



ASSESSOR

LOOK FOR THE STARS DOCUMENTATION

2010

DRAFT, may be modified

RATIOS - 5 points possible _____

NOTE: Ratios are determined based on published ratios, unless actual number of children is greater than published ratios

Evidence may include:

- Ratios published in parent handbook, rate sheet, etc.

	Teacher-Child Ratios / Group Size- 5 points possible, pre-set				
R A T I O S	Meets Sarasota licensure	Ratio & Group Size	Ratio & Group Size	Ratio & Group Size	Ratio & Group Size
	Infants 1:4 (8)	Infants 1:4 (8)	Infants 1:4 (8)	Infants 1:4 (8)	Infants 1:4 (8)
	1's 1:6 (12)	1's 1:6 (12)	1's 1:6 (12)	1's 1:5 10	1's 1:5 10
	2s - 1:9; (18)	2s - 1:9; (18)	2s - 1:8; (16)	2s - 1:7; 14	2s - 1:6; 12
	3s - 1:13; (26)	3s - 1:13; (26)	3s - 1:12; (24)	3s - 1:10; 20	3s - 1:9; 18
	4/5s - 1:18 (36)	4/5s - 1:16: (32)	4/5s - 1:13: (26)	4/5s - 1:10; 20	4/5s - 1:10; 20
	<input type="checkbox"/> 1 pt	<input type="checkbox"/> 2 pts	<input type="checkbox"/> 3 pts.	<input type="checkbox"/> 4 pts.	<input type="checkbox"/> 5 pts.

CURRICULUM - 5 points possible _____

CU 1 point ____ **Has adopted a developmentally appropriate curriculum. What curriculum?** _____

1. Evidence may include **(Assessor will verify for room assessed):**

- copy of curriculum
- posted daily schedule
- use of materials
- arrangement of the environment
- lesson plans
- adult-child interactions.

CU 1 point ____ **Lead teachers have received at least 6 hours of training on implementing developmentally appropriate curriculum practices, including supporting character (social/emotional) development and addressing the Florida Performance Standards.**

Evidence may be in the form of:

- certificates or agendas from workshops.

CU .50 point ____ **All instructional staff, including lead teachers, employed 6 months or more, have received at least 3 hours of training as described above.**

Evidence may be in the form of:

- certificates or agendas from workshops, transcripts

.50 point ____ **Lesson plans express the relationship between the curriculum and the Florida Performance Standards**

Evidence in the form of:

- recently completed lesson plan from each classroom/group showing:
 - Developmentally appropriate activities addressing curriculum areas and Florida Performance Standards domains and including character (social/emotional) component
 - Materials needed to carry out the activities
 - Set-up or arrangement of environment
 - Planned adult-child interactions

CU 1 point ____ **Developmentally appropriate curriculum fully implemented**

4. Evidence in the form of:

- DAP lesson plans
- observation of plans being implemented in the classroom
- appropriate room arrangement with learning centers, quiet areas
- appropriate teacher/child interaction

AND

**On-going child observation and assessment data used to inform program practices.
Verified by ITERS/ECERS subscale scores**

Evidence in the form of the following documentation for one child* (randomly selected) in each classroom/group:

- completed curriculum-based child assessment
- portfolio or anecdotal records
- lesson plan showing small group or individual instruction that would indicate that the child's assessment data is being used in planning **OR**
- individual Education Plan (IEP)

*Child's name can be removed from documents to protect identity.

CU 1 point Adapts developmentally appropriate curriculum to meet individual needs. Uses child assessment as a guide to individualize program planning and communicate with families
5. Verified by ITERS/ECERS subscale scores

Evidence as above and including:

- documentation from notes or lesson plans that child assessment is used to meet individual child needs.

Evidence that child assessment data communicated to families documented by:

- signed parent/teacher conference forms or other documentation of meetings with parents to share information.

AND

On-going child observation and assessment data used to inform program practices

Evidence as above in 4

STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT – 10 points possible _____

Note: Coalition will gather Staff Qualifications worksheets

Assessor to review the director's file, which may include (check all that apply):

- copy of Director's Florida Director Credential and DCF Childcare Training Transcript
- resume or other documentation of years of experience (letters from former or current employer, prior licensing certificates with director's name, resume, notarized statement, etc.)
- college transcripts, *if applicable*
- diplomas, certificates, waiver form

Assessor to review 1 or more randomly selected instructional staff files, which may include:

- copy of high school diploma or GED, *if applicable*
- copy of teacher's Childcare Training Transcript
- copy of DCF Staff Credential (or higher) certificate, *if applicable*
- copy of each staff member's completed in-service training record
- transcripts of college-level courses on the Early Childhood Education track including coursework for the Director Credential and FCCPC/ECPC or equivalent, *if applicable*
- proof of membership in a professional organization
- diplomas, certificates, waiver form

Assessor to review staff professional development plan, if available

- comprehensive staff training plan which may be included in the staff members annual performance review.

FAMILY INVOLVEMENT AND ENGAGEMENT – 5 points possible _____, ***all criteria in each tier must be met to move to next tier***

Providers are expected to foster a supportive and collaborative relationship with parents and to work with them as partners in order to provide the best early care and learning experiences for children.

FI 1 Point Family Handbook is written and includes parental rights and responsibilities. Signed acknowledgement of receipt of handbook by parent.

- parental rights and responsibilities
- signed acknowledgement of receipt by parents.

FI 2 Points Developmental screening and referral process in place with informed parental consent and results are shared with families and referrals made when appropriate.

Evidence may include:

- signed consent forms
- notes from meetings
- screenings on file
- written procedures for sharing assessment results with parents

AND

Minimum of three modes of communication are used to share child and program information with Families

Evidence may include

- parent newsletters
- daily/weekly reports to parents
- parent information bulletin board
- community resources shared with parents
- information on child development shared with parents
- family meeting schedule
- agendas and/or sign-in sheets
- email announcements to parents
- phone call logs or notes
- program website
- other

FI 3 Points At least two family activities per year provided, one of which is a scheduled family-teacher conference

3. Evidence by at least **2 examples** that families are encouraged to volunteer and participate in program activities and/or family activities.

- notes home
- flyers or other notices with event information (meetings, trainings, potlucks) for families
- event sign-in sheets
- parent lending library
- other documents encouraging families to volunteer or participate in classroom or center activities

Evidence of one family-teacher conference:

- Copy of one family-teacher conference completed for one child within the last year

May also include:

- Written procedures for conducting parent conferences
- Forms used in parent conferences
- Child development milestones sent home

Names can be removed from parent-teacher documents to protect identity.

FI 4 Points Families invited to scheduled family-teacher conferences two times a year

4. Evidence in the form of:

- Copy of two parent/teacher conferences completed for one child within the last year

AND

Activities provided for children and families to assist with transitions to new settings within the child care program and/or to kindergarten

Evidence may be in the form of:

- Written procedures and policies on moving children from one classroom to another
- Documented efforts to involve parents in the transition (parents invited to spend time with their children during the transition)
- Trips to a kindergarten classroom
- Completion of the Kindergarten Transition Checklist

FI 5 Points Scheduled family-teacher conferences, 2 times a year for level 5, and evidence that parent is given a copy

- copy 2 family-teacher conference form(s) completed for one child, signed by parent and teacher within the last year
- written procedures for conducting parent conferences
- forms used in parent conferences
- child development milestones sent home
- signed receipts or signed copies of conference forms in child's file.

Names can be removed from parent-teacher documents to protect identity.

AND

Families have the opportunity to evaluate the provider in writing at least annually

- program evaluation form sent to parents
- samples of returned evaluations

AND

Activity suggestions are developed with staff and families, may include

- Board minutes
- parent committee sign in sheets, agendas
- suggestion box

ADMINISTRATIVE AND BUSINESS PRACTICES - 5 points possible _____

AD1. 1 Point Risk management plan in place

- written action plan for emergencies such as hurricanes, fire, flood, including evacuation routes identified
- fire drills regularly scheduled and documented

AD2. 1 Points Personnel policy handbook in place with the following information:

- Organizational chart
- Job descriptions/performance requirements
- Process for staff orientation

AD3. 1 Points Staff meetings are held at least quarterly, evidence may include:

- agendas
- sign-in sheets
- regularly posted schedule

AND

Written performance evaluations are completed annually and include classroom observation and professional development plans, evidence by 2 randomly selected staff files

- teacher assessment/evaluation form(s)
- teacher observation form(s), signed by observer and staff stating date and length of observation
- teacher self-evaluation form(s)
- professional development plan with annual goal for each staff member

AD4. 1 Points Written operating policies and procedures including include standard business and fiscal management practices

- policies and procedures documents including standard business and fiscal management practices
- AND**

Marketing plan n place

- written marketing plan

AD5. 1 Points Salary scale is in place and is differentiated by education, experience

Evidence in the form of:

- written policy and salary scale

AND

Financial record-keeping system provides quarterly reports and analysis and one year projected budget

Evidence in the form of review of:

- financial record keeping
- Quarterly reports
- projected yearly budgets and YTD analysis

AND

Written performance evaluations are completed annually, including classroom observation and professional development plans

Evidence in the form of 2 randomly selected staff files:

- Teacher assessment/evaluation form(s)
- Teacher observation form(s)
- Teacher self-evaluation form(s)
- Professional development plans

POTENTIAL BONUS POINTS - 3 possible

BP1. 1 Point Percent of staff with BA or higher (Coalition will verify)

BP2. .50 Point Release time given to teachers for professional development, education

- written release time policy given to staff
- policy stated in personnel handbook

BP3. .50 Point Financial support provided to teachers pursuing early childhood education opportunities.

- receipt for payment of course tuition, books and supplies
- evidence of TEACH participation
- policy stated in personnel handbook

BP4. 1 Point Commitment to children with challenging behavior that must clearly go above and beyond expectations. (Check as applicable, Coalition may verify)

Evidence may include:

- using the DECA approach and assessment tool
- contacting the Warm Line and documentation that suggested strategies have been implemented and verification by the Florida Center that Warm Line services have been utilized
- working with parents to support their children's needs
- facilitating appropriate referrals
- additional targeted teacher training
- taking all available measures to work with challenging children, rarely or never asking a child to leave