

Total points: _____

STAR Rating: _____

ERS Criteria Curriculum Criteria

Early Learning Coalition of Sarasota County Quality Improvement System (QIS) 2010

Center-Based Programs VALIDATION CHECKLIST and POINT DETERMINATION

Program Name: _____

Date: _____

LEARNING ENVIRONMENT (includes ITERS/ECERS, Ratios/Group /Size and Curriculum/Child Assessment)							
ERS	ITERS/ECERS - 15 points possible					<input type="checkbox"/> ★ Meets ERS criteria to be a 3 star site - ERS average score must be 4.0 or above	15 points possible, pre-set
	ITERS score(s) = _____ / _____ / _____ / _____		Total Classrooms assessed _____				
	ECERS score(s) = _____ / _____ / _____ / _____		Average total score = _____				
	ECERS/ITERS average score 3.0-3.49	ECERS/ITERS average score 3.5-3.99	ECERS/ITERS average score 4.0-4.49	ECERS/ITERS average score 4.5-5.49	ECERS/ITERS average score 5.5-7.0		
	<input type="checkbox"/> 3 pts.	<input type="checkbox"/> 6 pts.	<input type="checkbox"/> 9 pts.	<input type="checkbox"/> 12 pts.	<input type="checkbox"/> 15 pts.		
						ERS	Score _____
RATIOS	Teacher-Child Ratios / Group Size- 5 points possible, pre-set						5 points possible, pre-set
	Meets Sarasota licensure	Ratio & Group Size	Ratio & Group Size	Ratio & Group Size	Ratio & Group Size		
	Infants 1:4 (8) 1's 1:6 (12) 2s - 1:9; (18) 3s - 1:13; (26) 4/5s - 1:18 (36)	Infants 1:4 (8) 1's 1:6 (12) 2s - 1:9; (18) 3s - 1:13; (26) 4/5s - 1:16: (32)	Infants 1:4 (8) 1's 1:6 (12) 2s - 1:8; (16) 3s - 1:12; (24) 4/5s - 1:13: (26)	Infants 1:4 (8) 1's 1:5 10 2s - 1:7; 14 3s - 1:10; 20 4/5s - 1:10; 20	Infants 1:4 (8) 1's 1:5 10 2s - 1:6; 12 3s - 1:9; 18 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.			
						Ratios / Group Size	Score _____
CURRICULUM	Curriculum / Assessment - 5 points possible					<input type="checkbox"/> ★ Meets subscale criteria for 4 Stars <input type="checkbox"/> ★★ Meets subscale criteria for 5 Stars	5 points possible, check all criteria met
	Note: ★ For 4 Stars subscale averages below must equal <u>4.5</u> ★★ For 5 Stars subscale averages below must equal <u>5.5</u>						
	ITERS(s) Listening & Talking = _____ / _____ + Learning Activities = _____ / _____ + Program Structure = _____ / _____ + Total = _____ / _____ + Average = _____ / _____ +	ECERS(s) Language & Reasoning = _____ / _____ + Activities = _____ / _____ + Program Structure = _____ / _____ + Total = _____ / _____ + Average = _____ / _____ +					
ITERS/ECERS subscale average = _____							
CU 1	<input type="checkbox"/> Has adopted a developmentally appropriate curriculum. ○ Evidence may include copy of curriculum, posted daily schedule, use of materials, arrangement of the environment, lesson plans, and adult-child interactions.					List curriculum used: _____	<input type="checkbox"/> 1 pt.
CU 2	<input type="checkbox"/> 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 (see verification checklist).						<input type="checkbox"/> 1 pt.
CU 3	<input type="checkbox"/> All instructional staff, including lead teachers, employed 6 months or more, have received at least 3 hours of training as described above.						<input type="checkbox"/> .50 pt.

CU 3	<input type="checkbox"/> Lesson plans express the relationship between the curriculum and the Florida Performance Standards <input type="checkbox"/> Evidence in the form of recently completed lesson plan from <u>each</u> classroom/group showing: <ul style="list-style-type: none"> — 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 		<input type="checkbox"/> .50 pt.
CU 4	<input type="checkbox"/> Developmentally appropriate curriculum fully implemented <input type="checkbox"/> Evidence in the form of DAP lesson plans and observation of plans being implemented in the classroom; appropriate room arrangement with learning centers, quiet areas; appropriate teacher/child interaction AND <input type="checkbox"/> On-going child observation and assessment data used to inform program practices. Verified by ITERS/ECERS subscale scores (see *note above) <input type="checkbox"/> Evidence in the form of the following documentation for <u>one child*</u> (randomly selected) in each classroom/group: <ul style="list-style-type: none"> — A completed curriculum-based child assessment — Portfolio or anecdotal records — A lesson plan showing small group or individual instruction that would indicate that the child's assessment data is being used in planning OR an Individual Education Plan (IEP) <i>*Child's name can be removed from documents to protect identity.</i>		<input type="checkbox"/> 1 pt. Both must be in place
CU 5	<input type="checkbox"/> Adapts developmentally appropriate curriculum to meet individual needs. Uses child assessment as a guide to individualize program planning and communicate with families *Verified by ITERS/ECERS subscale scores (see* note above) <input type="checkbox"/> 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 <input type="checkbox"/> On-going child observation and assessment data used to inform program practices <input type="checkbox"/> Evidence as above in 4		<input type="checkbox"/> 1 pt. Both must be in place
		Curriculum	Score _____
STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT			
S T A F F Q U A L I F I C A T I O N S	Staff Qualifications - 10 points possible		
	Director is required to complete <u>Staff Credential Verification Form / Professional Qualifications Sheet</u> indicating the qualifications and educational level of the director and all instructional staff. (use chart to determine points) <input type="checkbox"/> Assessor to review the director's file for the following <ul style="list-style-type: none"> — 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, <i>if applicable</i> AND <input type="checkbox"/> 1 randomly selected instructional staff file <ul style="list-style-type: none"> — Copy of high school diploma or GED, <i>if applicable</i> — Copy of teacher's Childcare Training Transcript — Copy of DCF Staff Credential (or higher) certificate, <i>if applicable</i> — College transcripts, <i>if applicable</i> 		10 points possible, check all criteria met
SQ 1	Same as FL Licensing: <input type="checkbox"/> All staff have completed 40-hour DCF training and 5-hour Early Literacy (in allowed timeframe) AND <input type="checkbox"/> 1 staff per 20 enrolled children have DCF Staff Credential or higher* AND <input type="checkbox"/> Director holds FL Director Credential		<input type="checkbox"/> .50 pt. All must be in place
SQ 2	<input type="checkbox"/> Lead teachers: All have HS diploma-GED, and 50% have DCF Staff Credential or higher <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> Assistant teachers: 25% have or are currently enrolled in DCF Staff Credential or higher* <i>*or NA if no assistant teachers</i> <input type="checkbox"/> Director holds FL Director Credential (required to gain points in tier 2)		<input type="checkbox"/> 1pt. <input type="checkbox"/> 1pt.

SQ 3	<input type="checkbox"/> Lead teachers: All have DCF Staff Credential or higher		<input type="checkbox"/> 1pt.
SQ 3	<input type="checkbox"/> Assistant teachers: 50% have or are currently enrolled in DCF Staff Credential or higher *or NA if no assistant teachers		<input type="checkbox"/> 1pt.
	<input type="checkbox"/> Director holds FL Director Credential (required to gain points in tier 3)		
SQ 4	<input type="checkbox"/> Lead teachers: 25% have AA/AS in ECE or higher, or 60 credits with 18 credits in ECE		<input type="checkbox"/> 1pt.
SQ 4	<input type="checkbox"/> Assistant teachers: 75% have HS diploma-GED, and 25% have DCF Staff Credential or higher in ECE *or NA if no assistant teachers		<input type="checkbox"/> 1pt.
SQ 4	<input type="checkbox"/> Director: Advanced level credential		<input type="checkbox"/> .50 pt.
SQ 5	<input type="checkbox"/> Lead teachers: 50% have AA/AS or higher in ECE, or 60 credits with 18 credits in ECE		<input type="checkbox"/> 1pt.
SQ 5	<input type="checkbox"/> Assistant teachers: All have HS diploma-GED, and 50% have DCF Staff Credential or higher in ECE *or NA if no assistant teachers		<input type="checkbox"/> 1pt.
SQ 5	<input type="checkbox"/> Director: Advanced level credential plus associate degree or higher in ECE or 60 credits with 18 credits in ECE		<input type="checkbox"/> 1pt.
		Staff Qualifications	Score_____
P R O F E S S I O N A L D E V.	Professional Development - 5 points possible		
	<p>Director is required to complete form indicating the number of in-service hours that have been completed for all staff, and certify that evidence of annual in-service hours completed by <u>all</u> instructional staff and the director are on file at the site. The assessors will look at 2 randomly selected teacher's files.</p> <ul style="list-style-type: none"> o Evidence may be in the form of: <ul style="list-style-type: none"> — A 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 DCF Staff credential or equivalent <p>Director is required to complete form indicating the examples of professional contributions from <u>each</u> member of the instructional staff including director (use chart to determine points)</p> <p>Director is asked to provide one completed staff professional development plan, if available.</p> <ul style="list-style-type: none"> o Evidence in the form of comprehensive staff training plan which may be included in the staff members annual performance review. 		5 points possible, check all criteria met
PD 1	<input type="checkbox"/> All staff complete DCF's required 10 hours annual in-service training		<input type="checkbox"/> .50 pt.
PD 2	<input type="checkbox"/> 50% of all teaching staff complete 15 hours annual in-service training		<input type="checkbox"/> 1 pt.
PD 3	<input type="checkbox"/> 50% of all teaching staff complete 20 hours annual in-service training AND <input type="checkbox"/> Director and 25% of all teaching staff have one professional involvement activity		<input type="checkbox"/> 1 pt. Both must be in place
PD 4	<input type="checkbox"/> 50% of all teaching staff complete 25 hours annual in-service training AND <input type="checkbox"/> Director and 50% of all teaching staff have two professional involvement activities		<input type="checkbox"/> 1 pt. Both must be in place
PD 5	<input type="checkbox"/> 50% of all teaching staff complete 30 hours annual in-service training tied to the professional development plan training		<input type="checkbox"/> 1 pt.
PD 5	<input type="checkbox"/> Director and 75% of all teaching staff have three professional involvement activities		<input type="checkbox"/> .50 pt.
		Professional Development	Score_____

FAMILY INVOLVEMENT AND ENGAGEMENT

F A M I L Y	<p>Family Involvement and Engagement - 5 points possible, tiers build upon each other, <u>all elements must be in place to receive points for next level!</u></p>		
	<p>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.</p>		<p>5 points possible, <u>all criteria in each tier must be met</u> to move to next tier</p>
FI 1	<p><input type="checkbox"/> Family Handbook is written and includes parental rights and responsibilities. Signed acknowledgement of receipt of handbook by parent.</p> <ul style="list-style-type: none"> o Evidence in the form of current Family Handbook which includes parental rights and responsibilities and signed acknowledgement of receipt by parents. 		<p><input type="checkbox"/> 1 pt.</p>
FI 2	<p><input type="checkbox"/> Developmental screening and referral process with informed parental consent; results shared with families and referrals made when appropriate</p> <ul style="list-style-type: none"> o Evidence that developmental screening and referral process is in place <u>with</u> informed parental consent <u>and</u> results are shared with families <u>and</u> referrals made when appropriate. Evidence may be in the form of: <ul style="list-style-type: none"> _ Signed consent forms _ Notes from meetings _ Screenings on file _ Written procedures for sharing assessment results with parents <p>AND</p> <p><input type="checkbox"/> Minimum of <u>three modes of communication</u> are used to share child and program information with families</p> <ul style="list-style-type: none"> o Evidence may be in the form of parent newsletters; parent information bulletin board; family meeting schedule, agendas and/or sign-in sheets; email announcements to parents; phone call logs or notes; program website 		<p><input type="checkbox"/> 2 pts.</p> <p>Both must be in place</p>
FI 3	<p><input type="checkbox"/> At least <u>two family activities per year provided, one of which is a scheduled family-teacher conference</u></p> <ul style="list-style-type: none"> o Evidence by at least <u>2 examples</u> that families are encouraged to volunteer and participate in program activities and/or family activities. o Evidence may be in the form of flyers, notes home, scheduled events (meetings, trainings, potlucks) for families, or other documents encouraging families to volunteer or participate in classroom or center activities. o Evidence of <u>one family-teacher conference</u>: <ul style="list-style-type: none"> _ Copy of one family-teacher conference completed for one child within the last year <p><i>May also include:</i></p> <ul style="list-style-type: none"> _ Written procedures for conducting parent conferences _ Forms used in parent conferences _ Child development milestones sent home <p><i>Names can be removed from parent-teacher documents to protect identity.</i></p> 		<p><input type="checkbox"/> 3 pts.</p>
FI 4	<p><input type="checkbox"/> Families invited to scheduled family-teacher conferences <u>two times a year</u></p> <ul style="list-style-type: none"> o Evidence in the form of: <ul style="list-style-type: none"> _ Copy of <u>two</u> parent/teacher conferences completed for <u>one child</u> within the last year <p>AND</p> <p><input type="checkbox"/> Activities provided for children and families to assist with transitions to new settings within the child care program and/or to kindergarten</p> <ul style="list-style-type: none"> o Evidence may be in the form of: <ul style="list-style-type: none"> _ 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 		<p><input type="checkbox"/> 4 pts.</p> <p>Both must be in place</p>
FI 5	<p><input type="checkbox"/> Families invited to scheduled family-teacher conferences <u>two times a year and conference are documented with copy to parents</u></p> <ul style="list-style-type: none"> o Evidence as above for <u>two family-teacher conferences a year</u> and evidence that parent given a copy of the conference in the form of signed receipts or signed copies of conference forms in child's file. <p>AND</p> <p><input type="checkbox"/> Families have the opportunity to evaluate the provider in writing at least annually</p> <ul style="list-style-type: none"> o Evidence in the form of the program evaluation form sent to parents and samples of returned evaluations 		<p><input type="checkbox"/> 5 pts.</p> <p>All must be in place</p>

	AND <input type="checkbox"/> Activity suggestions are developed with staff and families <input type="checkbox"/> Evidence may be in the form of Board minutes, parent committees, suggestion box		
***	<input type="checkbox"/> Give <u>one</u> example of efforts to communicate with parents in their primary language <input type="checkbox"/> Evidence may be in the form of a list of interpreters used <u>or</u> parent information written in a language other than English		
		Family Involvement	Score_____
ADMINISTRATIVE AND BUSINESS PRACTICES			
A D M I N	Administrative and Business Practices - 5 points possible		
			5 points possible, check all criteria met
AD 1	<input type="checkbox"/> Risk management plan in place <input type="checkbox"/> Evidence in the form of: — Written action plan for emergencies such as tornadoes, hurricanes, fire, flood, including evacuation routes identified — Fire drills regularly scheduled and documented		<input type="checkbox"/> .50 pts.
AD 2	<input type="checkbox"/> Personnel policy handbook in place <input type="checkbox"/> Evidence of personnel policy handbook <u>with</u> the following information: — Organizational chart — Job descriptions/performance requirements — State and program requirements — Process for staff orientation		<input type="checkbox"/> 1 pt.
AD 3	<input type="checkbox"/> Staff meetings are held at least quarterly <input type="checkbox"/> Evidence in form of agendas, sign-in sheets, regularly posted schedule AND <input type="checkbox"/> Written performance evaluations are completed annually and include classroom observation <input type="checkbox"/> Evidence in the form of: — Teacher assessment/evaluation forms(s) — Teacher observation form(s) — Teacher self-evaluation form(s)		<input type="checkbox"/> 1.5 pts. Both must be in place
AD 4	<input type="checkbox"/> Written operating policies and procedures include standard business and fiscal management practices <input type="checkbox"/> Evidence in the form of policies and procedures document review, including standard business and fiscal management practices AND <input type="checkbox"/> Marketing plan in place to maximize full enrollment <input type="checkbox"/> Evidence in the form of written marketing plan		<input type="checkbox"/> 1 pt. Both must be in place
AD 5	<input type="checkbox"/> Salary scale is in place and is differentiated by education, experience <input type="checkbox"/> Evidence in the form of review of written policy and salary scale AND <input type="checkbox"/> Financial record-keeping system provides quarterly reports and analysis and one year projected budget <input type="checkbox"/> Evidence in the form of review of financial record keeping, quarterly reports and projected yearly budgets and YTD analysis AND <input type="checkbox"/> Written performance evaluations are completed annually, including classroom observation and professional development plans <input type="checkbox"/> 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		<input type="checkbox"/> 1 pt. All must be in place
		Administration	Score_____

POTENTIAL BONUS POINTS			
B O N U S	Bonus Points - 3 points possible		
			3 points possible, check all criteria met
BP 1	<input type="checkbox"/> 25% of staff with BA/BS or higher with 18 credits in ECE <input type="checkbox"/> Evidence from the Staff Qualification Chart		<input type="checkbox"/> 1 pt.
BP 2	<input type="checkbox"/> Release time given to teachers for professional development, education <input type="checkbox"/> Evidence by documented release time policy or stated in personnel handbook		<input type="checkbox"/> .5 pt.
BP 3	<input type="checkbox"/> Financial support provided to teachers pursuing early childhood education opportunities. <input type="checkbox"/> Evidence may be in the form of receipt for payment of course tuition, books and supplies, TEACH participation, policy stated in personnel handbook		<input type="checkbox"/> .5 pt.
BP 4	<input type="checkbox"/> Commitment to children with challenging behavior that must clearly go above and beyond expectations <input type="checkbox"/> Evidence in the form of: <ul style="list-style-type: none"> _ 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 		<input type="checkbox"/> 1 pt.
			Bonus Point
			Score _____
			TOTAL POINTS _____
			+ STAR RATING _____

- Notes:**
- ★ To be a 3 Star site must have ERS average score of 4.0 or more.
 - ★ To be a 4 or 5 Star site must meet both curriculum subscale criteria and ERS score criteria of 4.5 for level 4 or 5.5 for a level 5.
 - ★ To be a 5 Star site all elements of prior tiers must be achieved and must meet required ERS score of 5.5
- 12 or fewer points = 1 Star
- 13 – 24 points = 2 Stars
- 25 – 34 points = 3 Stars
- 35 – 44 points = 4 Stars
- 45 – 50 points = 5 Stars