individuals should be encouraged to think of times when they have dealt with children of the age group in your center (these may be family members) and to describe incidents which stood out for them.

STEP SIX — ASSESSMENT INTERVIEW

Depending on your screening and selection schedule, you may have the candidate mail the portfolio materials or bring them to the interview. In either case, the person conducting the interview needs to take a few minutes to review the portfolio prior to the interview. It is useful to tape record the interview so that the interviewer can focus on the process at the time and has a record of the interview to review later after the candidate has left.

The attached sample materials (Assessment Interview) have instructions on preparing for and conducting the interview. You may wish to write a detailed summary of the interview (such as the attached example) or simply use the checklist (Coding Sheet) as a basis for determining the candidate's strengths and weaknesses.

STEP SEVEN — TELEPHONE REFERENCE CHECK

In our experience, written recommendations from references are virtually worthless because so few people are willing to provide negative information in writing. More honest and in-depth information can be gathered by conducting a structured interview over the telephone. Since many of the people listed as references are busy, we recommend calling ahead to set up a time when it will be convenient for them to talk to you. Write down key details from the information provided to you using a structured format such as the sample attached.

STEP EIGHT — JOB SAMPLE TEST

The final candidates are asked to plan and implement an activity lasting twenty minutes with the age group of children for which they are being hired. This job sample test should be either videotaped or audiotaped.

Following the classroom activity, meet with the candidate to review the tape and discuss what happened. The purpose of this activity is to assess the candidate's interaction with children in the classroom and also to explore the candidate's thinking about how things went. In this way, you can get insight into the candidate's philosophy in action, the reasons for their behavior and their own assessment of it. A sample outline for reviewing the classroom incident is attached.

STEP NINE — PHYSICAL DEMANDS TEST

Working as a child care teacher requires a high level of visual and hearing acuity, as well as flexibility and stamina. Before making an offer of employment, it is recommended that all candidates be tested for their ability to meet the physical demands of the job.

Several hospitals and private organizations have occupational health centers which provide such testing for a fee (usually about \$50) if you can provide detailed listing of the job demands. You may also be able to design some simple tests in your own center. For example, the job sample test described above provides an opportunity for you to assess the candidate's physical capacity to perform the job. We should emphasize, however, that all candidates should be treated equally and you should not test only those candidates whom you suspect of not being able to meet the demands. In addition, to comply with the Americans with Disabilities Act (ADA), areas of reasonable accommodation need to be identified. Final offer of employment is also made contingent upon a test for TB and clearance from the State Bureau of Investigation.

STEP TEN — PROBATION

Despite the most rigorous screening process, it is still not always possible to predict how an individual will perform once hired for the job. Therefore, we recommend using a six-month probationary period as an integral part of the hiring and selection process.

During this period, the new teacher should be assigned to an experienced teacher who will act as mentor and provide regular feedback on the new hire's job performance, using the competency model as a tool for communicating expectations and assessing performance.

Prior to attaining permanent employment status, the probationary employee may be asked to prepare and deliver a twenty-minute classroom activity to be recorded and assessed.

SAMPLE MATERIALS

JOB DESCRIPTION

- I. Title:** Teacher
Department: Division of Human Resources/Child Care Services
Location: Horizons Child Care Center
Schedule: Monday-Friday, 8-hour shift assignment by Coordinating Manager

II. Organizational Relationships:

- Reports to:** Coordinating Manager
Supervision: Teacher Assistants, Work-Study, Student Teachers, Volunteers
Coordinates with: Entire staff

III. Statement of Job

This position is responsible for providing leadership in the design and implementation of curriculum, assessment of children's performance, documentation of children's progress, communicating effectively to parents and others.

IV. Functions

Essential:

1. Assume overall responsibility for the protection and safety of a group of children in a day care center.
2. Arrange team meetings and lead discussion on curriculum content and children's development.
3. Assume responsibility for planning a visually pleasing, intellectually stimulating, child-centered environment. Insure that the classroom is maintained in an attractive condition.
4. With coordinator, arrange parent conferences on a regular basis. Prepare additional written reports as necessary.
5. Supervise and support teachers, student teachers and work-study students. Assure that the experiences of student teachers meet the goals for the academic requirements of the student teaching placement.
6. Maintain appropriate contact with various multi-disciplinary professionals (social workers, special needs coordinators).
7. Work as a team with Director, Coordinating Manager and other staff to assure that the center functions smoothly.
8. Establish and maintain good working relationships with parents.
9. Demonstrate professionalism as well as maintain confidentiality.
10. Demonstrate ability to physically work/play with young children in a variety of contexts including indoors (on the floor, at tables) and outdoors (playgrounds, on walks, in strollers or carts).

Marginal:

1. Assist Coordinating Manager with special projects in the areas of public relations, dissemination and research.
2. Attend and participate in weekly classroom and staff meetings.
3. Provide public school liaison activities during transitions.

V. Budget Responsibilities

None.

VI. Public/Professional Activities

Attend relevant professional activities; present as a speaker as requested; may serve as consultant to University and outside organizations.

VII. Knowledge, Skills and Abilities

1. Bachelor's degree required, early childhood education or related field, or equivalent experience.
2. Minimum one year experience with young children.
3. Demonstrated ability to deal effectively with both adults and children in early childhood education.

UNIVERSITY OF SOUTHERN MAINE
CHILD CARE SERVICES
RATING SHEET

APPLICANT

DATE

Head Teacher: _____

Assistant Teacher: _____

MINIMUM REQUIREMENTS:

1. Citizen or legal work permit yes no

2. High school diploma or GED yes no

3. Educational requirements:

Teacher Aide

- 6 months experience in child care facility or related experience Assistant Teacher yes no

- 9 hours credit in Early Childhood (psychology/development/curriculum) yes no
or

- 1 year's classroom experience in child care yes no

Head Teacher

- Bachelor's degree in Early childhood or related field yes no
or

- 6 years' experience in a child care facility, some as a Head Teacher. yes no

PREFERRED QUALIFICATIONS:

| | low | | | high | |
|--|------------|---|---|-------------|---|
| 1. Coursework in Early Childhood Education | 1 | 2 | 3 | 4 | 5 |
| 2. Experience in a child care facility | 1 | 2 | 3 | 4 | 5 |
| 3. Work experience with age group for which applying | 1 | 2 | 3 | 4 | 5 |

HEAD TEACHER ADDITIONAL PREFERRED QUALIFICATIONS:

| | | | | | |
|--|---|---|---|---|---|
| 1. Experience in developing curriculum | 1 | 2 | 3 | 4 | 5 |
| 2. Experience in doing classroom supervision | 1 | 2 | 3 | 4 | 5 |

EMPLOYMENT APPLICATION PORTFOLIO

COVER LETTER

Dear _____ ,

Thank you for your application for employment with USM Child Care Services. As we explained on the telephone, the next step in the process is for you to prepare a portfolio which describes some of your experience as a child care teacher.

Attached is the portfolio package. The intent of this process is to give you an opportunity to organize your thoughts and present some additional material to help us in making a decision on your suitability as a teacher in our center. You may attach photos, samples of children's work or other background material to provide more information on each of the incidents described in the portfolio. Please be specific. Our goal is to focus on specific incidents rather than your general approach to child care.

If you have questions regarding the preparation of this portfolio, please do not hesitate to call. We would appreciate your returning the completed portfolio to us in the enclosed stamped addressed envelope by _____ so that we can review it before meeting with you.*

We look forward to seeing you for the interview at _____. You can anticipate that the interview and tour of the center will take about an hour and a half.

Sincerely,

* *If there is not time for this, say "please bring the completed portfolio with you to the interview."*

UNIVERSITY OF SOUTHERN MAINE
CHILD CARE SERVICES

EMPLOYMENT APPLICATION PORTFOLIO

INSTRUCTIONS:

We would like you to think about your experience as a child care teacher over the past year or so (you may go back further if you wish, but recent experience is preferable) in three areas:

- interacting with children
- interacting with families
- program administration (Head Teacher applicants only).

For each of the areas, try to recall times when things went really well and you were proud of the results (highs) and times when you encountered obstacles (lows). We would like to know about incidents when things didn't go well because often difficulties bring out the best in us. List as many times as you wish under each heading.

Then go back and select two of your experiences in each area (a high and low for each) to describe in more depth. First, list the date and the location of the incident. Then please describe in as much detail as you can what you did, how you did it and what happened. Focus on your own behavior rather than the behavior of others who may have been involved. We would like you to write about half a page on each of the experiences (about 200 words). To give you an idea of what we are looking for, we have given an example of incidents related to Interacting with Children.

You may attach illustrative materials such as photographs, artwork, samples of children's work or your own notes.

INTERACTING WITH CHILDREN**SAMPLE**

| HIGH POINTS | MIXED | LOW POINTS |
|---|--------------|---|
| * Picture on child's going away cake. | | * Child threw toy in face. |
| * Child who has difficult time becomes comfortable with room. | | * Child continually has toileting problems with no improvement. |
| * Child enjoys songs or story - asks to "Do it again". | | * Child has problems with family, beyond our help. |

INCIDENT #1

DATE: Jan 6, 1992

LOCATION: Busy Bee Child Care

It was clean-up time and the children were particularly active and noisy. When I went to remind a child that he needed to clean-up, he became angry. I attempted to calm him by stooping down and speaking to him. As I did he threw a toy in my face. I told him firmly that he would need to sit by himself for awhile. This was a low because although I did not lose my temper, I did become unsettled. Perhaps I should have been prepared or handled it better.

INTERACTING WITH CHILDREN

SAMPLE

| HIGH POINTS | MIXED | LOW POINTS |
|--------------------|--------------|-------------------|
| | | |
| | | |
| | | |

INCIDENT #1

DATE: _____

LOCATION: _____

INTERACTING WITH CHILDREN (Continued)

INCIDENT #2

DATE: _____

LOCATION: _____

INCIDENT #3

DATE: _____

LOCATION: _____

INTERACTING WITH FAMILIES

| HIGH POINTS | MIXED | LOW POINTS |
|--------------------|--------------|-------------------|
| | | |
| | | |
| | | |

INCIDENT #1

DATE: _____

LOCATION: _____

INTERACTING WITH FAMILIES (Cont.)

INCIDENT #2

DATE: _____

LOCATION: _____

INCIDENT #3

DATE: _____

LOCATION: _____

PROGRAM ADMINISTRATION (Head Teachers Only)

| HIGH POINTS | MIXED | LOW POINTS |
|--------------------|--------------|-------------------|
| | | |
| | | |
| | | |

INCIDENT #1

DATE: _____

LOCATION: _____

PROGRAM ADMINISTRATION (Continued)

INCIDENT #2

DATE: _____

LOCATION: _____

INCIDENT #3

DATE: _____

LOCATION: _____

UNIVERSITY OF SOUTHERN MAINE
CHILD CARE SERVICES

TELEPHONE REFERENCE CHECK

NAME OF APPLICANT _____ DATE _____

PERSON CONTACTED _____ POSITION _____

ORGANIZATION _____ TELEPHONE _____

Give your name and position. State that _____ has applied for a position as a child care teacher (assistant or head, state which) working with (infants, toddlers, preschoolers) in USM Child Care Services. This is a developmental program where staff work closely in teams. He/she states that he/she works (worked) for you. This call is to verify some of the information on the application form. Under new state law, reference checks are now held to be confidential and nothing you say will be shared with the applicant.

1. How long have you known (the candidate)?

2. Have you worked closely with him/her? Have you observed him/her interacting with children and/or families? How long?

3. Based on your experience of working with (the candidate), what are his/her strengths and weaknesses in the following areas:
 - a. Caring for children in this age group —

 - b. Curriculum planning —

 - c. Working closely as a member of a team —

 - d. Relating to the children's families —

- e. Supervising and providing leadership to other teachers (for Head Teacher candidates only) —
-
4. How would you evaluate this person overall as an employee (include attendance, dependability, cooperation, etc.)?

 5. Given the opportunity, would you rehire this person? If not, the reason?

 6. Are there any personal issues that might affect this person's ability to work with young children?

 7. Is there anything about this person that we should explore in more depth?

Thank you for your cooperation. If you think of anything you would like to add, please feel free to call (give phone number).

UNIVERSITY OF SOUTHERN MAINE
CHILD CARE SERVICES

OUTLINE FOR REVIEWING CLASSROOM INCIDENT

1. PRIOR TO WATCHING THE TAPE

Prior to viewing the videotape, ask the candidate the following questions regarding the incident:

a. WHAT WAS INTENDED?

What was your thinking in planning this segment? What did you intend to accomplish?

How did you feel about the material you planned?

b. WHAT DO YOU THINK AND FEEL NOW ABOUT WHAT HAPPENED?

Why do you think things happened the way they did?

How do you feel about the outcome?

2. DURING THE TAPE

At this point start showing the videotape. Stop at appropriate moments, and ask:
What were you thinking and feeling here?

3. AFTER WATCHING THE TAPE

After watching the tape, ask:

As you look back, how do you think you could have improved your performance or effectiveness?

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