Marin Quality Counts

Rating Portfolio Binder

2018-2019

Marin Quality Counts

Introduction to QRIS Rating Portfolio Binder

Dear _____

Welcome to the Marin Quality Counts Quality Rating and Improvement System (QRIS)! Congratulations on your decision to make a commitment to quality in your ECE program. Your next step is obtaining an ***initial rating or a renewal rating*** that will provide a snapshot of how your program practices align with the California Quality Continuum Framework (QCF) – Rating Matrix, as well as information regarding what it would take to reach the next quality tier. Ratings are valid for two years and you will be re-rated every two years to reflect any changes that occur as a result of your quality improvement work. A Marin Quality Counts Rater will be your main contact and will assist you in completing the process of obtaining a rating.

Your Rater is: Adriana Arrizon

Your Marin Quality Counts contact is: Tanya Myers

Phone: (415) 491-6609

Email: tmyers@marinschools.org

How to use the QRIS Rating Portfolio Workbook

The purpose of this workbook is to help a program organize materials in preparation for the Marin Quality Counts Rater visit/s. Having your program files and other documents ready for the rater visit will ensure that your rating is based on accurate information about your program.

In each section of the portfolio workbook, you will be asked to use the California QCF - Rating Matrix criteria to make a "best guess" self-assessment of what tier your program is on that element. That will tell you what documents you will need to have ready for review.

Several weeks before the rater review at your site, go through each element and read the directions carefully. Some of the elements require you filling out another worksheet, tracking sheet or chart before the visit. The directions are numbered to help you understand what you should do step by step. By going step by step through each element, you will be able to prepare all of the documents that you will need for your rating.

This Marin Quality Counts Rating Portfolio binder contains:

1. Information about what to expect from the QRIS rating process
2. Information about how each element of the California QCF-Rating Matrix is scored and what documentation will be used to assign points to your program
3. Detailed instructions to help you prepare documentation for your rater visit

In the back of this workbook you will find a glossary with definitions for terms and acronyms that are used in this workbook. If you have any questions while you are preparing your documentation, please call your Marin QRIS Rater for assistance.

Rating Components

Your program will receive an initial rating based in the California QCF-Rating Matrix. The QRIS Matrix consists of three Core Areas of Quality and seven Elements within these core areas.

CORE 1: Child Development and School Readiness

Elements:
1. Child Observation
2. Developmental and Health Screening

CORE 2: Teachers and Teaching

Elements:
3. Qualifications for Lead Teachers/Family Child Care Home
4. Effective Teacher-Child Interactions: CLASS Assessments

CORE 3: Program and Environment

Elements:
5. Ratios and Group Size (centers only)
6. Program Environmental Rating Scale(s)
7. Director Qualifications (centers only)

Using the information provided by this portfolio, the on-site rating visit and your ERS and CLASS assessment scores*; your Marin Quality Counts Rater will score each Element on the QRIS Matrix, total the scores and assign a Tier Rating.

Ratings are valid for two years – you will complete your next rating 2 years after your initial rating.

On-Site Rating Visits

Your Marin Quality Counts Rater will be conducting an on-site visit to look at documents that are the basis for assigning points in each portfolio element. The Rater will also verify your classroom ratios. This portfolio is an organizing tool for you to use before your site visit to make certain that you have all the necessary documentation for your Rater when they arrive at your site.

What to Expect of an On-Site Rating Visit

The Marin Quality Counts Rater will arrive based on the availability calendar you provide for your program. It will be a random visit. When the Marin Quality Counts Rater arrives on-site they will meet with you for a few minutes to go over the self-assessment you will complete in this portfolio. Then your Rater will spend 2 to 4 hours at your program looking at child files, health records, permits and professional development tracking sheets to determine if you have evidence to support the Tier in which you checked for each element. **If your Rater discovers something missing or incomplete, they will ask you about it. If a document cannot be located and it is needed for the rating in the Tier which you self-assessed, then your Rater will ask for alternative evidence if that is possible. <u>Otherwise, the rating will be based on the evidence and documentation at hand.</u>**

Your Rater will also visit each classroom to verify ratios. At the end of that visit, your Rater will notify you that they have completed the on-site visit. Please note that your Rater will be unable to share information regarding your rating at this time. Some elements require assessments (ERS and CLASS), in addition to portfolio review. Your rating cannot be completed until the observational assessments have been completed. After the assessments are completed, your Rater will complete the rating process and schedule a meeting to share your initial rating and review what it will take to move to the next tier.

What you need to prepare ahead of time

Before your Rater conducts the on-site visit, **it is your responsibility to complete every section of the portfolio and to ensure that all required information is easily accessible for your Rater during the on-site visit.** If you have any questions about this process, please

contact your Rater or the Marin Quality Counts Contact for support. This portfolio will assist in preparing you for your on-site visit.

File Reviews

During the on-site visit, the Marin Quality Counts Rater will conduct file reviews. The file reviews consist of the following:

1. For **Element 1: Child Observation**, your Rater will randomly select 2 files (in which the child observation assessment information is kept), from each classroom at your site.

2. For **Element 2: Development and Health Screening**, your Rater will randomly select 2 files (in which Developmental and Health Screenings are kept) from each classroom at your site.

3. For **Element 2: Developmental and Health Screening** (self-assessed Tiers 3-5), your Rater will randomly select 2 files (in which the developmental screening or ASQ information is kept) from each classroom at your site.

4. For **Element 3: Minimum Qualifications for Lead Teacher/Family Child Care Homes (FCCH)**, your Rater will review the files (in which documentation is kept) for the required documentation as well as evidence of professional development for each lead teacher at your site. Your Rater will also request copies of this documentation to assist in the rating process. **Please note**: It is your responsibility to notify your staff that your Rater will be reviewing these files.

5. For **Element 7: Director Qualifications (centers only)**, your Rater will review the files (in which documentation is kept) for the required documentation as well as evidence of professional development for each director. Your Rater will also request copies of this documentation to assist in the rating process. **Please note**: It is your responsibility to notify your director that your Rater will be reviewing these files.

Please refer to the documentation in each element section to ensure that you have the appropriate documentation in place for your site visit. Please do not hesitate to contact the Marin Quality Counts Rater or Marin Quality Counts Contact if you have any questions.

Completing the Portfolio

The next sections of the portfolio will assist you in preparing the required document for each Element of the rating process. It is important that you complete the

documentation checklist and provide the appropriate documentation listed to ensure the Marin Quality Counts Rater can provide you with an accurate initial rating. Please do not hesitate to contact the Marin Quality Counts Rater or Marin Quality Counts Contact if you have any questions.

What to expect with your Initial Rating

After your Rater has completed an on-site review and has also received the assessment reports from the assessors, the rater will complete the rating. Marin Quality Counts Staff will then develop a "Road Map" (i.e. Quality Improvement Plan) that will describe each element, and describe what you can do to move to the next Tier level. The Marin Quality Counts Staff will then set up a meeting with you. At this meeting, the MQC Staff will discuss the "Road Map" and ERS and CLASS reports, going over the strengths of your program and the recommended areas for improvement.

CALIFORNIA QUALITY RATING AND IMPROVEMENT SYSTEM (CA–QRIS)
QUALITY CONTINUUM FRAMEWORK – RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4

ELEMENT	1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	☐ Not required	☐ Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	☐ Program uses valid and reliable child assessment/ observation tool aligned with CA Foundations & Frameworks[1] twice a year	☐ DRDP (minimum twice a year) and results used to inform curriculum planning	☐ Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	☐ Meets Title 22 Regulations	☐ Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent) used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	☐ Program works with families to ensure screening of all children using a **valid and reliable developmental screening tool** at entry and as indicated by results thereafter **AND** ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the **ASQ** at entry and as indicated by results thereafter **AND** ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the **ASQ & ASQ-SE**, if indicated, at entry, then as indicated by results thereafter **AND** ☐ Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate **AND** ☐ Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	☐ Meets Title 22 Regulations **[Center:** 12 units of Early Childhood Education (ECE)/Child Development (CD) **FCCH:** 15 hours of training on preventive health practices]	☐ **Center:** 24 units of ECE/CD[2] **OR** Associate Teacher Permit ☐ **FCCH:** 12 units of ECE/CD **OR** Associate Teacher Permit	☐ 24 units of ECE/CD + 16 units of General Education **OR** Teacher Permit **AND** ☐ 21 hours professional development (PD) annually	☐ Associate's degree (AA/AS) in ECE/CD (or closely related field) **OR** AA/AS in any field plus 24 units of ECE/CD **OR** Site Supervisor Permit **AND** ☐ 21 hours PD annually	☐ Bachelor's degree in ECE/CD (or closely related field) **OR** BA/BS in any field plus/with 24 units of ECE/CD (or master's degree in ECE/CD) **OR** Program Director Permit **AND** ☐ 21 hours PD annually
4. Effective Teacher–Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	☐ Not Required	☐ Familiarity with CLASS for appropriate age group as available by one representative from the site	☐ Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	☐ Independent CLASS assessment by reliable observer with minimum CLASS scores: **Pre-K** • Emotional Support – 5 • Instructional Support – 3 • Classroom Organization – 5 **Toddler** • Emotional & Behavioral Support – 5 • Engaged Support for Learning – 3.5 **Infant** • Responsive Caregiving (RC) – 5.0	☐ Independent assessment with CLASS with minimum CLASS scores: **Pre-K** • Emotional Support – 5.5 • Instructional Support – 3.5 • Classroom Organization – 5.5 **Toddler** • Emotional & Behavioral Support – 5.5 • Engaged Support for Learning – 4 **Infant** • Responsive Caregiving (RC) – 5.5

1. Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.

2. For all ECE/CD units, the core eight units are desired but not required.

Note: Point values are not indicative of Tiers 1–5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership

ELEMENT	1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
5. Ratios and Group Size (Centers Only beyond licensing regulations)	☐ Center: Title 22 Regulations **Infant** Ratio of 1:4 **Toddler Option** Ratio of 1:6 **Preschool** Ratio of 1:12 ☐ **FCCH:** Title 22 Regulations (excluded from point values in ratio and group size)	☐ Center - Ratio: Group Size **Infant/Toddler** – 4:16 **Toddler** – 3:18 **Preschool** – 3:36	☐ Center - Ratio: Group Size **Infant/Toddler**– 3:12 **Toddler** – 2:12 **Preschool**– 2:24	☐ Center - Ratio: Group Size **Infant/Toddler** – 3:12 or 2:8 **Toddler** – 2:10 **Preschool** – 3:24 or 2:20	☐ Center - Ratio: Group Size **Infant/Toddler** – 3:9 or better **Toddler** – 3:12 or better **Preschool** – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	☐ Not Required	☐ Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	☐ Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education
7. Director Qualifications (Centers Only)	☐ 12 units ECE/CD+ 3 units management/ administration	☐ 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration OR Master Teacher Permit	☐ Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit **AND** ☐ 21 hours PD annually	☐ Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration OR Program Director Permit **AND** ☐ 21 hours PD annually	☐ Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, OR Administrative Credential **AND** ☐ 21 hours PD annually

TOTAL POINT RANGES

Program Type	Common-Tier 1	Local-Tier 2[3]	Common-Tier 3	Common-Tier 4	Local-Tier 5[4]
Centers 7 Elements for 35 points	**Blocked** (7 points) – Must Meet All Elements	**Point Range** 8 to 19	**Point Range** 20 to 25	**Point Range** 26 to 31	**Point Range** 32 and above
FCCHs 5 Elements for 25 points	**Blocked** (5 points) – Must Meet All Elements	**Point Range** 6 to 13	**Point Range** 14 to 17	**Point Range** 18 to 21	**Point Range** 22 and above

Marin Quality Counts

Marin Quality Counts QRIS Road Map

Site: Rater: Date:

Matrix Element	Points	Rater Comments	What does my program need to do to advance to next Tier in this element?	Resources for next steps
Child Observation	1	Meets licensing requirements	Use of an evidence based tool, such as the DRDP once a year	DRDP online and in-person trainings offered by CDE
Developmental and Health Screenings	1	ASQ is used, however there is no evidence of an annual intake of LIC 701 or hearing/vision screenings. With use, would move to Tier 4 in this element	Use CCL Licensing Form LIC 701 (Physician's Report) at entry and then annually thereafter **and** maintain tracking record	Community Care Licensing Form LIC 701
Education Qualifications for Lead Teachers/FCCH Owner	2	Lead Teacher has 19 hours of PD – 21 hours required annually	Lead teacher completes 21 hours of PD annually **and** maintain tracking record/certificates	Community and online trainings for annual PD
Effective Teacher-Child Interactions: CLASS Assessments	3	PreK CLASS Emotional Support – 6.1 Classroom Organization – 5.5 Instructional Support – 1.6	Maintain Emotional Support and Classroom Organization and increase Instructional Support to 3.0	CLASS Support focusing on Instructional Support

Marin Quality Counts

Matrix Element	Points	Rater Comments	What does my program need to do to advance to next Tier in this element?	Resources for next steps
Ratios and Group Size	5	Class size: 18 1:8 ratio	Congratulations in reaching highest tier for this element!	
Program Environment: Environmental Rating Scales	2	Classroom completes self-assessment ECERS and use results to inform quality improvement plan	Gain familiarity with ERS tool and usage. Complete independent assessment from reliable external assessor	General Program and Environment coaching
Director Qualifications	2	Director has 24 ECE Units, 16 GE, 3 Admin and 21 hours of PD	Obtain AA Degree. Continue to complete 21 hours PD	Linkage to Higher Education Pathway
Total Points	**16**			
Overall Rating	**Tier 2**			

Marin Quality Counts

Q: How will Marin Quality Counts determine the quality of an ECE program's compliance with licensing regulations?

A: Marin Quality Counts staff have verified with the CA Department of Social Service, Community Care Licensing Division that the child care program license is "**Current and In Good Standing*".**

*QRIS Implementation Guide Participation Requirements: "All participating sites must be licensed "Current and In Good Standing."

In Good Standing is defined as: A licensed child care center or family child care home that currently does not have, or in the past 12 months has not had any of the following: 1) A non-compliance conference; 2) An administrative action taken or in the process of being taken; 3) A probationary license; or **reference** Health and Safety Code sections 1596.773 and 1596.886.

Why is this important?
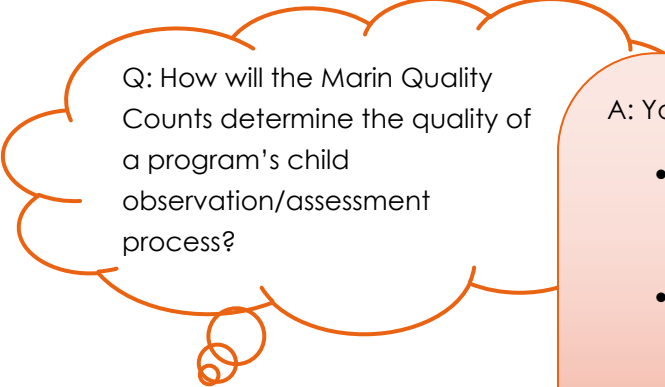
Compliance with child care licensing requirements is a fundamental component of high quality early care and education services to ensure children's health and safety. Child Care centers and FCCH in states with more stringent regulations have higher quality care, and children in those programs score higher on tests of school readiness, language comprehension and social behavior

Building Quality Child Care in Los Angeles County: Key Research Findings and Recommendations, (Center for Improving Child Care Quality, UCLA)

Marin Quality Counts

CORE 1: CHILD DEVELOPMENT AND SCHOOL READINESS
ELEMENT 1: CHILD OBSERVATION.

Q: How will the Marin Quality Counts determine the quality of a program's child observation/assessment process?

A: Your Rater will:

- Review the observation & assessment tool that the program is currently using and determine whether or not the tool is being used twice a year
- Review randomly selected completed child observations & assessments for each classroom being rated
- If your program is using the DRDP 2015, TS GOLD or PRESCHOOL FIRST, your Rater will review the curriculum lesson plans to verify the results are being used to inform curriculum.

Why is this important?

In order to successfully support a child's learning, early care and education providers; programs need to know where a child is functioning according to developmental guidelines. There are a number of factors to consider in order to provide the most support (CCSSO*, 2005), this includes the observation of the child's work and behavior using reliable instruments to assess appropriate skills and the application of a system which helps teachers both organize the learning environment and plan experiences.

*Council of Chief State School Officers (CCSSO). (2005). Key Considerations: Building an assessment system to support successful early learners. Washington DC.

ELEMENT 1: Required Portfolio Documents for CHILD OBSERVATIONS

Directions:

1. Check the Tier that best describes your program practices
2. If you check Tiers 2-5, compete the Child Observation Practices Form
3. Complete the Element 1 Documentation Checklist to prepare child files and other documentation for review.

#1: Check the Tier that best describes your program practices

	❑ Tier 1	❑ Tier 2	❑ Tier 3	❑ Tier 4	❑ Tier 5
TIER REQUIREMNT	Not required	Program uses evidence-based child assessment / observation tool annually that covers all five domains of development	Program uses valid and reliable child assessment / observation tool aligned with the *CA Foundations and Frameworks* twice a year	DRDP (minimum twice a year) and results used to inform curriculum planning *Also accepted are TS GOLD or Preschool First*	Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning *Also accepted are TS GOLD or Preschool First*
DOCUMENTS REQUIRED	Child Observation and Assessment is not required at Common Tier 1. Sites licensed and in good standing with CCL or legally license exempt and eligible for participation will automatically receive one point for this element.	Please provide a copy of the **Evidence-based child assessment / observation tool. Criteria**: must include evidence that the tool is observational, annual, and, <u>at minimum</u>, assesses the following developmental domains: physical (gross and fine motor), social-emotional, cognitive, and communication. **AND** Please ensure that child files include documentation of observation/assessment scores *see following page for a partial list of evidenced-based assessment/observation tools	Please provide a copy of the **Evidence-based child assessment / observation tool aligned with the *CA Foundations and Frameworks*** which your program uses twice a year. **AND** Please ensure that child files include documentation of observation/assessment scores *see following page for a partial list of evidenced-based assessment/observation tools that align with the *CA Foundations and Frameworks*	Please prepare evidence of twice a year **DRDP, TS GOLD or Preschool First** scores for each classroom (children are either listed by number or black out names). *All users of DRDP must transition to DRDP 2015 for assessments conducted after July 2015 (and for ratings given after July 2015). Programs may show evidence from prior year of 2 cycles of assessment* **AND** Please prepare evidence of Observation / Assessment goals for each classroom **AND** Please provide **documentation*** that individual child DRDP assessments are considered when planning for learning experiences through which the curriculum goals will be achieved. **See following page for a list of acceptable documentation*	Please prepare a spreadsheet from **DRDP Tech, TS GOLD or Preschool First** which shows twice a year results/scores for each classroom (children are either listed by number or black out names). *All users of DRDP must transition to DRDP 2015 for assessments conducted after July 2015 (and for ratings given after July 2015).* **AND** Please prepare evidence of DRDP goals for each classroom **AND** Please provide **documentation*** that individual child DRDP assessments are considered when planning for learning experiences through which the curriculum goals will be achieved. **See following page for a list of acceptable documentation*

TIER 2:

PARTIAL LIST OF EVIDENCE BASED TOOLS

- High/Scope Child Observation Record (COR) for Infants and Toddlers
- High/Scope Preschool Child Observation Record (COR), Second Edition
- Work Sampling, Developmental Guidelines, Preschool 3
- Work Sampling, Developmental Guidelines, Preschool 4
- Learning Accomplishment Profile-3rd Edition (preschool)
- The Ounce Scale (infant/toddler)
- NIEER Early Learning Scale

TIER 3:

LIST OF TOOLS* ALIGNED WITH THE CA FOUNDATIONS AND FRAMEWORKS

- Teaching Strategies GOLD® (Creative Curriculum) assessment
- Early Learning Scale by National Institute of Early Education Research (NIEER) available from Lakeshore Learning School Supply
- Brigance Inventory of Early Development III

TIER 4 & TIER 5:

ACCEPTABLE DOCUMENTATION FOR EVIDENCE THAT RESULTS ARE BEING USED TO INFORM CURRICULUM

1. Show use of DRDP <u>and</u> program has current NAEYC Accreditation
2. Show use DRDP <u>and</u> provide current Head Start School Readiness Goals
3. Provide completed CD 4001B (Desired Results Developmental Profile Summary of Finding for the Classroom and Family Child Care Home Form)
4. Provide two of the following as evidence:
   - Written curriculum statements
   - Lesson plans
   - Planning webs
   - Notes from planning sessions with information on how a purchased curriculum (if used) considers assessment of child progress

* Assessment developers must contact Cecelia Fisher-Dahms at cfisherd@cde.ca.gov or 916-324-9739 if they wish to submit documentation of alignment with the California Foundations and Frameworks.

#2: Complete the Child Observation Practices Form below

Name of Center:	Date Form was completed:
Age groups currently enrolled at program site: ❑ Infants ❑ Toddlers ❑ Preschool ❑ School-Age	How many children are enrolled in your program?
How many classrooms are at your program site?	Class Size: Please indicate room number/name and children enrolled in each classroom in the following section
Classroom Name/#:	Number of Children enrolled:
Classroom Name/#:	Number of Children enrolled:
Classroom Name/#:	Number of Children enrolled:
Classroom Name/#:	Number of Children enrolled:
Classroom Name/#:	Number of Children enrolled:
Classroom Name/#:	Number of Children enrolled:
Classroom Name/#:	Number of Children enrolled:

Is there an evidence based child assessment/observation tool used for all children at your site that covers all 5 domains of development?
❑ YES
❑ NO

If yes, please identify the assessment/observation tool being used

❑ High/Scope Preschool Child Observation Record (COR), Second Edition

❑ Work Sampling, Developmental Guidelines, Preschool 3

❑ Work Sampling, Developmental Guidelines, Preschool 4

❑ Learning Accomplishment Profile-3rd Edition (preschool)

❑ NIEER Early Learning Scale

❑ Teaching Strategies GOLD® (Creative Curriculum) assessment

❑ Brigance Inventory of Early Development III

❑ Preschool First

❑ DRDP 2010

❑ DRDP 2015

❑ Other _____

How often is this assessment used?

❑ Once a year

❑ Twice a year

How many children were assessed in each classroom at your site in the last 12 months? Please indicate the room name/number and the number of children assessed.

Classroom Name/#:	Number of Children assessed:
Classroom Name/#:	Number of Children assessed:
Classroom Name/#:	Number of Children assessed:
Classroom Name/#:	Number of Children assessed:
Classroom Name/#:	Number of Children assessed:
Classroom Name/#:	Number of Children assessed:
Classroom Name/#:	Number of Children assessed:

Note: Please be prepared to provide file evidence of completed child assessments/observations. Your Rater will randomly select 2 files (of children who have been enrolled for at least 60 days in your program) for each classroom at your site.

If you use the DRDP 2015, do you complete <u>DRDP Summary of Finding For The Classroom and Family Child Care Home Form</u> (EESD 3900 formally CD 4001 B)?
- ❑ YES
- ❑ NO

How do you use DRDP 2015, TS GOLD or Preschool First assessment/observation results & the summary of findings to inform your curriculum planning? Please be prepared to provide 2 examples of the following as evidence
- ❑ Written curriculum statements
- ❑ Lesson plans
- ❑ Planning webs
- ❑ Notes from planning sessions with information on how a purchased curriculum (if used) considers assessment of child progress
- ❑

_____

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Does your program upload DRDP 2015 results into the DRDP Tech? (or upload results into TS GOLD or Preschool First?)

- ❑ YES
- ❑ NO

Describe how your program partners with families to complete observational assessments?

_____

_____

_____

_____

_____

How does your program inform parents/caregivers of their child's assessment results?

_____

_____

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_____

_____
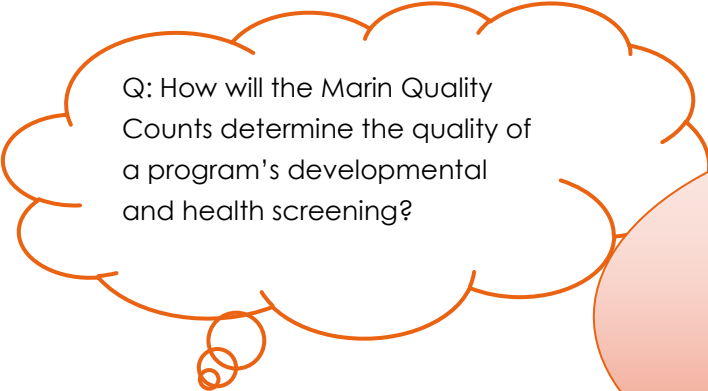
#3: Documentation Checklist

ELEMENT 1: Documentation Checklist	
I have prepared the following documentation	
	Completed by Site:
Tier 1	
• No documentation required	
Tier 2	
• Copy of my program's evidence based child assessment/observation tool that covers all 5 domains is available to review	
• Evidence is available that the tool is used annually	
• Child files are available for random selection by QRIS Rater that include results of assessment/observation	
• Completed copy of Child Observation Practices form	
Tier 3	
• Copy of my program's evidence based child assessment/observation tool that is aligned with the CA Foundations and Frameworks is available to review	
• Evidence is available that the tool is used twice a year	
• Child files are available for random selection by QRIS Rater that include results of assessment/observation	
• Completed copy of Child Observation Practices form	
Tier 4	
• Child Files and DRDP, TS GOLD or Preschool First report showing the use of the tool twice each year are available for review and validation by QRIS Rater	
• EESD Form 3900 (formally CD 4001 B) for DRDP 2015 users	
• Evidence of using the DRDP 2015, TS GOLD or Preschool First for curriculum planning is available for review	
• Completed copy of Child Observation Practices form	
Tier 5	
• Child Files and DRDP report showing the use of the DRDP 2015 twice each year are available for review and validation by QRIS Rater	
• Evidence of uploading results into the DRDP Tech twice a year is available for review	
• EESD Form 3900 (formally CD 4001 B)	
• Evidence of using the DRDP 2015, TS GOLD or Preschool First for curriculum planning is available for review	
• Completed copy of Child Observation Practices form	

Marin Quality Counts

ELEMENT 2: Developmental and Health Screenings

Q: How will the Marin Quality Counts determine the quality of a program's developmental and health screening?

A: Your Rater will:

- Review the evidence of health screenings
- Review evidence of developmental screenings and how they are used.

Why is this important?

When a developmental delay is not recognized early, children must wait to get the help they need. Further, this can make it hard for them to learn and interact with others. In the United States, 1 in 6* children has a developmental disability, yet fewer than half are identified before they enter kindergarten*. The earlier a child with a delay or disability is identified, the more likely they are to receive the help they need and to enter school more ready to learn. Developmental screening helps identify concerns in a child's learning or development, educated parents and caregivers on child development and promotes provider-family relationships.

The ASQ requires working* with the child's family. Work is defined by the [Implementation Guide for the Tiered Quality Rating and Improvement System (TQRIS)](#) as programs working with families to engage them in the screening process. Results are shared with families in a confidential and supportive manner. Program staff use screening results to refer families to the appropriate agencies for further assessment.

*Boyle CA, Boulet S, Schieve LA, Cohen RA, Blumberg SJ, Yeargin-Allsop, Visser S, Kogan MD. Trends in the prevalence of developmental disabilities in US children, 1997-2008. Pediatrics. 2011 Jun; 127(6):1034-42. Epub 2011 May 23

*CDC. Prevalence of autism spectrum disorders-Autism and Developmental Disabilities Monitoring Newtwork, 14 sites, United States, 2008. MMWR Surveil Summ. 2012 Mar 30; 61(3):1-19.

ELEMENT 2: Required Portfolio Documents for Developmental & Health Screenings

Directions:

1. Check the Tier that best describes your program practices
2. If you check Tiers 2-5, compete the Health and Screening Form and the Health Screening Tracking Sheet
3. Use the Element 2 Documentation Checklist to prepare child files and other documentation for review.

#1: Check the Tier that best describes your program practices

	❑ Tier 1	❑ Tier 2	❑ Tier 3	❑ Tier 4	❑ Tier 5
TIER REQUIREMNT	Meets Title 22 Regulations	Health Screening Form (Community Care *Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent)* used at entry, then: **1.** Annually **OR** **2.** Ensures vision and hearing screenings are conducted annually	Program works with families to ensure screening of all children using a **valid and reliable developmental screening tool** at entry and as indicated by results thereafter **AND** Meets Criteria from point level 2	Program works with families to ensure screening of all children using the **ASQ** at entry and as indicated by results thereafter **AND** Meets Criteria from point level 2	Program works with families to ensure screening of all children using the **ASQ & ASQ-SE**, if indicated, at entry, then as indicated by results thereafter **AND** Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate **AND** Meets Criteria from point level 2
DOCUMENTS REQUIRED	Not required Sites at this tier must be licensed and in good standing with Community Care Licensing.	Please prepare evidence of the LIC 701 Physician's Report for each child in the program completed upon enrollment **AND** 1. Annually thereafter **OR** 2. Prepare evidence that vision & hearing screenings are conducted annually for each child in the program	Please provide a copy of the **valid and reliable child screening tool** which your program uses at entry and as indicated by results thereafter **AND** Please prepare evidence of results for each child in the program **AND** Please prepare evidence to show how the screening and referral process works at the site level (i.e. evidence of re-screening, referral, parent refusal) for any child that showed concern on the initial screening tool **AND** Prepare evidence required for Tier 2 *see following page for a partial list valid and reliable child screening tools	Please prepare evidence that program works* with families to screen all children at entry with ASQ and as indicated by results thereafter. *Works with families means that families are engaged in the screening process. Results are shared with families in a confidential and supportive manner. Program staff use screening results to refer families to the appropriate agencies for further assessment. **AND** Please prepare evidence to show follow-up (i.e. evidence of re-screening, referral, parent refusal) for any child that showed concern on the initial screening tool **AND** Prepare evidence required for Tier 2	Please prepare evidence that program works* with families to screen all children at entry with ASQ and ASQ-SE and as indicated by results thereafter. *Works with families means that families are engaged in the screening process. Results are shared with families in a confidential and supportive manner. Program staff use screening results to refer families to the appropriate agencies for further assessment. **AND** Please prepare evidence to show follow-up (i.e. evidence of re-screening, referral, parent refusal) for any child that showed concern on the initial screening tool **AND** Implement intervention strategies and adaptations as appropriate through lesson plans or an individualized plan **AND** Prepare evidence required for Tier 2

TIER 3:

PARTIAL LIST OF VALID AND REILABLE DEVELOPMENTAL & HEALTH SCREENING TOOLS

- Mullen Scales of Early Learning
- DIAL 3
- Ages and Stages Questionnaire (ASQ)
- Early Screening Profiles (ESP)
- Early Screening Inventory (ESI-R)
- Denver II
- Parents Evaluation of Developmental Status
- Parents Evaluation of Developmental Status – Developmental Milestones
- Battelle Developmental Inventory Screening Test
- Learning Accomplishment Profile – Diagnostic Screens

#2: Complete a Health Screening Tracking Form (sample below)

QRIS HEALTH SCREENING TRACKING FORM

QRIS sites may choose to use this form as a way to track and demonstrate that your program is meeting QRIS Matrix Element #2, Developmental and Health Screenings:

> Health Screening Form (Community Care *Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent)* used at entry, then: 1) Annually **OR** 2) Ensures vision and hearing screenings are conducted annually

Instructions: Please fill in each child's name, enrollment date, date that you received the first LIC 701 or the date that vision and hearing screenings were conducted, and the due date for next year. Check this sheet monthly to ensure that you distribute and receive LIC 701 forms annually. Submit this form, along with requested sample forms, in your QRIS Portfolio.

*See following page for sample form which may be used.

Marin Quality Counts

Health Screening Tracking Form (LIC 701 Physician's Report or equivalent)

Child's Name	Enrollment Date	Date Completed	Year 2 Due Date	Year 2 Date completed	Year 3 Due Date	Year 3 Date completed	Year 4 Due Date	Year 4 Date Completed	Exit Date

#3: Complete the Developmental Screening Practices Form below

Name of Center:	**Date Form was completed:**
Age groups currently enrolled at program site: ❑ Infants ❑ Toddlers ❑ Preschool ❑ School-Age	**How many children are enrolled in your program?**
How many classrooms are at your program site? _____	**Class Size: Please indicate room number/name and children enrolled in each classroom in the following section**
Classroom Name/#:	Number of Children enrolled:
Classroom Name/#:	Number of Children enrolled:
Classroom Name/#:	Number of Children enrolled:
Classroom Name/#:	Number of Children enrolled:
Classroom Name/#:	Number of Children enrolled:
Classroom Name/#:	Number of Children enrolled:
Classroom Name/#:	Number of Children enrolled:

Is there a valid and reliable screening tool* used for all children at your site to identify possible developmental delays?
❑ YES
❑ NO

If yes, please identify the developmental screening tool/s being used

❑ Mullen Scales of Early Learning

❑ DIAL 3

❑ Ages and Stages Questionnaire (ASQ)

❑ Early Screening Profiles (ESP)

❑ Early Screening Inventory (ESI-R)

❑ Denver II

❑ Parents Evaluation of Developmental Status

❑ Parents Evaluation of Developmental Status – Developmental Milestones

❑ Battelle Developmental Inventory Screening Test

❑ Learning Accomplishment Profile – Diagnostic Screens

❑ Other _____

How many children were screened in each classroom at your site in the last 12 months? Please indicate the room name/number and the number of children assessed in that classroom.

Classroom Name/#:	Number of Children screened:

Classroom Name/#:	Number of Children screened:
Classroom Name/#:	Number of Children screened:
Classroom Name/#:	Number of Children screened:
Classroom Name/#:	Number of Children screened:
Classroom Name/#:	Number of Children screened:
Classroom Name/#:	Number of Children screened:

Note: Please be prepared to provide evidence of completed child developmental screenings. Your Rater will randomly select 2 files (of children who have been enrolled for at least 60 days in your program) for each classroom being rated.

How many children were not screened based on the following reasons:
- ❑ Child has current and active IEP or IFSP _____
- ❑ Parent screening opt out form on file _____
- ❑ Detailed documentation of repeated attempts to obtain parent consent _____

Note: Please be prepared to provide evidence as to why children were not screened

How many children screened scored of concern? _____

Of the children who screened of concern, how many children did your program refer? _____

Where did your program refer children?

_____

_____

_____

Describe how the referral process works at your program:

_____

_____

_____

_____

_____

Describe how your program partners with families to complete developmental screenings:

_____

_____

_____

_____
_____

How does your program inform families of their child's screening results?

_____
_____
_____
_____
_____
_____

When a child's screening results indicate a concern, how does your program support this child and their family?

_____
_____
_____
_____
_____

How does your program assist families when a referral is needed?

_____
_____
_____
_____
_____
_____

Give 2 examples of how your program has supported children whose screening results indicate a concern:

_____
_____
_____
_____
_____
_____

Have staff used children's screening results to implement any intervention strategies and/or adaptations?

    ❑   **YES**
    ❑   **NO**

If yes, please describe where/how intervention strategies and/or adaptations are documented

_____

_____

_____
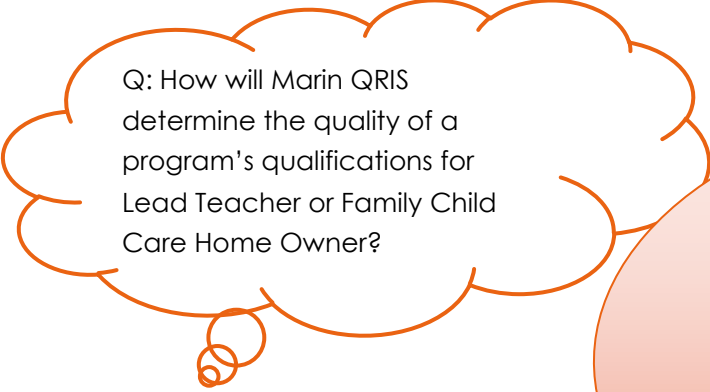
#3: Documentation Checklist

ELEMENT 2: Documentation Checklist	
I have prepared the following documentation	
	Completed by Site:
Tier 1	
• No documentation required	
Tier 2	
• Evidence is available of the LIC 701 Physicians Report for each child in the program completed upon enrollment	
• Evidence is available of the LIC 701 Physicians Report for each child in the program completed annually thereafter OR Evidence is available that vision and hearing screenings are conducted annually for each child in the program	
• Completed copy of Health Screening Tracking Sheet	
• Completed copy of Developmental Screening Practices Form	
Tier 3	
• Copy of my program's valid and reliable screening tool used at entry	
• Evidence is available that the tool is used at entry and as indicated by results thereafter	
• Evidence is available to show follow up for any child that showed concern on the initial screening tool	
• Child files are available for random selection by QRIS Rater that include results and follow-up of the screening tool	
• Completed copy of Health Screening Tracking Sheet	
• Completed copy of Developmental Screening Practices Form	
Tier 4	
• Evidence is available of a family-reported ASQ at entry and as indicated by results thereafter for each child	
• Evidence is available to show follow up for any child that showed concern on the initial ASQ	
• Child files are available for random selection by QRIS Rater that include results and follow-up of the family reported ASQ	
• Completed copy of Health Screening Tracking Sheet	
• Completed copy of Developmental Screening Practices Form	
Tier 5	
• Evidence is available of a family-reported ASQ and ASQ-SE at entry and as indicated by results thereafter for each child	
• Evidence is available to show follow up for any child that showed concern on the initial ASQ and ASQ-SE	
• Child files are available for random selection by QRIS Rater that include results and follow-up of the family reported ASQ and ASQ-SE **AND** show evidence that the program staff implement intervention strategies and adaptations as appropriate through lesson plans or individualized plans	
• Completed copy of Health Screening Tracking Sheet	
• Completed copy of Developmental Screening Practices Form	

Marin Quality Counts

ELEMENT 3: Minimum Qualifications for Lead Teachers & Family Child Care Home

Q: How will Marin QRIS determine the quality of a program's qualifications for Lead Teacher or Family Child Care Home Owner?

A: Your Rater will:

- Review records, documents and permits verifying the educational qualifications of each lead teacher
- Review records and documents verifying the training & professional development qualifications for each lead teacher

Why is this important?

Research indicates that the quality of child care is related to teachers' education and teachers with Bachelor's Degrees create more optimal learning environments for children compared to teachers with less education.

NICHD Early Childhood Care Research Network (2002). Early child care and children's development prior to school entry, Results from the NICHD study of Early Child Care. American Education Research Journal, 39, 133-164.

ELEMENT 3: Lead Teacher Qualifications

Directions:

1. Check the Tier that best describes the qualifications for **ALL** lead teachers
2. Complete the Lead Teacher Qualifications Form and PD Tracking Sheet for the for **each** classroom lead teacher.
3. Use the Element 3 Documentation Checklist to prepare lead teacher documents (permits, transcripts, evidence of PD completion) for review.
4. Please prepare a copy of the appropriate documentation for the QRIS Rater to review off site at a later time.

#1: Check the Tier that best describes your program practices

	❑ Tier 1	❑ Tier 2	❑ Tier 3	❑ Tier 4	❑ Tier 5
TIER REQUIREMNT	Meets Title 22 Regulations **Center:** 12 units of Early Childhood Education (ECE)/Child Development (CD) **FCCH:** 15 hours of training on preventive health practices]	**Center:** 24 units of ECE/CD **OR** Associate Teacher Permit **FCCH:** 12 units of ECE/CD **OR** Associate Teacher Permit	24 units of ECE/CD + 16 units of General Education **OR** Teacher Permit **AND** 21 hours professional development (PD) annually	Associate's degree (AA/AS) in ECE/CD (or closely related field) **OR** AA/AS in any field plus 24 units of ECE/CD **OR** Site Supervisor Permit **AND** 21 hours PD annually	Bachelor's degree in ECE/CD (or closely related field) **OR** BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD**)** **OR** Program Director Permit **AND** 21 hours PD annually
DOCUMENTS REQUIRED	Not required Sites at this tier must be licensed and in good standing with Community Care Licensing.	Please provide copy of Associate Teacher Permit **OR** **Center**: Transcripts with requirements of Tier 2 <mark>highlighted in yellow</mark> – 24 units of ECE/CD **FCCH**: Transcripts with requirements of Tier 2 highlighted in yellow – 12 units of ECE/CD	Please provide copy of Teacher Permit **OR** Transcripts with requirements of Tier 3 <mark>highlighted in yellow</mark> – 24 units of ECE/CD plus 16 units of General Education **AND** 21 Hours Professional Development (PD) annually	Please provide copy of Site Supervisor Permit **OR** Transcripts confirming AA/AS Degree in ECE CD or AA/AS Degree with requirements of Tier 4 <mark>highlighted in yellow</mark> – 24 units ECE/CD **AND** 21 Hours Professional Development (PD) annually	Please provide copy of your Program Director Permit **OR** Transcripts confirming BA/BS Degree with Tier 5 requirements <mark>highlighted in yellow</mark> - 24 units of ECE/CD **AND** 21 Hours Professional Development (PD) annually

#2a: Complete Lead Teacher Qualifications Form

Please complete the Lead Teacher qualifications form and have a copy of the permit or transcripts and PD evidence available for the QRIS Rater.

Lead Teacher Name: _____

Name of Classroom/s:

_____   _____

Check if Permit/Credential is valid and current	Descriptions of Qualifications by Permit
	Holds an Associate Teacher Permit
	Holds a Teacher Permit
	Holds a Site Supervisor Permit
	Holds a Program Director Permit

OR

Check Level of Qualification	Descriptions of Qualifications by Units
	Completed 12 units of core ECE/CD
	FCCH only: 15 hrs training on preventive health practices
	Completed 24 units of core ECE/CD
	Completed 24 units of core ECE/CD, plus16 units General Education
	AA/AS Degree in ECE/CD Degree OR AA/AS Degree plus 24 units of core ECE/CD
	BA Degree in ECE/CD or BA/BS Degree plus 24 units of core ECE/CD

AND

Completes 21 hours of professional development annually

- ❑ YES (21 hours of PD can be verified)
- ❑ NO

#2b: Complete the Professional Development Tracking Form

Please fill out the following tracking form and submit along with copies of certificates to QRIS Rater **or** provide a Marin Quality Counts Professional Development Report (contact Tanya Myers: tmyers@marinschools.org).

Lead Teacher Name: _____

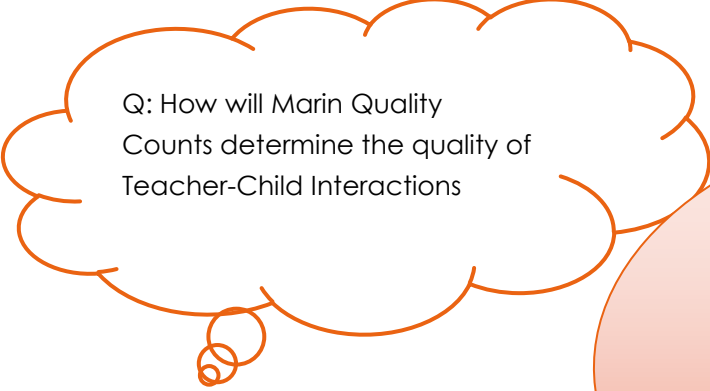| Training/Workshop	Presenter/Online Provider	Presenter Signature **(only when certificate unavailable)**	Date	Number of Hours

TOTAL HOURS: _____

#3: Documentation Checklist

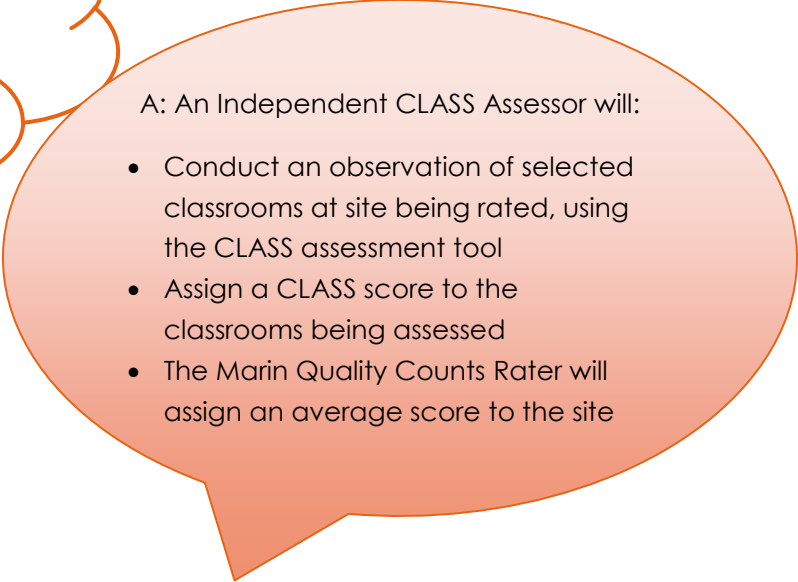| ELEMENT 3: Documentation Checklist	
Note: The following must be prepared for each lead teacher	
	Completed by Site:
Tier 1	
• No documentation required	
Tier 2	
• Copies of current permit	
• OR Transcripts with coursework required in the RTT-ELC Quality Matrix highlighted in yellow for Lead Teacher without a permit	
• Evidence of 21 hours of PD documented on PD Tracking Sheet and with certificates attached	
Tier 3	
• Copies of current permit	
• OR Transcripts with coursework required in the RTT-ELC Quality Matrix highlighted in yellow for Lead Teacher without a permit	
• Evidence of 21 hours of PD documented on PD Tracking Sheet and with certificates attached	
Tier 4	
• Copies of current permit	
• OR Transcripts with coursework required in the RTT-ELC Quality Matrix highlighted in yellow for Lead Teacher without a permit	
• Evidence of 21 hours of PD documented on PD Tracking Sheet and with certificates attached	
Tier 5	
• Copies of current permit	
• OR Transcripts with coursework required in the RTT-ELC Quality Matrix highlighted in yellow for Lead Teacher without a permit	
• Evidence of 21 hours of PD documented on PD Tracking Sheet and with certificates attached	

Marin Quality Counts

ELEMENT 4: Effective Teacher-Child Interactions: CLASS Assessments

Q: How will Marin Quality Counts determine the quality of Teacher-Child Interactions

A: An Independent CLASS Assessor will:

- Conduct an observation of selected classrooms at site being rated, using the CLASS assessment tool
- Assign a CLASS score to the classrooms being assessed
- The Marin Quality Counts Rater will assign an average score to the site

Why is this important?

Effective teacher-child interactions promote children's social and cognitive development. Research in thousands of ECE classrooms show that children in classrooms that score higher on the CLASS tool make greater gains in language, math and early literacy development. Children in these higher scoring classrooms also show more positive social development. Children thrive when teachers create nurturing, well-managed settings and provide frequent and engaging opportunities to learn.

Classroom Assessment Scoring System, by Robert C. Pianta, Karen M. La Paro, & Bridget K. Hamre (2008 Baltimore:Brookes Publishing.

ELEMENT 4: Effective Teacher-Child Interactions: CLASS Assessments

Directions:

1. Check the Tier that best describes your program
2. Complete the element documentation checklist, to ensure you prepare the appropriate documentation for your Rater
3. If your program has had an independent CLASS assessment in the last 12 months, these scores will be used for your initial rating and you will not need a new assessment. Please provide a copy of the assessment report provided by the independent assessor for each classroom being rated.

#1: Check the Tier that best describes your program

	❑ Tier 1	❑ Tier 2	❑ Tier 3	❑ Tier 4	❑ Tier 5
TIER REQUIREMNT	Not required	Familiarity with CLASS for appropriate age group as available by one representative from the site	Independent CLASS assessment by reliable observer to inform the program's professional development / improvement plan	Independent CLASS assessment by reliable observer with minimum CLASS scores: **Pre-K** ▪ Emotional Support - 5 ▪ Instructional Support – 3 ▪ Classroom Organization – 5 **Toddler** ▪ Emotional & Behavioral Support – 5 ▪ Engaged Support for Learning – 3.5 **Infant** Responsive Caregiving (RC) – 5.0	Independent assessment with CLASS with minimum CLASS scores: **Pre-K** ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5 **Toddler** ▪ Emotional & Behavioral Support – 5.5 ▪ Engaged Support for Learning – 4 **Infant** Responsive Caregiving (RC) – 5.5
DOCUMENTS REQUIRED	Not required Sites at this tier must be licensed and in good standing with Community Care Licensing.	Please prepare evidence* of familiarity with CLASS for appropriate age group as available by one representative from the site	None – An independent assessor will come and observe and complete assessment with score	None – An independent assessor will come and observe and complete assessment with score	None – An independent assessor will come and observe and complete assessment with score

*Examples of evidence for Tier 2 include:

- Overview orientations or College courses in which the tool was presented
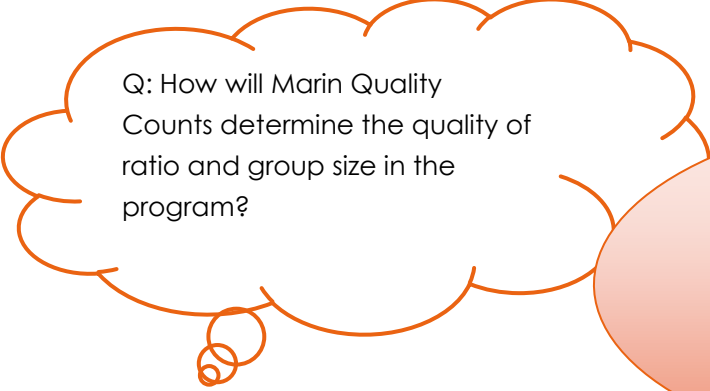- Webinars
- Trainings

#2: Documentation Checklist

ELEMENT 4: Documentation Checklist	
I have prepared the following documentation	
	Completed by Site:
Tier 1	
• No documentation required	
Tier 2	
• Evidence is available of familiarity with CLASS for appropriate age group by at least one representative from the site	
Tier 3	
• If CLASS assessment is being provided by Marin QRIS, no documentation required	
• A copy of CLASS assessment reports conducted in the past 12 months by a certified, reliable CLASS assessor if **not** provided by Marin QRIS	
• Name and contact information of independent CLASS assessor, not provided by Marin QRIS who completed assessments in the last 12 months	
Tier 4	
• If CLASS assessment is being provided by Marin QRIS, no documentation required	
• A copy of CLASS assessment reports conducted in the past 12 months by a certified, reliable CLASS assessor if **not** provided by Marin QRIS	
• Name and contact information of independent CLASS assessor, not provided by Marin QRIS who completed assessments in the last 12 months	
Tier 5	
• If CLASS assessment is being provided by Marin QRIS, no documentation required	
• A copy of CLASS assessment reports conducted in the past 12 months by a certified, reliable CLASS assessor if **not** provided by Marin QRIS	
• Name and contact information of independent CLASS assessor, not provided by Marin QRIS who completed assessments in the last 12 months	

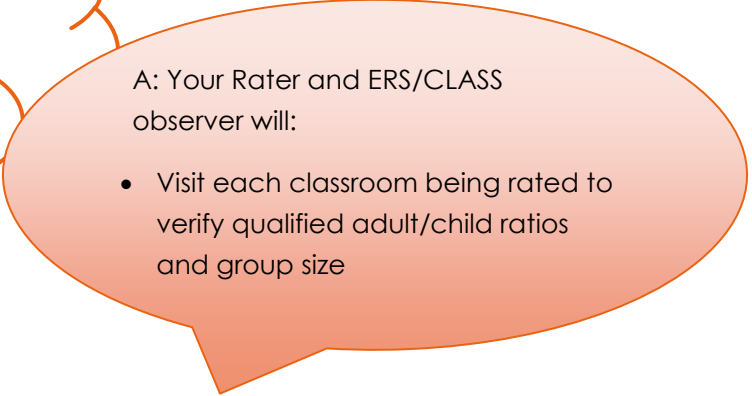# Marin Quality Counts

CORE III: PROGRAM AND ENVIRONMENT ADMINISTRATION & LEADERSHIP
ELEMENT 5: Ratios and Group Size (Centers only)

Q: How will Marin Quality Counts determine the quality of ratio and group size in the program?

A: Your Rater and ERS/CLASS observer will:

- Visit each classroom being rated to verify qualified adult/child ratios and group size

Why is this important?

Research has demonstrated that lower adult-child ratios and smaller class sizes not only have an impact on the quality of the environment but also on children's outcomes. Smaller classrooms and higher staff-child ratios are better for young children, allowing more individual attention, as well as reducing the time and effort devoted to classroom management. When a teacher has more time to devote to each child, there are opportunities to have longer conversations with each child. Teachers also have more time to observe each child's interests and activities so they can develop lesson plans that respond to individual children's learning styles, strengths and weaknesses.

W. Steven Barnett, Karen Schulman and Rima Shore, Preschool Policy Matters, December 2004. NIEER

ELEMENT 5: Required Portfolio Documents for Ratios and Group Size (Centers only)

Directions:

1. Check the Tier that best describes your ratios
2. Complete the ratio chart
3. There are no required documents for this element

#1: Check the Tier that best describes your program

	❑ Tier 1	❑ Tier 2	❑ Tier 3	❑ Tier 4	❑ Tier 5
TIER REQUIREMNT	**Center:** Title 22 Regulations **Infant** Ratio of 1:4 **Toddler Option** Ratio of 1:6 **Preschool** Ratio of 1:12 ❑ **FCCH:** Title 22 Regulations *(excluded from point values in ratio and group size)*	**Center - Ratio: Group Size** **Infant/Toddler** – 4:16 **Toddler** – 3:18 **Preschool** – 3:36	**Center - Ratio: Group Size** **Infant/Toddler**– 3:12 **Toddler** – 2:12 **Preschool**– 2:24	**Center - Ratio: Group Size** **Infant/Toddler** – 3:12 or 2:8 **Toddler** – 2:10 **Preschool** – 3:24 or 2:20	**Center - Ratio: Group Size** **Infant/Toddler** – 3:9 or better **Toddler** – 3:12 or better **Preschool** – 1:8 ratio and group size of no more than 20
DOCUMENTS REQUIRED	Not required	Self-report	Self-report	Self-report	Self-report

#2: Complete the ratio chart

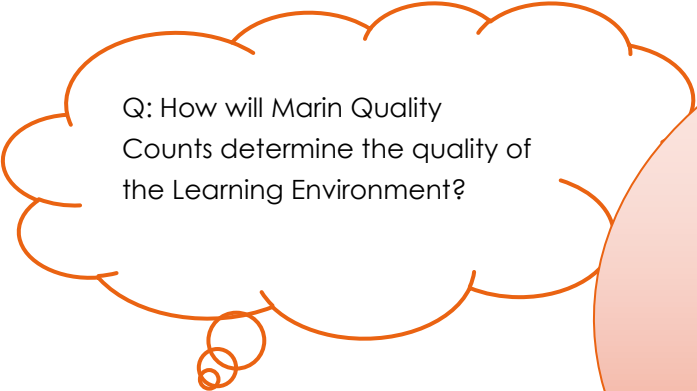| Classroom Name/#	Group Size / # of Teachers	Adult to Child Ratio

#3: Documentation Checklist

ELEMENT 5: Documentation Checklist	
I have prepared the following documentation	
	Completed by Site:
Tier 1	
• No documentation required	
Tier 2	
• Completed Ratio Chart	
Tier 3	
• Completed Ratio Chart	
Tier 4	
• Completed Ratio Chart	
Tier 5	
• Completed Ratio Chart	
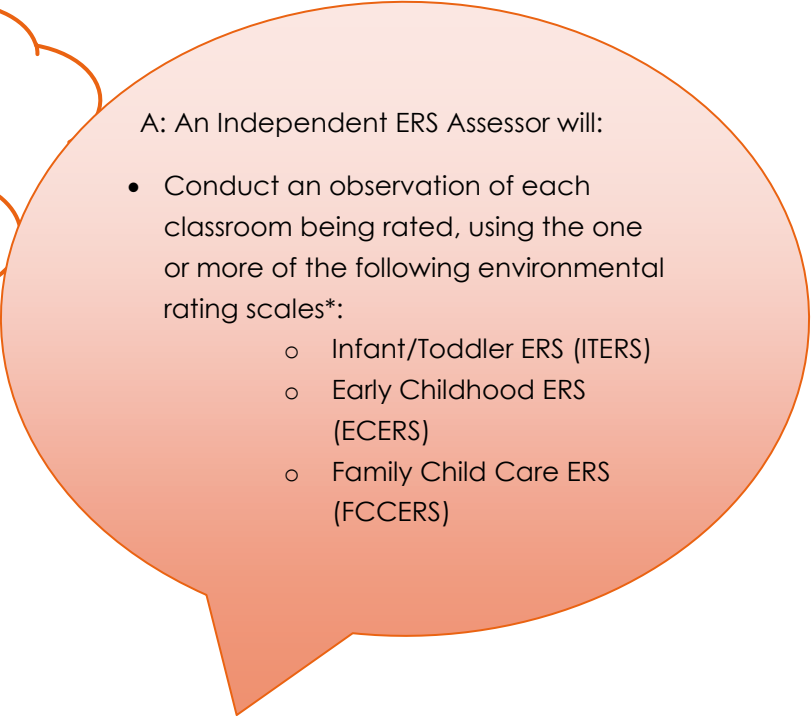
Marin Quality Counts

ELEMENT 6: Program Environment Rating Scales

Q: How will Marin Quality Counts determine the quality of the Learning Environment?

A: An Independent ERS Assessor will:

- Conduct an observation of each classroom being rated, using the one or more of the following environmental rating scales*:
    - Infant/Toddler ERS (ITERS)
    - Early Childhood ERS (ECERS)
    - Family Child Care ERS (FCCERS)

*These rating scales have been used extensively by researchers to assess quality. Programs also use these rating scales as a self-assessment tool; a requirement for Title 5 preschool programs in California

Why is this important?

Several decades of research clearly demonstrate that high-quality, developmentally appropriate early childhood programs produce short- and long-term positive effects on children's cognitive and social development. Specifically, children who experience high-quality, stable child care engage in more complex play, demonstrate more secure attachments to adults and other children, and score higher on measures of thinking ability and language development. (NAEYC)

Numerous research projects in the United States and abroad have used the ECERS to assess global quality and have discovered significant relationships between ECERS scores and child outcome measures, and between ECERS scores and teacher characteristics, teacher behaviors, and compensation. (Environmental Rating Scales Institute)

ELEMENT 6: Program Environment Rating Scales

Directions:

1. Check the Tier that best describes your program
2. Complete the element documentation checklist, to ensure you prepare the appropriate documentation for your QRIS Rater
3. If your program has had an independent ERS assessment in the last 12 months, these scores will be used for your initial rating and you will not need a new assessment. Please provide a copy of the assessment report provided by the independent assessor for each classroom being rated.

#1: Check the Tier that best describes your program

	❑ Tier 1	❑ Tier 2	❑ Tier 3	❑ Tier 4	❑ Tier 5
TIER REQUIREMNT	Not required	Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 **OR** Current National Accreditation approved by the California Department of Education
DOCUMENTS REQUIRED	Not required Sites at this tier must be licensed and in good standing with Community Care Licensing.	Please prepare evidence* of familiarity with ERS for appropriate age group as available by one representative from the site	None – A reliable, independent & external assessor will come and observe and complete assessment with score	None – A reliable, independent & external assessor will come and observe and complete assessment with score	None – A reliable, independent & external assessor will come and observe and complete assessment with score

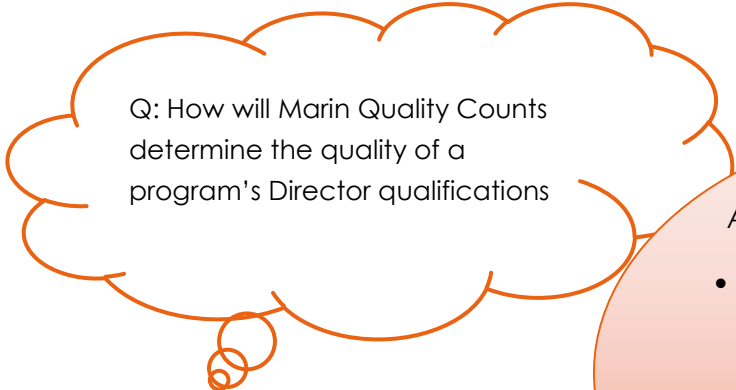*Examples of evidence for Tier 2 include:

- Overview orientations or College courses in which the tool was presented
- Webinars
- Trainings

#2: Documentation Checklist

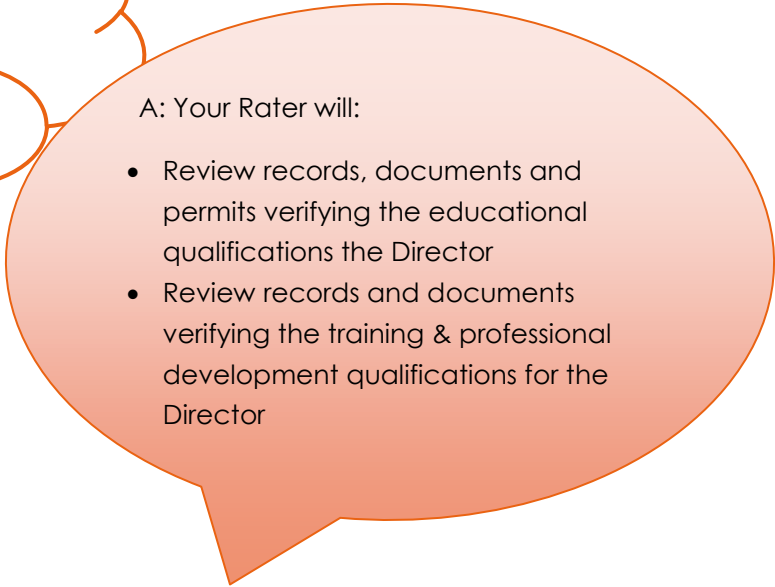| ELEMENT 6: Documentation Checklist	
I have prepared the following documentation	
	Completed by Site:
Tier 1	
• No documentation required	
Tier 2	
• Evidence is available of familiarity with ERS for appropriate age group by at least one representative from the site	
Tier 3	
• If ERS assessment is being provided by Marin QRIS, no documentation required	
• A copy of ERS assessment reports conducted in the past 12 months by a reliable, independent & external ERS assessor if **not** provided by Marin QRIS	
• Name and contact information of reliable, independent and external ERS assessor, not provided by Marin QRIS who completed assessments in the last 12 months	
Tier 4	
• If ERS assessment is being provided by Marin QRIS, no documentation required	
• A copy of ERS assessment reports conducted in the past 12 months by a reliable, independent & external ERS assessor if **not** provided by Marin QRIS	
• Name and contact information of reliable, independent and external ERS assessor, not provided by Marin QRIS who completed assessments in the last 12 months	
Tier 5	
• If ERS assessment is being provided by Marin QRIS, no documentation required	
• A copy of ERS assessment reports conducted in the past 12 months by a reliable, independent & external ERS assessor if **not** provided by Marin QRIS	
• Name and contact information of reliable, independent and external ERS assessor, not provided by Marin QRIS who completed assessments in the last 12 months	
• **OR** Accreditation verification for NAEYC	

Marin Quality Counts

ELEMENT 7: Director Qualifications

Q: How will Marin Quality Counts determine the quality of a program's Director qualifications

A: Your Rater will:

- Review records, documents and permits verifying the educational qualifications the Director
- Review records and documents verifying the training & professional development qualifications for the Director

Why is this important?

Research has consistently found that overall administrative practices are crucial for ensuring high quality outcomes for children and families. Without quality systems in place at the organizational level, high quality interactions and learning environments at the classroom level cannot be sustained.*

Siraj-Blatchford, I. and Manni (2007) Managing to make a difference: Caring and Effective Leadership in the Early Years, Trentham Books.

ELEMENT 7: Director Qualifications

Directions:

1. Check the Tier that best describes the qualifications for your Director
2. Complete the Director Qualifications Form and PD Tracking Sheet for the Director.
3. Use the Element 7 Documentation Checklist to prepare Director documents (permits, transcripts, evidence of PD completion) for review.
4. Please prepare a copy of the appropriate documentation for the QRIS Rater to review off site at a later time.

#1: Check the Tier that best describes your program practices

	❑ Tier 1	❑ Tier 2	❑ Tier 3	❑ Tier 4	❑ Tier 5
TIER REQUIREMNT	12 units ECE/CD+ 3 units management/ administration	24 units ECE/CD + 16 units General Education +/with 3 units management/ administration **OR** Master Teacher Permit	Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision **OR** Site Supervisor Permit **AND** 21 hours PD annually	Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration **OR** Program Director Permit **AND** 21 hours PD annually	Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, **OR** Administrative Credential **AND** 21 hours PD annually
DOCUMENTS REQUIRED	Not required Sites at this tier must be licensed and in good standing with Community Care Licensing.	Please provide copy of Master Teacher Permit **OR** Center: Transcripts with requirements of Tier 2 highlighted in yellow – 24 units of ECE/CD+ 16 units General Education +/with 3 units management/ administration	Please provide copy of Site Supervisor Permit **OR** Transcripts confirming AA degree with requirements of Tier 3 highlighted in yellow – 24 units of ECE/CD plus 6 units management/ administration and 2 units supervision **AND** 21 Hours Professional Development (PD) annually	Please provide copy of Program Director Permit **OR** Transcripts confirming BA Degree with requirements of Tier 4 highlighted in yellow – 24 units ECE/CD plus 8 units management/administrati on **AND** 21 Hours Professional Development (PD) annually	Please provide copy of your Administrative Credential **OR** Transcripts confirming MA Degree with Tier 5 requirements highlighted in yellow - 30 units of ECE/CD including specialized courses plus 8 units management/administrati on **AND** 21 Hours Professional Development (PD) annually

#2a: Complete Director Qualifications Form

Please complete the Director Qualifications Form and have a copy of the permit or transcripts <u>and</u> PD evidence available for the QRIS Rater.

Director Name: _____

Name of Sites:

_____   _____

_____   _____

_____   _____

Check if Permit/Credential is valid and current	Descriptions of Qualifications by Permit
	Holds a Master Teacher Permit
	Holds a Site Supervisor Permit
	Holds a Program Director Permit
	Holds an Administrative Credential

OR

Check Level of Qualification	Descriptions of Qualifications by Units
	Completed 12 units of core ECE/CD plus 3 units management/administration
	Completed 24 units of core ECE/CD, plus16 units General Education, plus 3 units management/administration
	AA Degree plus 24 units of core ECE/CD, plus 6 units management/administration, plus 2 units supervision
	BA Degree plus 24 units of core ECE/CD, plus 8 management/administration units
	MA Degree plus 30 units of core ECE/CD, plus 8 management/administration units

AND

Completes 21 hours of professional development annually

- ❑ YES (21 hours of PD can be verified)
- ❑ NO

#2b: Complete the Professional Development Tracking Form

Please fill out the following tracking form and submit along with certificates to QRIS Rater **or** provide a Marin Quality Counts Professional Development Report (contact Tanya Myers: tmyers@marinschools.org)..

Director Name: _____

Training/Workshop	Presenter/Online Provider	Presenter Signature (when certificate unavailable)	Date	Number of Hours

TOTAL HOURS: _____

#3: Documentation Checklist

ELEMENT 7: Documentation Checklist	Completed by Site:
Note: The following must be prepared for each lead teacher	
Tier 1	
• No documentation required	
Tier 2	
• Copies of current permit	
• OR Transcripts with coursework required in the RTT-ELC Quality Matrix highlighted in yellow for Director without a permit	
• Evidence of 21 hours of PD documented on PD Tracking Sheet and with certificates attached	
Tier 3	
• Copies of current permit	
• OR Transcripts with coursework required in the RTT-ELC Quality Matrix highlighted in yellow for Director without a permit	
• Evidence of 21 hours of PD documented on PD Tracking Sheet and with certificates attached	
Tier 4	
• Copies of current permit	
• OR Transcripts with coursework required in the RTT-ELC Quality Matrix highlighted in yellow for Director without a permit	
• Evidence of 21 hours of PD documented on PD Tracking Sheet and with certificates attached	
Tier 5	
• Copies of current permit	
• OR Transcripts with coursework required in the RTT-ELC Quality Matrix highlighted in yellow for Director without a permit	
• Evidence of 21 hours of PD documented on PD Tracking Sheet and with certificates attached	