Virtual Lab School

Welcome!

Live Webinar will begin at 11:00 EST

Virtual Lab School

Engaging a Multigenerational Workforce

October 7, 2026

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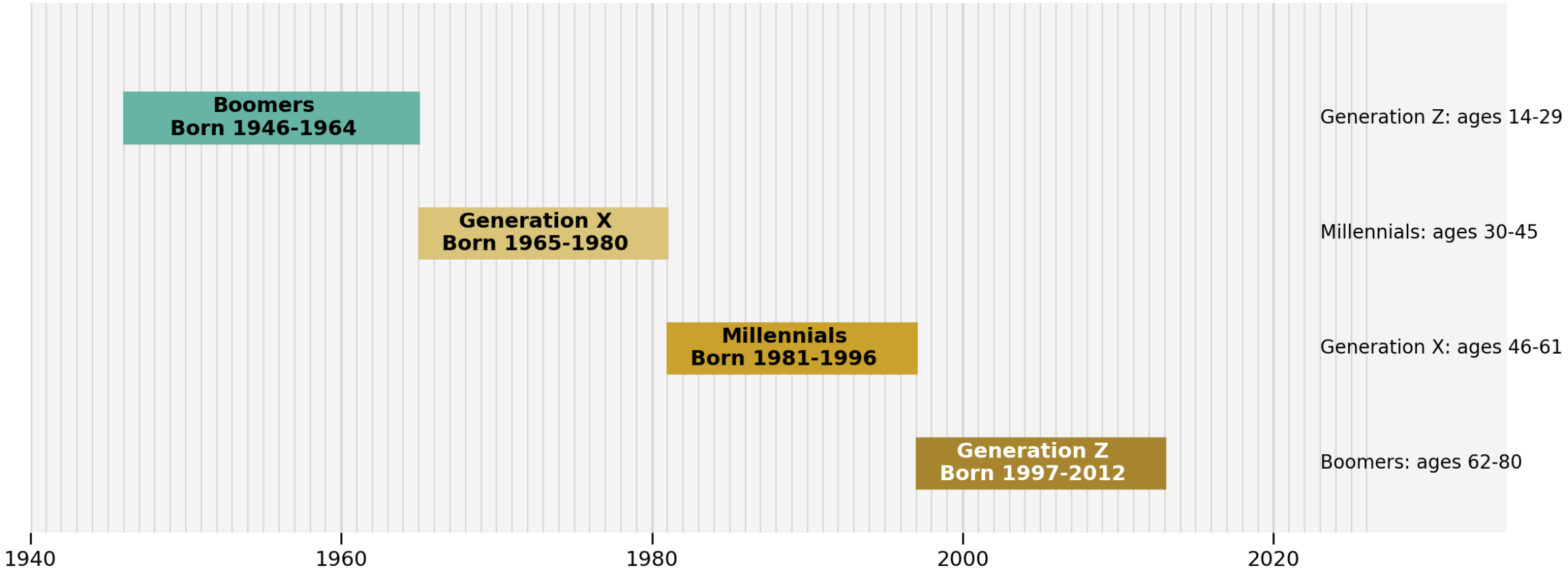
To Support Your Learning...

- All participants have been muted
- Please type questions or comments into the CHAT
- We will watch the CHAT and answer questions throughout the training
- This session is being recorded and will be made available on the Virtual Lab School site
- We encourage you to take part in the interactive components throughout the training
- If you have any feedback, you will have an opportunity to share your thoughts after the training
- If we disconnect—please log back in.

LEARNING OBJECTIVES

- ✓ Recognize common myths and realities about different generations.
- ✓ Understand factors that shape generational perspectives and identify strengths associated with each generation.
- ✓ Describe effective strategies to promote collaboration among multigenerational teams.
- ✓ Strengthen partnerships with families across generations.

Generations Defined



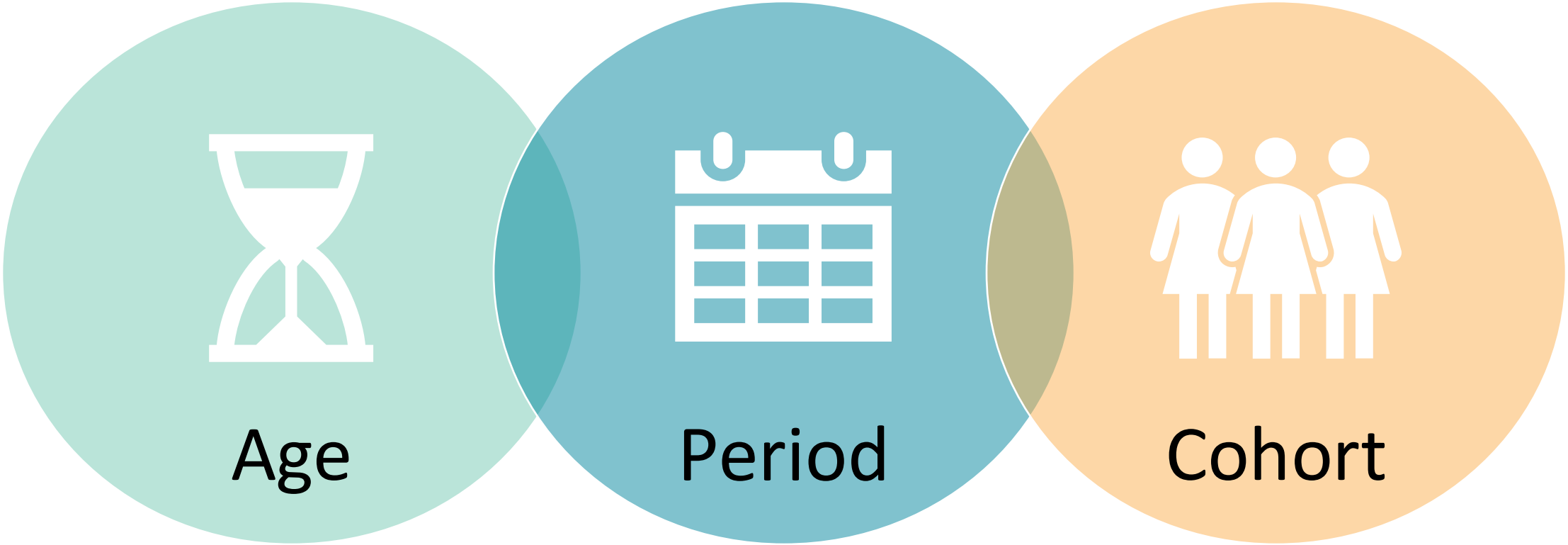
(Adapted from Pew Research Center 2019 Data)



Generations don't create the biggest barriers. Assumptions do.

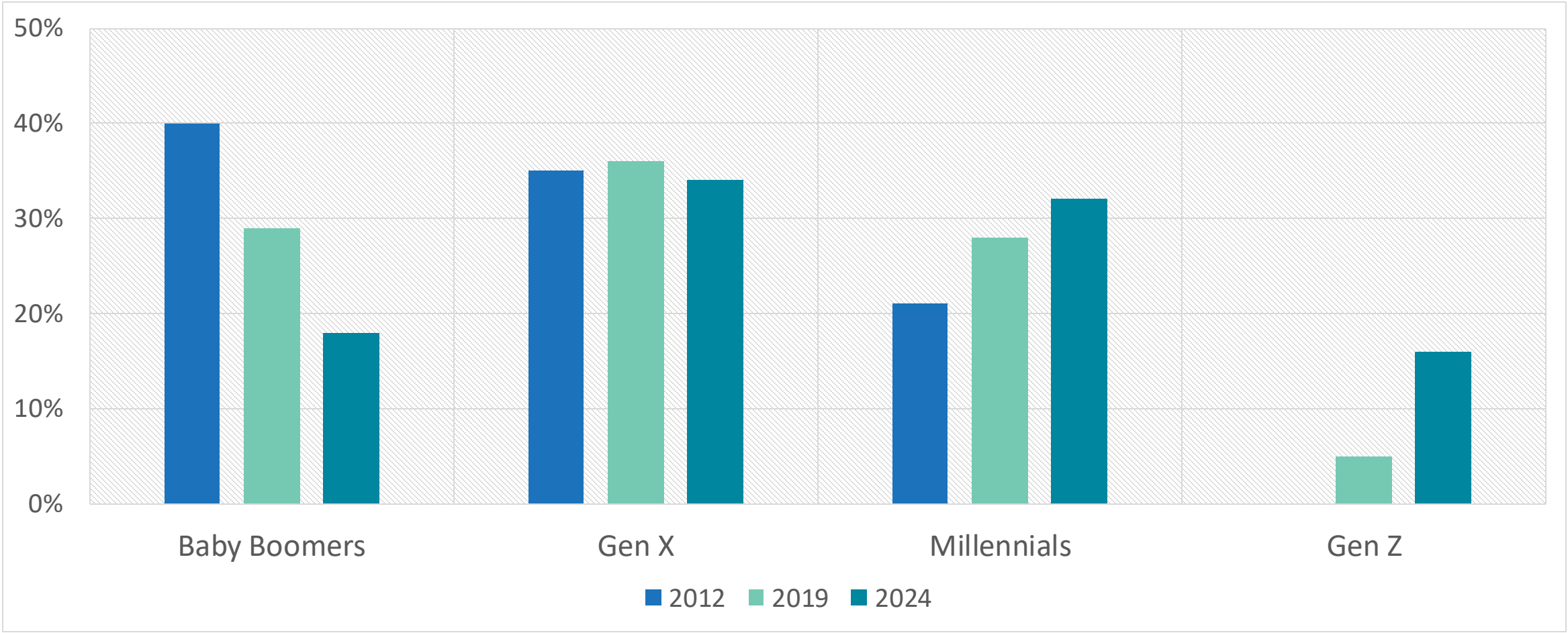
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Measuring Generational Differences Through Research



(Alkurdi, 2025; Yang & Land., 2013)

Breakdown of the Child Care Workforce by Generation



(National Survey of Early Care and Education, 2024)

Understanding Generational Differences Present in ECE & Youth Programs

- Baby Boomers
- Generation X
- Millennials
- Generation Z

Baby Boomers

Born 1946-1964

Significant Influences: Vietnam War, Civil Rights Movement, Space Travel

Work Values: company loyalty, teamwork, acknowledgement of expertise, work for personal fulfillment

Communication Preferences: efficient methods, phone calls, face-to-face meetings

Leadership Expectations: respect for experiences, clear hierarchies

Cvenkel, 2020; Lima & Rahman, 2025

Generation X

Born 1965-1980

Significant Influences: AIDS epidemic, Technology Boom, latchkey kids

Work Values: work-life balance, autonomy, efficiency, adaptability

Communication Preferences: efficient methods, emails, informal results-oriented

Leadership Expectations: competence, fairness, feedback

Cvenkel, 2020; Lima & Rahman, 2025

Millennials

Born 1981-1996

Significant Influences: digital media, 9/11, school shootings

Work Values: purpose-driven, flexible, feedback-seeking, tech-savvy, goal-oriented

Communication Preferences: email, text messages, positive, motivational, personable

Leadership Expectations: coaching relationship, transparency, collaboration

Cvenkel, 2020; Lima & Rahman, 2025

Generation Z

Born 1997-2012

Significant Influences: The Great Recession, technology access/ social media, mental health awareness

Work Values: individuality, creativity, regular public praise

Communication Preferences: email, text messages, positive, motivational, brief

Leadership Expectations: authenticity, welcoming to all, technologically savvy

Cvenkel, 2020; Lima & Rahman, 2025

Benefits of a Multigenerational Workforce

- Increased Knowledge
- Innovation
- Stronger Problem-Solving
- Better Family Engagement
- Sustained Workforce

(Lima & Rahman, 2025; Murphy 2007)

Similarities Among Generations

- Work is viewed as a vehicle for self-fulfillment and satisfaction
- Workplace culture is important to job satisfaction for all
- Most employees want a supportive work environment where they are appreciated and recognized
- Career development is a high priority
- Flexibility is important

(Murphy, 2007)

Common Areas of Tension



Communication

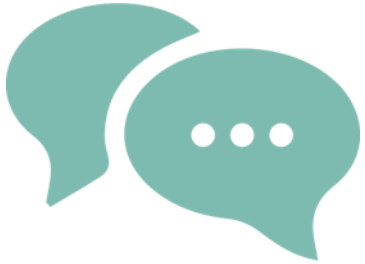


Feedback & Coaching



Attitudes

(Iqbal, 2024)



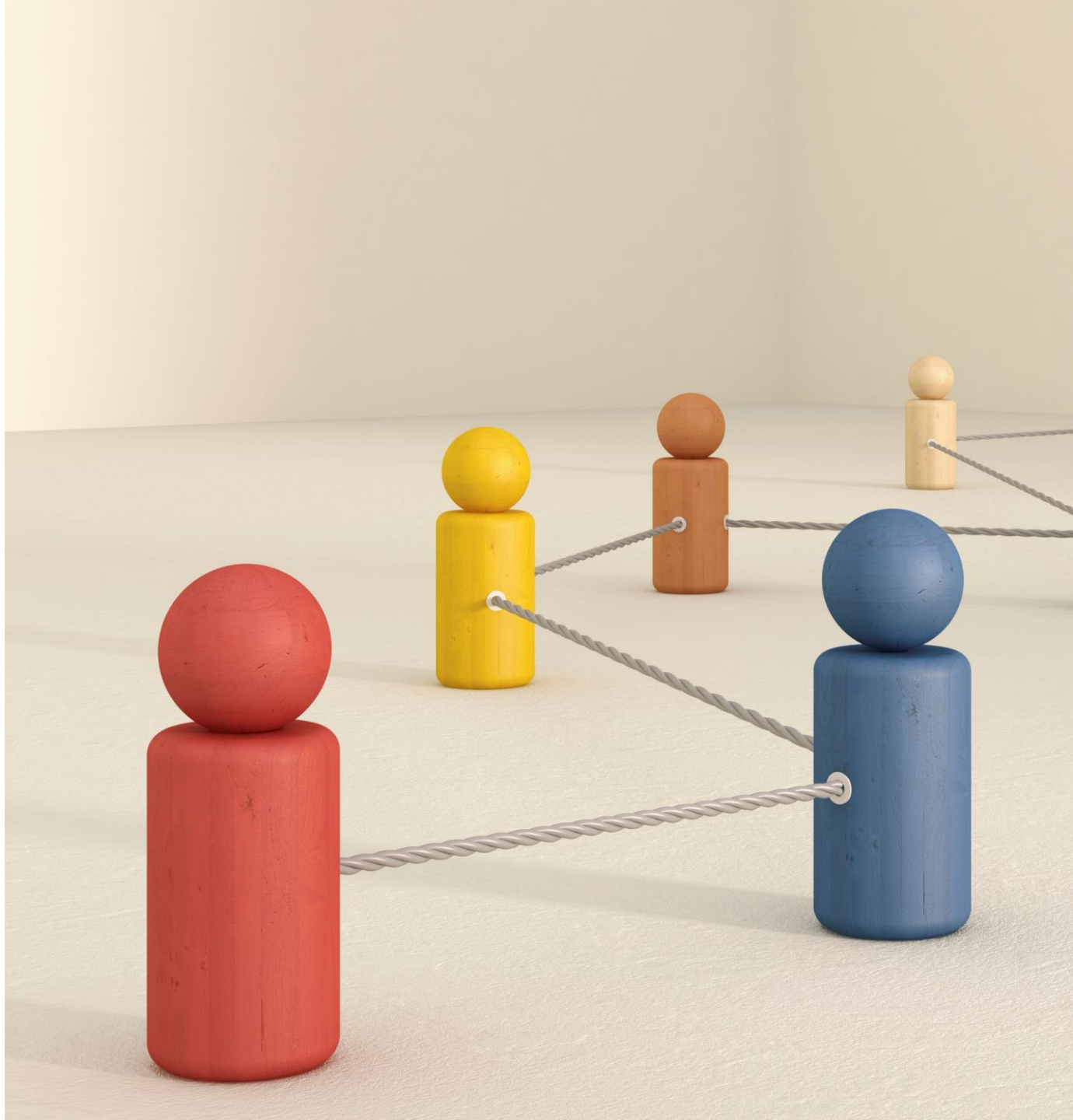
SHARE OUT: Chat

What one word best describes the communication culture you want to create in your program?

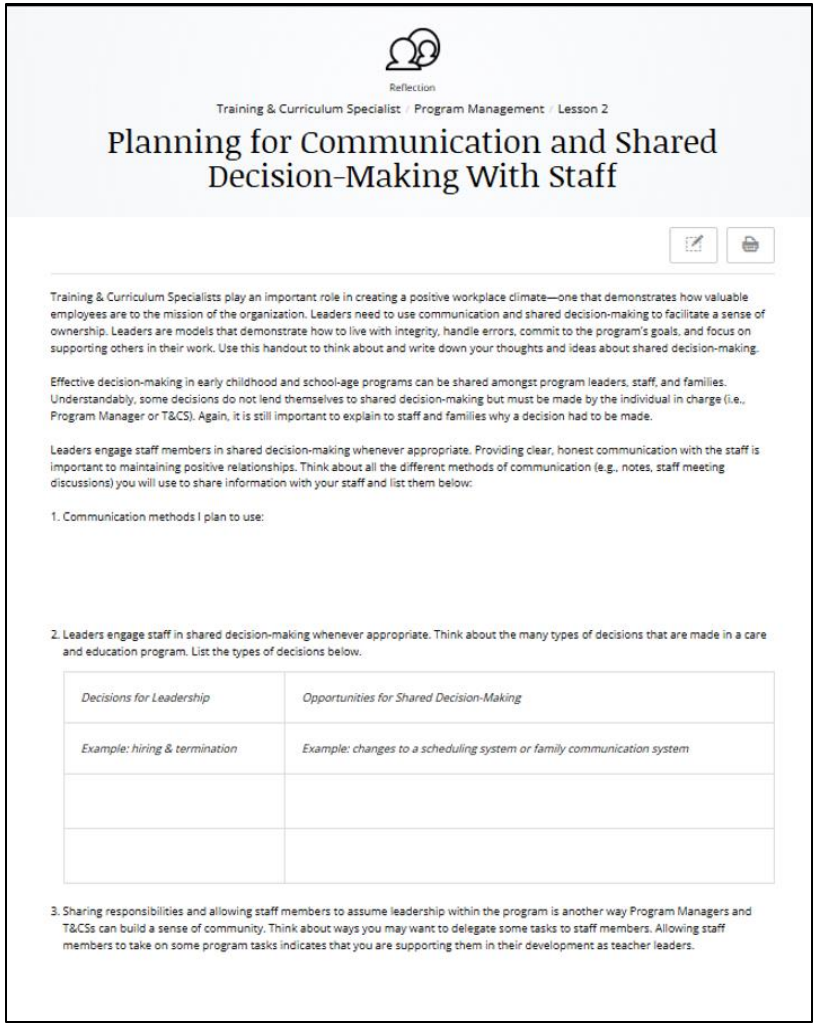
Communication Preferences

- Avoid terms and references tied to certain generations
- Match important messages with appropriate mediums
- Create redundancy for important messages and information
- Balance digital with face-to-face communication
- Build rapport across technology comfort levels

(Mosely, 2026; Iqbal, 2024)



VLS Resources to Support Communication with Professionals



Reflection

Training & Curriculum Specialist / Program Management / Lesson 2

Planning for Communication and Shared Decision-Making With Staff

Training & Curriculum Specialists play an important role in creating a positive workplace climate—one that demonstrates how valuable employees are to the mission of the organization. Leaders need to use communication and shared decision-making to facilitate a sense of ownership. Leaders are models that demonstrate how to live with integrity, handle errors, commit to the program's goals, and focus on supporting others in their work. Use this handout to think about and write down your thoughts and ideas about shared decision-making.

Effective decision-making in early childhood and school-age programs can be shared amongst program leaders, staff, and families. Understandably, some decisions do not lend themselves to shared decision-making but must be made by the individual in charge (i.e., Program Manager or T&CS). Again, it is still important to explain to staff and families why a decision had to be made.

Leaders engage staff members in shared decision-making whenever appropriate. Providing clear, honest communication with the staff is important to maintaining positive relationships. Think about all the different methods of communication (e.g., notes, staff meeting discussions) you will use to share information with your staff and list them below:

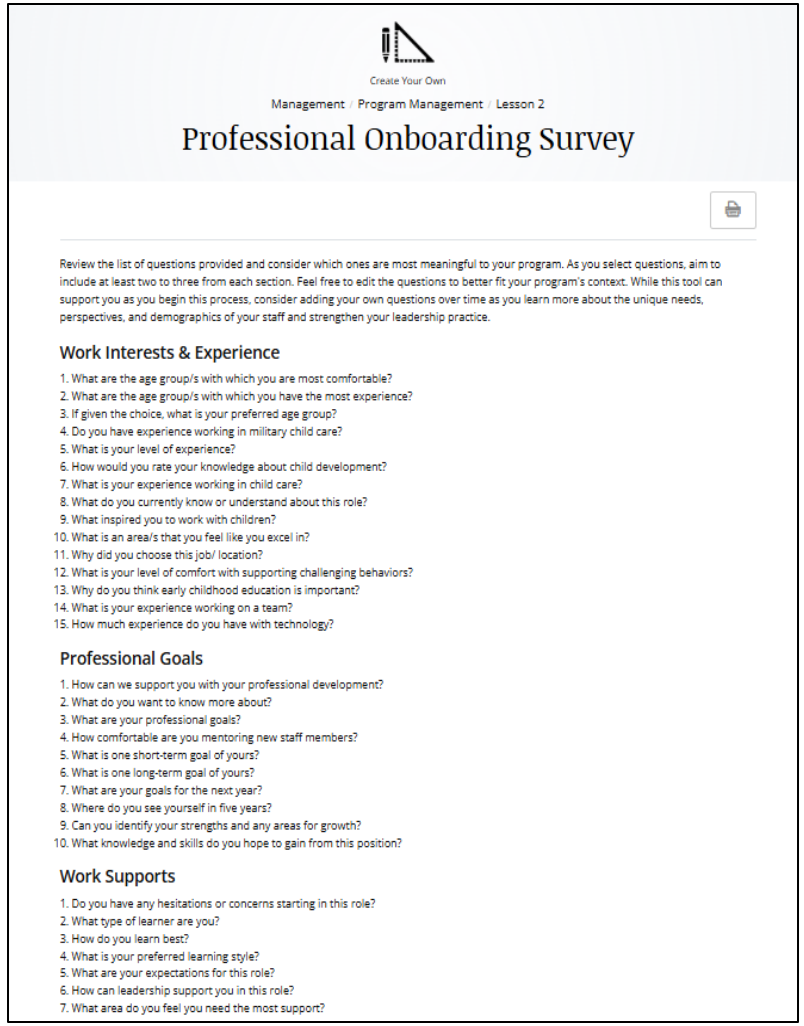
1. Communication methods I plan to use:

2. Leaders engage staff in shared decision-making whenever appropriate. Think about the many types of decisions that are made in a care and education program. List the types of decisions below.

Decisions for Leadership	*Opportunities for Shared Decision-Making*
Example: hiring & termination	*Example: changes to a scheduling system or family communication system*

3. Sharing responsibilities and allowing staff members to assume leadership within the program is another way Program Managers and T&CSs can build a sense of community. Think about ways you may want to delegate some tasks to staff members. Allowing staff members to take on some program tasks indicates that you are supporting them in their development as teacher leaders.

TCS, Program Management, Lesson 2



Create Your Own

Management / Program Management / Lesson 2

Professional Onboarding Survey

Review the list of questions provided and consider which ones are most meaningful to your program. As you select questions, aim to include at least two to three from each section. Feel free to edit the questions to better fit your program's context. While this tool can support you as you begin this process, consider adding your own questions over time as you learn more about the unique needs, perspectives, and demographics of your staff and strengthen your leadership practice.

Work Interests & Experience

1. What are the age group/s with which you are most comfortable?
2. What are the age group/s with which you have the most experience?
3. If given the choice, what is your preferred age group?
4. Do you have experience working in military child care?
5. What is your level of experience?
6. How would you rate your knowledge about child development?
7. What is your experience working in child care?
8. What do you currently know or understand about this role?
9. What inspired you to work with children?
10. What is an area/s that you feel like you excel in?
11. Why did you choose this job/ location?
12. What is your level of comfort with supporting challenging behaviors?
13. Why do you think early childhood education is important?
14. What is your experience working on a team?
15. How much experience do you have with technology?

Professional Goals

1. How can we support you with your professional development?
2. What do you want to know more about?
3. What are your professional goals?
4. How comfortable are you mentoring new staff members?
5. What is one short-term goal of yours?
6. What is one long-term goal of yours?
7. What are your goals for the next year?
8. Where do you see yourself in five years?
9. Can you identify your strengths and any areas for growth?
10. What knowledge and skills do you hope to gain from this position?

Work Supports

1. Do you have any hesitations or concerns starting in this role?
2. What type of learner are you?
3. How do you learn best?
4. What is your preferred learning style?
5. What are your expectations for this role?
6. How can leadership support you in this role?
7. What area do you feel you need the most support?

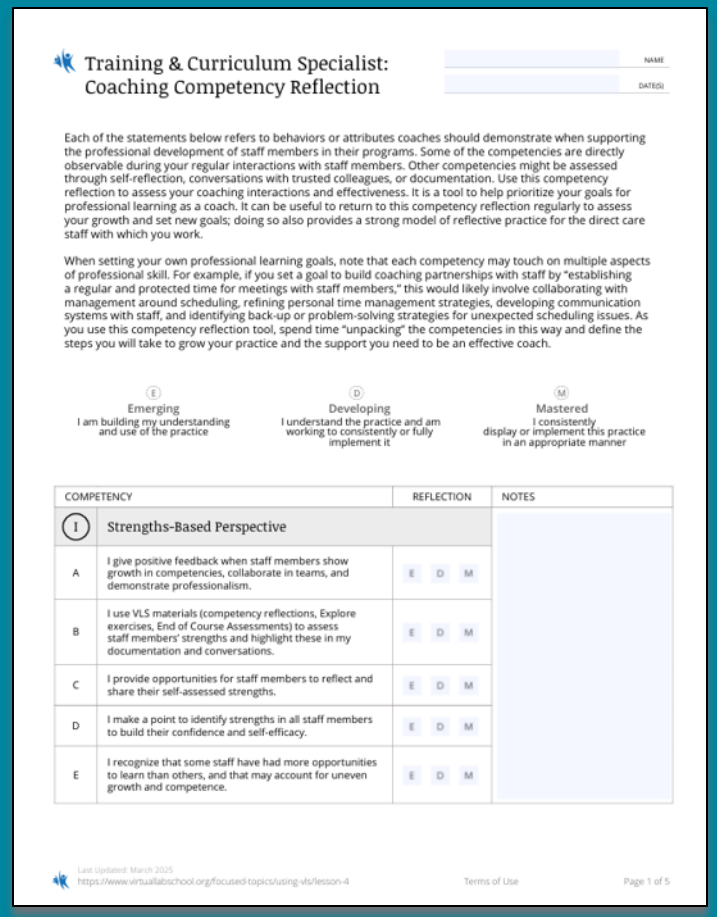
MGT, Program Management, Lesson 2

Feedback & Coaching Expectations

Consider your approach to feedback:	• Timing • Format • Delivery
Consider communication preferences:	• Criticism • Praise • Difficult news

(Iqbal, 2024)

VLS Resources to Support Coaching



Training & Curriculum Specialist:
Coaching Competency Reflection

NAME

DATE(S)

Each of the statements below refers to behaviors or attributes coaches should demonstrate when supporting the professional development of staff members in their programs. Some of the competencies are directly observable during your regular interactions with staff members. Other competencies might be assessed through self-reflection, conversations with trusted colleagues, or documentation. Use this competency reflection to assess your coaching interactions and effectiveness. It is a tool to help prioritize your goals for professional learning as a coach. It can be useful to return to this competency reflection regularly to assess your growth and set new goals; doing so also provides a strong model of reflective practice for the direct care staff with which you work.

When setting your own professional learning goals, note that each competency may touch on multiple aspects of professional skill. For example, if you set a goal to build coaching partnerships with staff by "establishing a regular and protected time for meetings with staff members," this would likely involve collaborating with management around scheduling, refining personal time management strategies, developing communication systems with staff, and identifying back-up or problem-solving strategies for unexpected scheduling issues. As you use this competency reflection tool, spend time "unpacking" the competencies in this way and define the steps you will take to grow your practice and the support you need to be an effective coach.

(E) Emerging — I am building my understanding and use of the practice

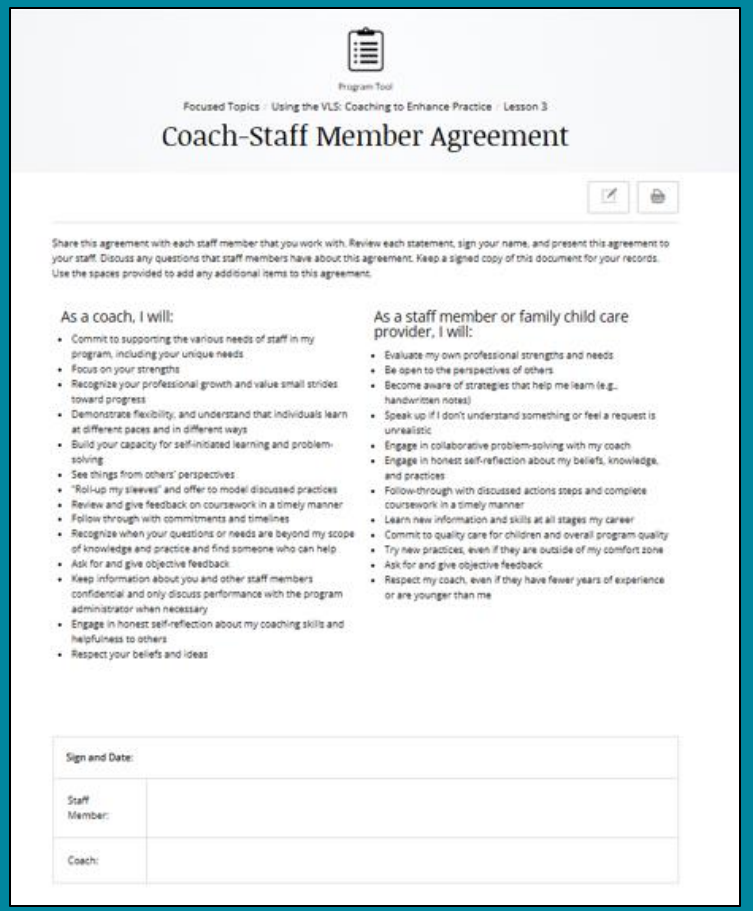
(D) Developing — I understand the practice and am working to consistently or fully implement it

(M) Mastered — I consistently display or implement this practice in an appropriate manner

COMPETENCY		REFLECTION	NOTES
I	Strengths-Based Perspective		
A	I give positive feedback when staff members show growth in competencies, collaborate in teams, and demonstrate professionalism.	E D M	
B	I use VLS materials (competency reflections, Explore exercises, End of Course Assessments) to assess staff members' strengths and highlight these in my documentation and conversations.	E D M	
C	I provide opportunities for staff members to reflect and share their self-assessed strengths.	E D M	
D	I make a point to identify strengths in all staff members to build their confidence and self-efficacy.	E D M	
E	I recognize that some staff have had more opportunities to learn than others, and that may account for uneven growth and competence.	E D M	

Last Updated: March 2025 https://www.virtuallabschool.org/focused-topics/using-vls/lesson-4 Terms of Use Page 1 of 5

FT, Using the VLS, Lesson 4



Program Tool

Focused Topics / Using the VLS: Coaching to Enhance Practice / Lesson 3

Coach-Staff Member Agreement

Share this agreement with each staff member that you work with. Review each statement, sign your name, and present this agreement to your staff. Discuss any questions that staff members have about this agreement. Keep a signed copy of this document for your records. Use the spaces provided to add any additional items to this agreement.

As a coach, I will:

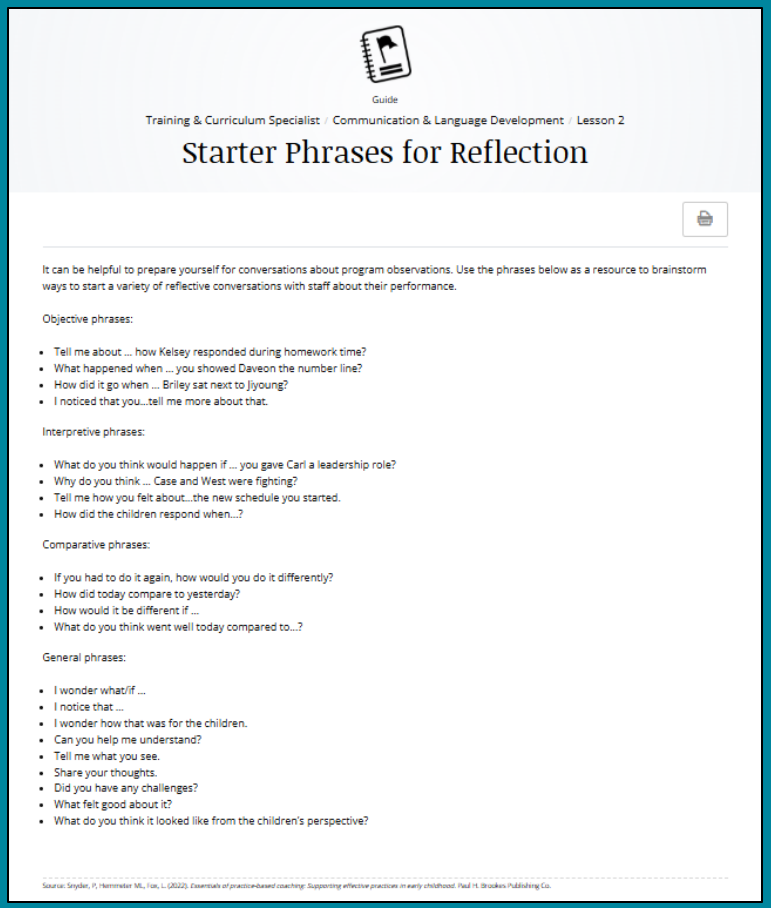
- Commit to supporting the various needs of staff in my program, including your unique needs
- Focus on your strengths
- Recognize your professional growth and value small strides toward progress
- Demonstrate flexibility, and understand that individuals learn at different paces and in different ways
- Build your capacity for self-initiated learning and problem-solving
- See things from others' perspectives
- "Roll-up my sleeves" and offer to model discussed practices
- Review and give feedback on coursework in a timely manner
- Follow through with commitments and timelines
- Recognize when your questions or needs are beyond my scope of knowledge and practice and find someone who can help
- Ask for and give objective feedback
- Keep information about you and other staff members confidential and only discuss performance with the program administrator when necessary
- Engage in honest self-reflection about my coaching skills and helpfulness to others
- Respect your beliefs and ideas

As a staff member or family child care provider, I will:

- Evaluate my own professional strengths and needs
- Be open to the perspectives of others
- Become aware of strategies that help me learn (e.g., handwritten notes)
- Speak up if I don't understand something or feel a request is unrealistic
- Engage in collaborative problem-solving with my coach
- Engage in honest self-reflection about my beliefs, knowledge, and practices
- Follow-through with discussed actions steps and complete coursework in a timely manner
- Learn new information and skills at all stages my career
- Commit to quality care for children and overall program quality
- Try new practices, even if they are outside of my comfort zone
- Ask for and give objective feedback
- Respect my coach, even if they have fewer years of experience or are younger than me

Sign and Date:	
Staff Member:	
Coach:	

FT, Using the VLS, Lesson 3



Guide

Training & Curriculum Specialist / Communication & Language Development / Lesson 2

Starter Phrases for Reflection

It can be helpful to prepare yourself for conversations about program observations. Use the phrases below as a resource to brainstorm ways to start a variety of reflective conversations with staff about their performance.

Objective phrases:

- Tell me about … how Kelsey responded during homework time?
- What happened when … you showed Daveon the number line?
- How did it go when … Briley sat next to Jiyoung?
- I noticed that you…tell me more about that.

Interpretive phrases:

- What do you think would happen if … you gave Carl a leadership role?
- Why do you think … Case and West were fighting?
- Tell me how you felt about…the new schedule you started.
- How did the children respond when…?

Comparative phrases:

- If you had to do it again, how would you do it differently?
- How did today compare to yesterday?
- How would it be different if …
- What do you think went well today compared to…?

General phrases:

- I wonder what/if …
- I notice that …
- I wonder how that was for the children.
- Can you help me understand?
- Tell me what you see.
- Share your thoughts.
- Did you have any challenges?
- What felt good about it?
- What do you think it looked like from the children's perspective?

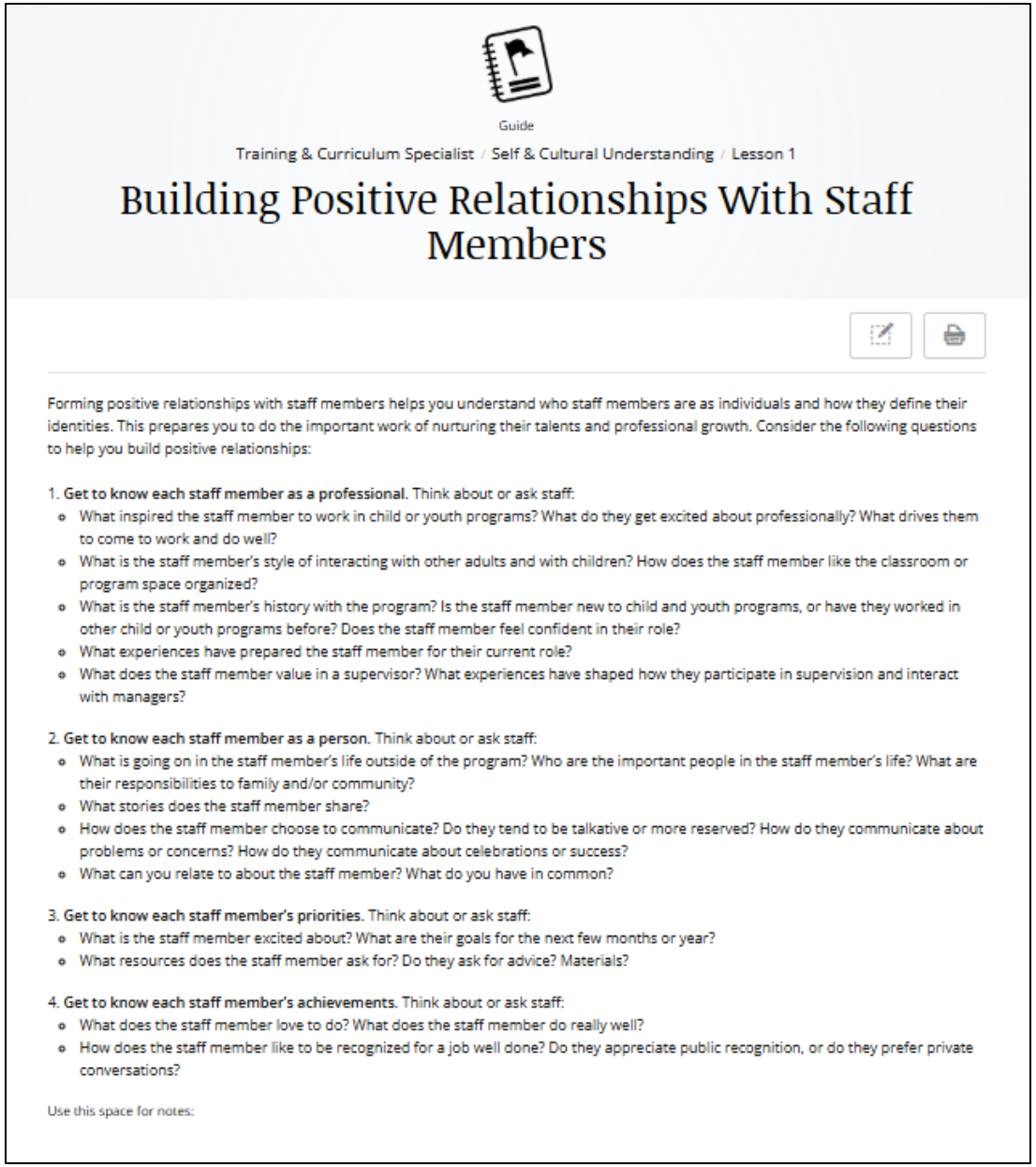
Source: Snyder, P., Hemmeter M.L., Fox, L. (2022). *Essentials of practice-based coaching: Supporting effective practices in early childhood*. Paul H. Brookes Publishing Co.

TCS, Communication & Language Development, Lesson 2

Differing Attitudes About Change

- Understanding different responses to change
- Honoring concerns and questions
- Building buy-in
- Communicating the purpose behind changes
- Creating opportunities for participation

(Iqbal, 2024)



Guide

Training & Curriculum Specialist / Self & Cultural Understanding / Lesson 1

Building Positive Relationships With Staff Members

Forming positive relationships with staff members helps you understand who staff members are as individuals and how they define their identities. This prepares you to do the important work of nurturing their talents and professional growth. Consider the following questions to help you build positive relationships:

1. **Get to know each staff member as a professional.** Think about or ask staff:
   - What inspired the staff member to work in child or youth programs? What do they get excited about professionally? What drives them to come to work and do well?
   - What is the staff member's style of interacting with other adults and with children? How does the staff member like the classroom or program space organized?
   - What is the staff member's history with the program? Is the staff member new to child and youth programs, or have they worked in other child or youth programs before? Does the staff member feel confident in their role?
   - What experiences have prepared the staff member for their current role?
   - What does the staff member value in a supervisor? What experiences have shaped how they participate in supervision and interact with managers?

2. **Get to know each staff member as a person.** Think about or ask staff:
   - What is going on in the staff member's life outside of the program? Who are the important people in the staff member's life? What are their responsibilities to family and/or community?
   - What stories does the staff member share?
   - How does the staff member choose to communicate? Do they tend to be talkative or more reserved? How do they communicate about problems or concerns? How do they communicate about celebrations or success?
   - What can you relate to about the staff member? What do you have in common?

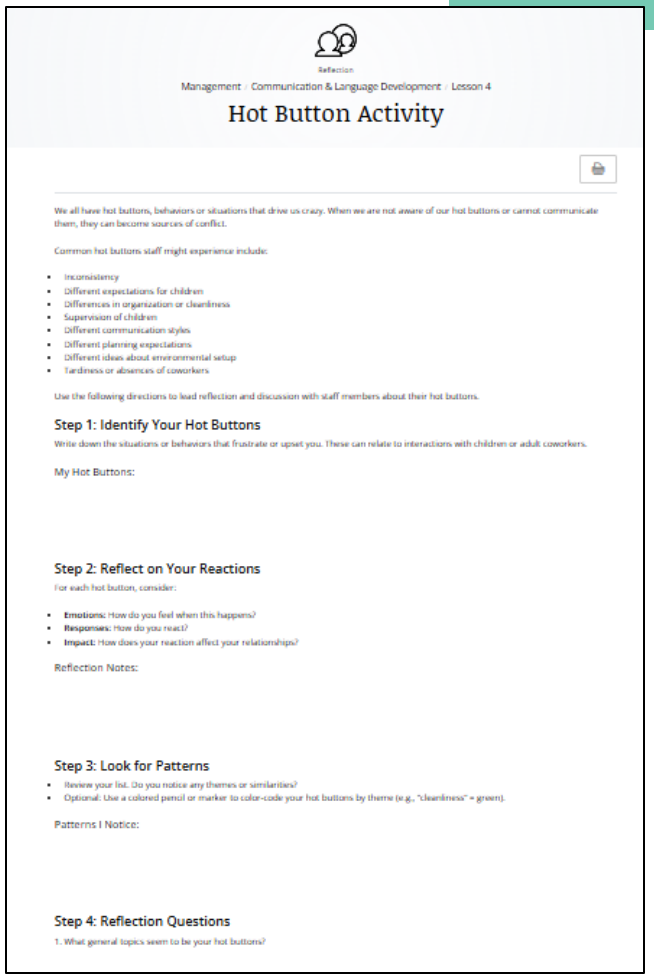
3. **Get to know each staff member's priorities.** Think about or ask staff:
   - What is the staff member excited about? What are their goals for the next few months or year?
   - What resources does the staff member ask for? Do they ask for advice? Materials?

4. **Get to know each staff member's achievements.** Think about or ask staff:
   - What does the staff member love to do? What does the staff member do really well?
   - How does the staff member like to be recognized for a job well done? Do they appreciate public recognition, or do they prefer private conversations?

Use this space for notes:

TCS, Self & Cultural Understanding, Lesson 1

VLS Resources to Promote Strong Teams



Reflection

Management / Communication & Language Development / Lesson 4

Hot Button Activity

We all have hot buttons, behaviors or situations that drive us crazy. When we are not aware of our hot buttons or cannot communicate them, they can become sources of conflict.

Common hot buttons staff might experience include:

- Inconsistency
- Different expectations for children
- Differences in organization or cleanliness
- Supervision of children
- Different communication styles
- Different planning expectations
- Different ideas about environmental setup
- Tardiness or absences of coworkers

Use the following directions to lead reflection and discussion with staff members about their hot buttons.

Step 1: Identify Your Hot Buttons

Write down the situations or behaviors that frustrate or upset you. These can relate to interactions with children or adult coworkers.

My Hot Buttons:

Step 2: Reflect on Your Reactions

For each hot button, consider:

- **Emotions:** How do you feel when this happens?
- **Responses:** How do you react?
- **Impact:** How does your reaction affect your relationships?

Reflection Notes:

Step 3: Look for Patterns

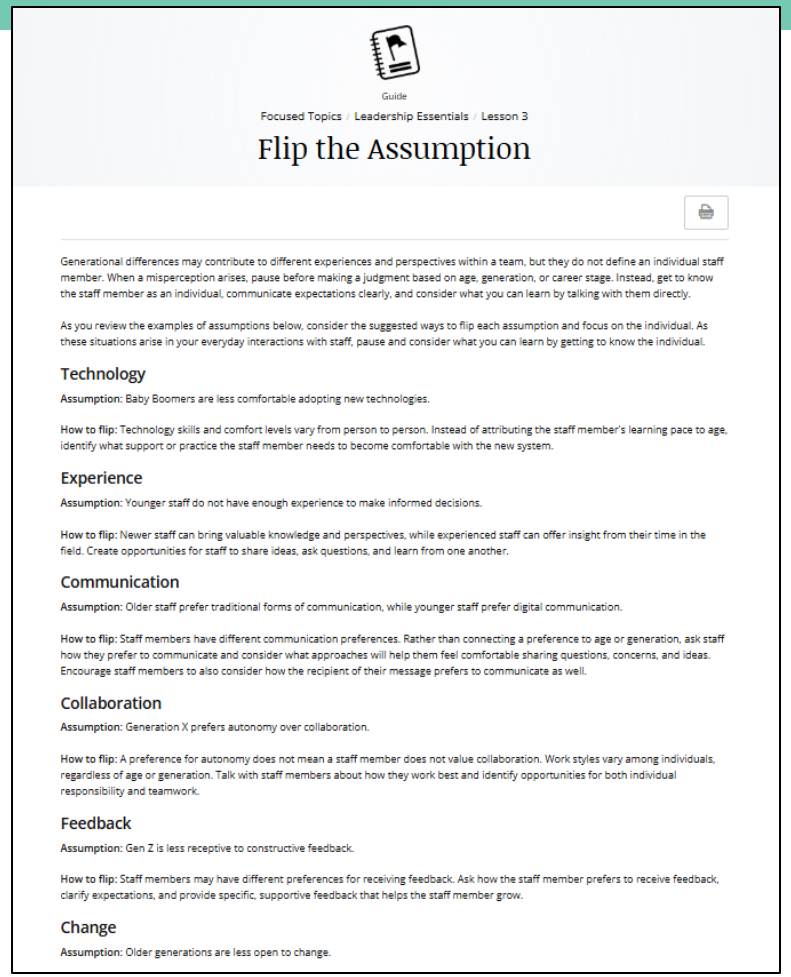
- Review your list. Do you notice any themes or similarities?
- Optional: Use a colored pencil or marker to color-code your hot buttons by theme (e.g., "cleanliness" = green).

Patterns I Notice:

Step 4: Reflection Questions

1. What general topics seem to be your hot buttons?

MGT, Communication & Language Development, Lesson 4



Guide

Focused Topics / Leadership Essentials / Lesson 3

Flip the Assumption

Generational differences may contribute to different experiences and perspectives within a team, but they do not define an individual staff member. When a misperception arises, pause before making a judgment based on age, generation, or career stage. Instead, get to know the staff member as an individual, communicate expectations clearly, and consider what you can learn by talking with them directly.

As you review the examples of assumptions below, consider the suggested ways to flip each assumption and focus on the individual. As these situations arise in your everyday interactions with staff, pause and consider what you can learn by getting to know the individual.

Technology

Assumption: Baby Boomers are less comfortable adopting new technologies.

How to flip: Technology skills and comfort levels vary from person to person. Instead of attributing the staff member's learning pace to age, identify what support or practice the staff member needs to become comfortable with the new system.

Experience

Assumption: Younger staff do not have enough experience to make informed decisions.

How to flip: Newer staff can bring valuable knowledge and perspectives, while experienced staff can offer insight from their time in the field. Create opportunities for staff to share ideas, ask questions, and learn from one another.

Communication

Assumption: Older staff prefer traditional forms of communication, while younger staff prefer digital communication.

How to flip: Staff members have different communication preferences. Rather than connecting a preference to age or generation, ask staff how they prefer to communicate and consider what approaches will help them feel comfortable sharing questions, concerns, and ideas. Encourage staff members to also consider how the recipient of their message prefers to communicate as well.

Collaboration

Assumption: Generation X prefers autonomy over collaboration.

How to flip: A preference for autonomy does not mean a staff member does not value collaboration. Work styles vary among individuals, regardless of age or generation. Talk with staff members about how they work best and identify opportunities for both individual responsibility and teamwork.

Feedback

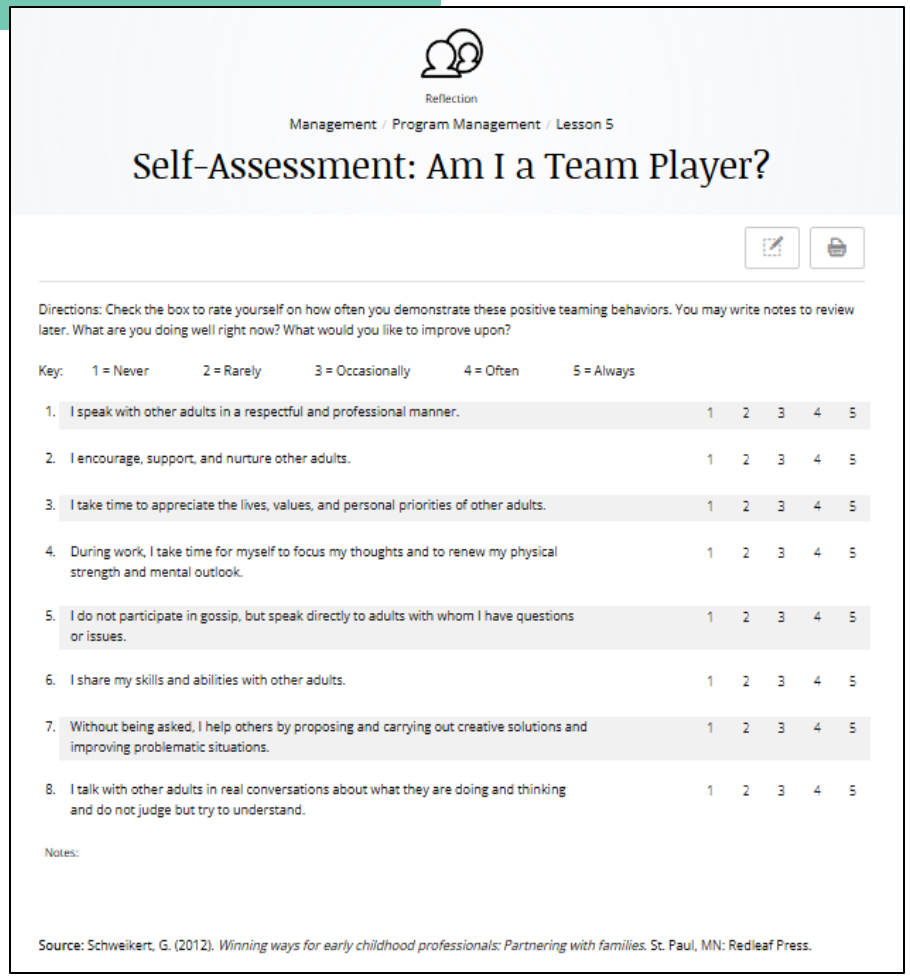
Assumption: Gen Z is less receptive to constructive feedback.

How to flip: Staff members may have different preferences for receiving feedback. Ask how the staff member prefers to receive feedback, clarify expectations, and provide specific, supportive feedback that helps the staff member grow.

Change

Assumption: Older generations are less open to change.

FT, Leadership Essentials, Lesson 3



Reflection

Management / Program Management / Lesson 5

Self-Assessment: Am I a Team Player?

Directions: Check the box to rate yourself on how often you demonstrate these positive teaming behaviors. You may write notes to review later. What are you doing well right now? What would you like to improve upon?

Key: 1 = Never 2 = Rarely 3 = Occasionally 4 = Often 5 = Always

1.	I speak with other adults in a respectful and professional manner.	1	2	3	4	5
2.	I encourage, support, and nurture other adults.	1	2	3	4	5
3.	I take time to appreciate the lives, values, and personal priorities of other adults.	1	2	3	4	5
4.	During work, I take time for myself to focus my thoughts and to renew my physical strength and mental outlook.	1	2	3	4	5
5.	I do not participate in gossip, but speak directly to adults with whom I have questions or issues.	1	2	3	4	5
6.	I share my skills and abilities with other adults.	1	2	3	4	5
7.	Without being asked, I help others by proposing and carrying out creative solutions and improving problematic situations.	1	2	3	4	5
8.	I talk with other adults in real conversations about what they are doing and thinking and do not judge but try to understand.	1	2	3	4	5

Notes:

Source: Schweikert, G. (2012). *Winning ways for early childhood professionals: Partnering with families.* St. Paul, MN: Redleaf Press.

MGT, Program Management, Lesson 5

Leading Across Generations

(adapted from NEOED, n.d.)

	Baby Boomers	Gen X	Millennials	Gen Z
Management Style	Expect direction from leadership	Direct style of communication	Teamwork approach; not authoritative	Coaching
Performance Feedback	Frequent and documented feedback	Constant feedback; want opportunities to grow	Daily feedback and positive reinforcement	Constant feedback and coaching
Learning Style	In-person learning	Self-directed learning; least favorite in classroom-based learning	Broad range of formats to keep them engaged	Social/ group learning; enjoy on-demand options
Training Approach	Personally-focused training	Want freedom to train on their own schedule	Training that enables immediate feedback	Online training with group discussions

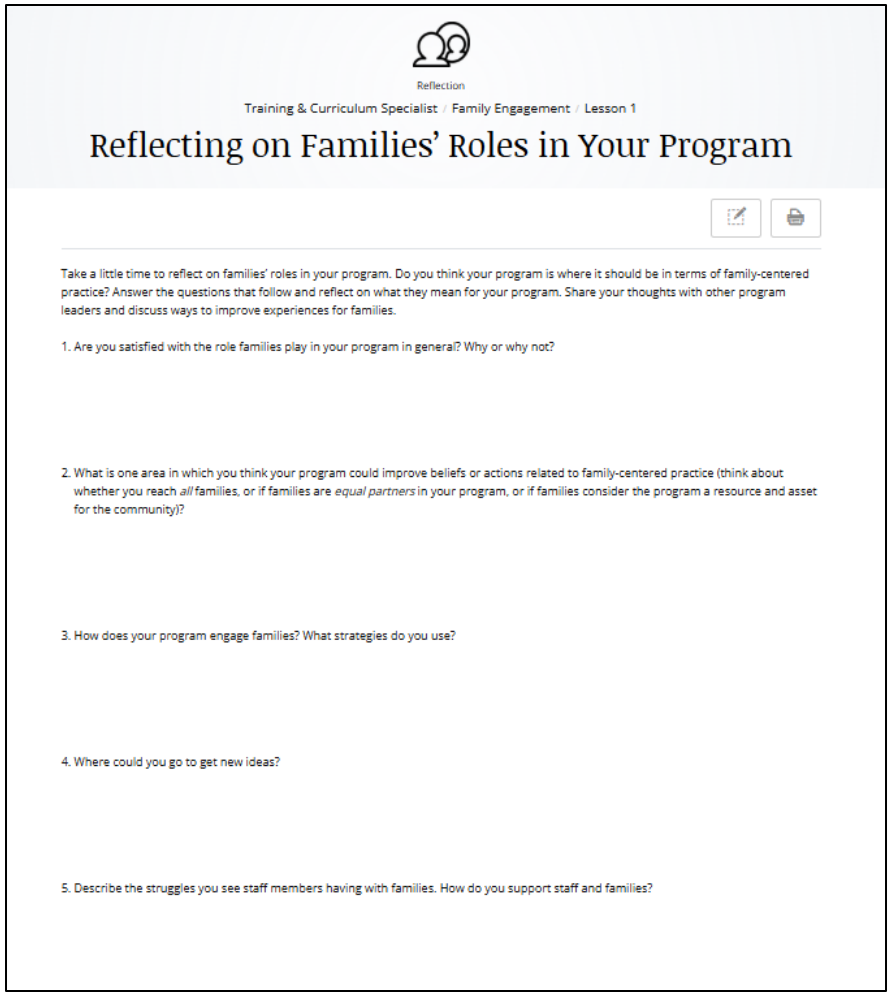
Supporting Families Across Generations

Potential differences:

- Communication style
- Communication preferences
- Child development beliefs
- Role expectations



TPD, Effective Communication with Families


Reflection

Training & Curriculum Specialist / Family Engagement / Lesson 1

Reflecting on Families' Roles in Your Program

Take a little time to reflect on families' roles in your program. Do you think your program is where it should be in terms of family-centered practice? Answer the questions that follow and reflect on what they mean for your program. Share your thoughts with other program leaders and discuss ways to improve experiences for families.

1. Are you satisfied with the role families play in your program in general? Why or why not?

2. What is one area in which you think your program could improve beliefs or actions related to family-centered practice (think about whether you reach *all* families, or if families are *equal partners* in your program, or if families consider the program a resource and asset for the community)?

3. How does your program engage families? What strategies do you use?

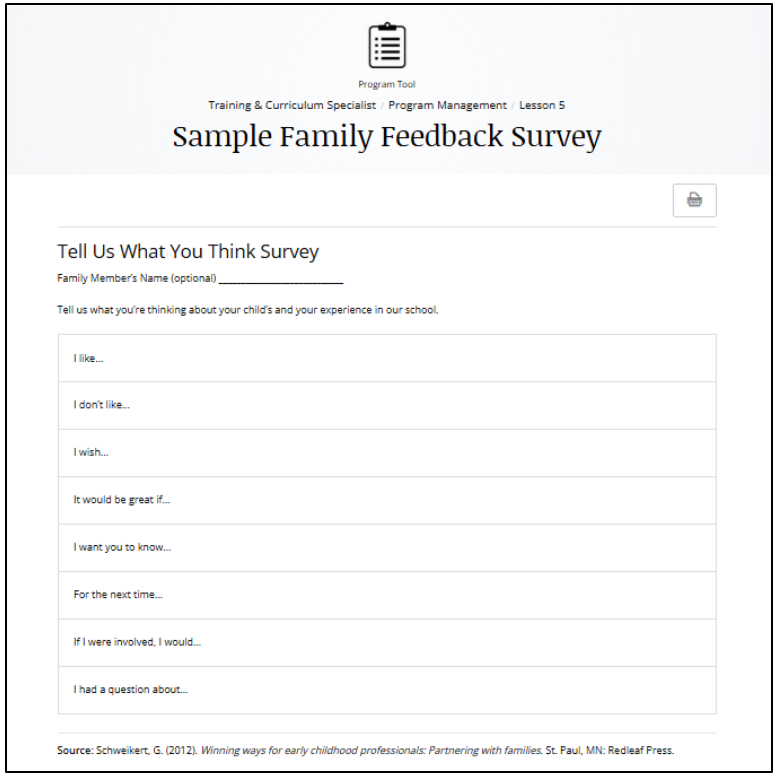
4. Where could you go to get new ideas?

5. Describe the struggles you see staff members having with families. How do you support staff and families?

TCS, Family Engagement, Lesson 1

Strategies for Partnering with Families

- Avoid assumptions
- Use multiple communication methods
- Shared goals



Program Tool

Training & Curriculum Specialist / Program Management / Lesson 5

Sample Family Feedback Survey

Tell Us What You Think Survey

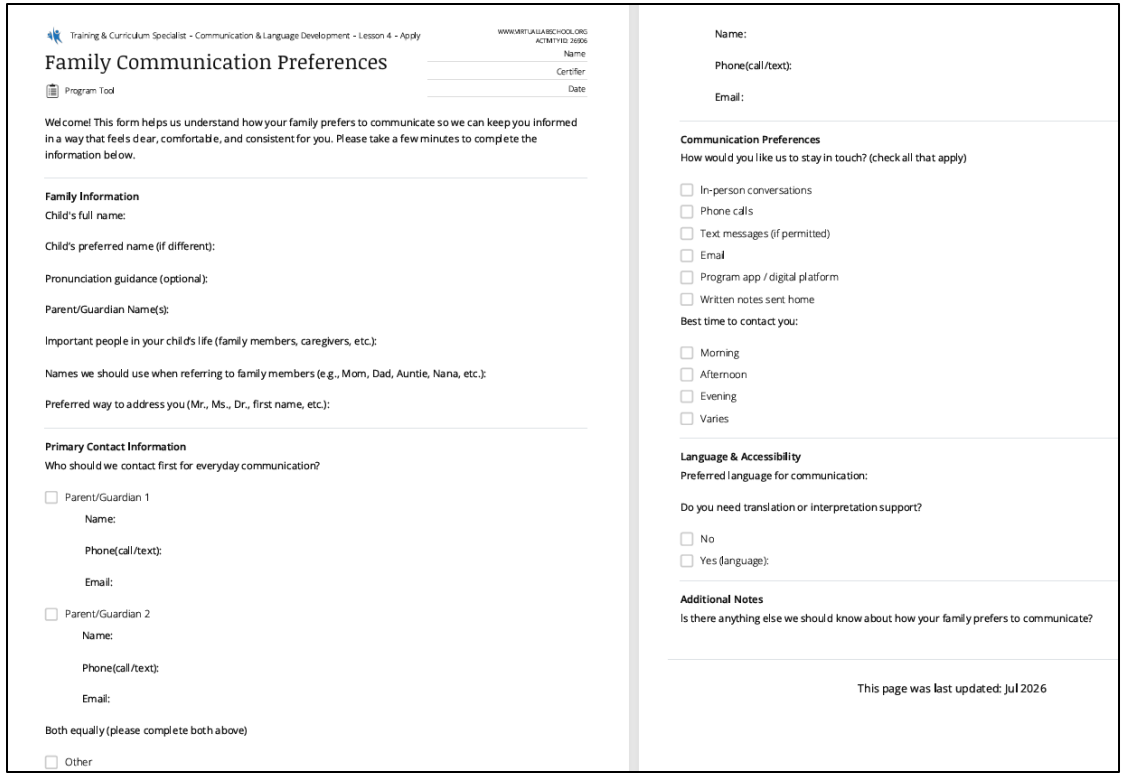
Family Member's Name (optional) _____

Tell us what you're thinking about your child's and your experience in our school.

I like...
I don't like...
I wish...
It would be great if...
I want you to know...
For the next time...
If I were involved, I would...
I had a question about...

Source: Schweikert, G. (2012). *Winning ways for early childhood professionals: Partnering with families.* St. Paul, MN: Redleaf Press.

TCS, Program Management, Lesson 5



Training & Curriculum Specialist - Communication & Language Development - Lesson 4 - Apply

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Family Communication Preferences

Name

Certifier

Date

Program Tool

Welcome! This form helps us understand how your family prefers to communicate so we can keep you informed in a way that feels clear, comfortable, and consistent for you. Please take a few minutes to complete the information below.

Family Information

Child's full name:

Child's preferred name (if different):

Pronunciation guidance (optional):

Parent/Guardian Name(s):

Important people in your child's life (family members, caregivers, etc.):

Names we should use when referring to family members (e.g., Mom, Dad, Auntie, Nana, etc.):

Preferred way to address you (Mr., Ms., Dr., first name, etc.):

Primary Contact Information

Who should we contact first for everyday communication?

- ☐ Parent/Guardian 1
  - Name:
  - Phone(call/text):
  - Email:
- ☐ Parent/Guardian 2
  - Name:
  - Phone(call/text):
  - Email:
- ☐ Both equally (please complete both above)
- ☐ Other
  - Name:
  - Phone(call/text):
  - Email:

Communication Preferences

How would you like us to stay in touch? (check all that apply)

- ☐ In-person conversations
- ☐ Phone calls
- ☐ Text messages (if permitted)
- ☐ Email
- ☐ Program app / digital platform
- ☐ Written notes sent home

Best time to contact you:

- ☐ Morning
- ☐ Afternoon
- ☐ Evening
- ☐ Varies

Language & Accessibility

Preferred language for communication:

Do you need translation or interpretation support?

- ☐ No
- ☐ Yes (language):

Additional Notes

Is there anything else we should know about how your family prefers to communicate?

This page was last updated: Jul 2026

TCS, Communication & Language Development, Lesson 4

Effective Teams Program Checklist

- ❑ There's not just one type of educator, staff member, or leader who is successful in our program.
- ❑ When we put a team together, we intentionally include a variety of perspectives, experiences, and backgrounds.
- ❑ We treat all professionals with respect.
- ❑ We create opportunities to talk openly about our different viewpoints.
- ❑ We openly discuss professional goals and interests.
- ❑ Our policies and practices are designed with professionals', children, and families' needs in mind.
- ❑ Our work atmosphere is welcoming, supportive, and positive.
- ❑ We find joy in our work and have fun together.
- ❑ We're known for being honest with each other.
- ❑ Staff members understand the program's vision and goals and are empowered to using their professional judgement to achieve them.
- ❑ We expect the best from everyone here, and we recognize the strengths and potential everyone brings to the program.
- ❑ We focus on retaining high-quality educators and staff.
- ❑ Professional responsibilities provide opportunities for variety, leadership, and skill development.

(adapted from Murphy, 2007)

Additional VLS Supports

- Lessons & activities referenced in today's session:
  - TCS, Program Management, Lesson 2, Explore
  - TCS, Program Management, Lesson 5, Explore
  - TCS, Communication & Language Development, Lesson 2, Apply
  - TCS, Communication & Language Development, Lesson 4, Apply
  - TCS, Self & Cultural Understanding, Lesson 1, Apply
  - TCS, Family Engagement, Lesson 1, Explore
  - MGT, Program Management, Lesson 2, Apply
  - MGT, Program Management, Lesson 5, Apply
  - MGT, Communication & Language Development, Lesson 4, Apply
  - FT, Using the VLS: Coaching to Enhance Practice, Lesson 3, Apply
  - FT, Using the VLS: Coaching to Enhance Practice, Lesson 4, Apply
  - FT, Leadership Essentials, Lesson 3, Explore

- Additional courses or pages for review:
  - Targeted Professional Development, Effective Communication with Families
  - Targeted Professional Development, Developing a Strong Team: Hiring & Onboarding
  - Focused Topic, Using the VLS: Coaching to Enhance Practices
  - Focused Topic, Leadership Essentials
  - Live Leadership Webinar, Giving Staff Voice & Choice: Leadership Strategies that Empower Staff
  - Live Leadership Webinar, Coaching to Enhance Practice: Successful Strategies to Support Adult Learners



References & Resources

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Thank you again for joining us today!

Please complete the QUICK feedback survey:

What future training topics would be helpful?

Any questions?

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SHARE OUT

What is your biggest take-away from today's session?