



**WORKFORCE SOLUTIONS  
CHILD CARE PROVIDER NEWS**

**Join us for the June Provider Advisory Council Meeting**

Provider Advisory Council meetings provide a way for CCS providers to stay connected and up-to-date with news and information. We welcome your suggestions for agenda items. Please plan to join us for the next Provider Advisory Council Meeting:  
 Thursday, June 26, 2018  
 11:30 a.m. – 1:30 p.m.  
 Workforce Solutions Capital Area North  
 6505 Airport Blvd., Ste 101E, Austin, TX 78752  
 Lunch: See RSVP

**Please RSVP by June 20**  
 Note: Lunch will only be provided for those who RSVP

**Teachers: Be the Vision in 2018!**

Save the date! 2018's Child Care Teachers Symposium will be held on Saturday, August 25 at the Hyatt Regency Austin. More information to come. We hope to see you there!

**Provider Payment Proof Reminder**

Please review your payment proofs carefully. You must notify CCS Fiscal within 30 days if you are being paid for a child no longer attending. If the rate paid is incorrect, and/or if the current fee has not been deducted from the payment amount. Any child attending less than 6 hours should have a (0) next to the age group to indicate the child is being paid at a blended rate. Failure of timely notification may result in CCS Fiscal being unable to render a corrective payment or may result in a recoupment of a previously paid amount.

**Texas Rising Star Achievements**

Join us in congratulating these recently certified programs:

- Little Texans
- Renaissance Academy
- Galvesto EAC

**Did you know...**

We offer discounts to parents who choose quality rated providers. If you are interested in becoming quality rated, please contact Michelle Crawford at [michelle.crawford@wfcapitalarea.com](mailto:michelle.crawford@wfcapitalarea.com) to learn more about **Texas Rising Star**, our quality rating system.

**One Swipe/One Call Attendance**

Great News! If you are not aware, parents only have to check in one time each day to successfully record their attendance. Please help parents by ensuring they perform the "check in" option.

Check out no longer required. Parents who continue to check out will still have attendance recorded, as long as the check-in option has been performed. Please remember, providers are required to check the CCAA portal at least once every five days to ensure parents are in compliance with swiping and to ensure that the machine is accurately recording attendance.

Please report any discrepancies as soon as possible to Kristi Viduara at 512.597.7282.

**Texas Child Care Quarterly**

The Spring 2018 edition of Texas Child Care Quarterly is now available online for child care providers and other early childhood education professionals.

Its mission is to improve the quality of early care and education practices by building the skills of the adults who support children's growth and learning.

The Child Care Quarterly can be accessed through the [Texas Workforce Commission's website](#)

In this issue:

- Promoting positive gender development
- Teaching children personal hygiene
- Infant games for building cognitive skills
- Teaching children kindness—through animals
- Sensory overload: Quieting the noise in early childhood classrooms

**Free of charge to Texas Early Childhood Educators!**



June 19- 21, 2018  
 Arlington Convention Center

[Register Here](#)

**CLASS Corner**

Workforce Solutions Capital Area has embraced CLASS (Classroom Assessment Scoring System) as a tool that can be utilized side-by-side with Texas Rising Star to enhance teacher-child interactions and further the understanding of the importance of interactions in our classrooms.

In this blog post, Alana Danver discusses positive and negative climate among teachers.

**How Positive & Negative Climate Among Teachers Affect Children**

Can a classroom truly have a positive climate when the relationship between the teachers in that room is strained?

Emotional Support domain scores for CLASS tend to be higher on average, and it is often noted that emotion is a large part of how many of us choose to work in early education. We love children! Nurturing young minds is our passion! We teach because we care!

In practice, I have observed that while much is said about how teachers "feel" about children, less attention is paid to how teaching teams "behave" toward each other. I have yet to hear a teacher say they pursued a career in teaching because they love working with other adults in classrooms, or that they are passionate about collaborative co-teaching.

Truthfully, many classrooms feature significant adult-to-adult tension, which has a variety of sources (including cultural differences, generational misunderstandings, insecurities about credentials and promotion, etc.). When tension goes unaddressed, it detracts from positive classroom experiences. What do students learn from teachers that have trouble interacting with each other? We know that learning happens in the context of interactions, so when teachers model dysfunction, children are learning something from that, too.

I first paid attention to the phenomenon of low positive climate (sometimes partial negative climate) between teachers when doing CLASS-based coaching in a room where both teachers were highly skilled, but would not communicate with each other beyond what was absolutely required. Each week I saw how both teachers showed strengths across all domains, but could rarely be seen to make eye contact between the students' arrival and lunch time. They spoke to each other rarely, sometimes addressing each other through the students. It was not unusual to see either of them roll their eyes and mumble to themselves as the other walked away from one of their silent conversations. As an observer, I wondered, "How do they behave when I'm "not" here watching?" and more importantly "How is this impacting the students?"

It became clear that this was happening in many classrooms around the city; teachers were teaching alongside each other, not together. They would spend the day ignoring each other until contact could no longer be avoided. As a coach, I could see that this reduced the teams' abilities to communicate effectively and allowed students to slip through the cracks left by their silence; they didn't check in with each other, didn't verify information, didn't remind or re-ensure. This led to confusion and many missed opportunities for communication and positive role-modeling.

Other negative impacts of these behaviors: they disrupt the unity of the classroom environment by limiting the teaching team's ability to support each other and send a mixed message to students—do as we say, not as we do. How effective are positive climate strategies if teachers do not model them in real time? Turning our attention to this important issue may be key to creating learning environments that provide a more consistently positive, secure base for learning.

We often ask students to be braver than we are and take risks we are unwilling to take. Without role models for behaviors that build emotional connections, how can students trust us to care for them in these vulnerable places? Can we really expect them to take us seriously when we say, "Tell them how you feel about that," if they see us avoiding direct conversation with each other on a daily basis? Strong skills require regular practice, and teachers have to practice if they are to build a strong framework for positive interactions and communications.

Let's consider the Positive Climate indicators, and think about ways to encourage these behaviors among adults. This can be a useful practice for supervisors and teachers alike. Ask these questions to reflect on teacher-to-teacher positive climate in your setting:

- How are you building relationships with your fellow teachers? Do students often see you supporting each other in the classroom?
- How are you displaying positive affect in your interactions with other teachers? Do classroom interactions between teachers regularly demonstrate enjoyment or warmth?
- Are communications between teachers positive? Do teachers express kindness or affection to each other when appropriate?
- Do interactions between teachers convey respect? Do teachers make eye contact, speak calmly and respectfully, and cooperate with each other when the need arises?

Key role models in the classroom must demonstrate relationship building, positive communication, positive affect, and respect between them. This is what it means to be a role model—demonstrated behaviors are a part of a teaching team's toolkit.

Early education is a tough business. It is fast-paced, physically demanding, and emotionally taxing. It is easy to accumulate misunderstandings and hurt feelings in this kind of environment. It can be challenging to dig out of those situations by having honest-yet-potentially-awkward conversations. However, as we have come to understand the value of setting aside time for lesson planning and observation, we must also understand the value of cultivating Positive Climate among teaching teams.

When classrooms are observed, scoring decisions are not based on what teachers feel or intend, but rather what is seen. Looking for and expecting behaviors that support positive interactions among teachers will support the success of teachers and students.

This post originally appeared on [Teachstone.com](#)

**Mark your calendars to attend the 2018 Texas Early Childhood Learning Summit**

- No registration fee
- Hotel accommodations provided at no cost
- Training credit for attendance
- More details soon!



**PLEASE NOTE:**  
 Workforce Solutions Child Care Services will be closed  
 May 28 and July 4

**Feedback**

We welcome your response! Workforce Solutions Capital Area is committed to bringing quality child care news to the community. If you have comments about this newsletter or suggestions for future topics, please contact Susan Hefield at [susan.heffield@wfcapitalarea.com](mailto:susan.heffield@wfcapitalarea.com) or 512.597.7112.



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