

**Center-Based Programs
 Validation Checklist and Point Determination**

Program Name: _____

Date: _____ Program Year: _____

Provider Specialist: _____

Star Legend – Infant and Toddler CLASS Results		Star Legend – Pre K CLASS Results		Star Legend	
43-50 points	5 stars 	38-45 points	5 stars 	55-65 points	5 stars 
34-42 points	4 stars 	31-37 points	4 stars 	43-54 points	4 stars 
26-33 points	3 stars 	23-30 points	3 stars 	33-42 points	3 stars 
16-25 points	2 stars 	14-22 points	2 stars 	21-32 points	2 stars 
15 or fewer points	1 star 	13 or fewer points	1 star 	20 or fewer points	1 star 

For Office Use Only		
Standards	Total Points Available	Total Points Awarded
S.1 Staff Qualifications and Professional Development	10	
S.2 Learning Environment (SRPA)	15	
S.3 Teacher-Child Interactions (CLASS) <ul style="list-style-type: none"> • Infant CLASS • Toddler CLASS • Pre-K CLASS 	10	
	10	
	15	
S.4 Family Engagement	5	
Total Points	65	
Star Rating		

S.1 Staff Qualifications and Professional Development

S.1.1 Staff Qualifications – 5 points possible		
	Director documents the qualifications and educational level of the director and all instructional staff. Coalition staff will: Review the director’s file for: 1. DCF Childcare Training Transcript (dated within past 12 months) AND Review 100% of instructional staff files for: 1. DCF Childcare Training Transcript (dated within past 12 months)	5 points possible; <u>ALL criteria in each tier must be met</u> to move to next tier
T I E R 1	<input type="checkbox"/> Lead Teachers: 100% of Lead Teachers have a HS diploma/GED and 25% have or are actively enrolled in a DCF Staff Credential or FCCPC (CDA) program or course AND <input type="checkbox"/> Assistant Teachers: 100% of Assistant Teachers have a HS diploma/GED or are enrolled in early childhood courses * ----- <input type="checkbox"/> Director: Director holds Foundational Level (Level I) Director’s Credential	<input type="checkbox"/> 1 point
T I E R 2	<input type="checkbox"/> Lead Teachers: 100% of Lead Teachers have a HS diploma/GED and 50% have or are actively enrolled in a DCF Staff Credential or FCCPC (CDA) program or course AND <input type="checkbox"/> Assistant Teachers: 100% of Assistant Teachers have a HS diploma/GED and 25% have or are actively enrolled in a DCF Staff Credential or FCCPC * program or course ----- <input type="checkbox"/> Director: Director holds Foundational Level (Level II) Director’s Credential	<input type="checkbox"/> 2 points
T I E R 3	<input type="checkbox"/> Lead Teachers: 100% of Lead Teachers have a HS diploma/GED and 75% have or are actively enrolled in a DCF Staff Credential or FCCPC (CDA) program or course AND <input type="checkbox"/> Assistant Teachers: 100% of Assistant Teachers have a HS diploma/GED and 50% have or are actively enrolled in a DCF Staff Credential or FCCPC * program or course ----- <input type="checkbox"/> Director: Director holds Foundational Level (Level II) Director’s Credential	<input type="checkbox"/> 3 points

** For programs who do not utilize Assistant Teachers, Lead Teacher criteria applies*

T I E R 4	<input type="checkbox"/> Lead Teachers: 100% of Lead Teachers have a HS diploma/GED and 50% have or are actively enrolled in a DCF Staff Credential or FCCPC (CDA) program or course <u>AND</u> <input type="checkbox"/> Assistant Teachers: 100% of Assistant Teachers have a HS diploma/GED and 25% have or are actively enrolled in a DCF Staff Credential or FCCPC * program or course ----- <input type="checkbox"/> Director: Director holds Advanced Level Director’s Credential	<input type="checkbox"/> 4 points
T I E R 5	<input type="checkbox"/> Lead Teachers: 100% of Lead Teachers have a DCF Staff Credential or FCCPC (CDA) <u>AND</u> <input type="checkbox"/> Assistant Teachers: 100% of Assistant Teachers have a HS diploma/GED and 50% have or are actively enrolled in a DCF Staff Credential or FCCPC * program or course ----- <input type="checkbox"/> Director: Director holds Advanced Level Director’s Credential	<input type="checkbox"/> 5 points
Staff Qualification Score		

** For programs who do not utilize Assistant Teachers, Lead Teacher criteria applies*

S.1 Staff Qualifications and Professional Development		
S.1.2. Professional Development – 5 points possible		
	<p>Director documents the number of in-service training hours that have been completed by the director and all instructional staff:</p> <p>Review Director file; Assessors will review all of instructional staff files to verify completed in-service training record</p>	5 points possible; <u>ALL criteria in each tier must be met</u> to move to next tier
T I E R 1	<input type="checkbox"/> 50% of all staff complete 15 hours of annual in-service training *	<input type="checkbox"/> 1 point
T I E R 2	<input type="checkbox"/> 75% of all staff complete 15 hours of annual in-service training *	<input type="checkbox"/> 2 points
T I E R 3	<input type="checkbox"/> 50% of all staff complete 20 hours of annual in-service training *	<input type="checkbox"/> 3 points
T I E R 4	<input type="checkbox"/> 75% of all staff complete 20 hours of annual in-service training *	<input type="checkbox"/> 4 points
T I E R 5	<input type="checkbox"/> 75% of all staff complete 25 hours of annual in-service training *	<input type="checkbox"/> 5 points
Professional Development Score		
Total Staff Qualification and Professional Development Score		

* As documented on the DCF Training Log

S.2 Learning Environment (School Readiness Provider Assessment)

S.2.1 Learning Environment – 15 points possible

The Learning Environment plays a pivotal role in the experiences children have in an early childhood classroom. Providers who offer developmentally appropriate activities and learning materials are better equipped to meet the individual needs of the children in care.

This standard will recognize providers who maintain an environment where experiences are developmentally appropriate and have been created with the children’s needs in mind.

- Center Set Up
- Curriculum Implementation
- Individualized Lesson Plans
- Developmentally Appropriate Materials

	Score 85% - 88%	□ 3 points
	Score 89% - 91%	□ 6 points
	Score 92% - 94%	□ 9 points
	Score 95% - 97%	□ 12 points
	Score 98% - 100%	□ 15 points
Learning Environment Score		

S.3 Teacher-Child Interactions (Classroom Assessment Scoring System)

S.3.1 Teacher-Child Interactions – 10 points possible – Infant Classrooms

Teacher-Child Interactions are the foundation of an early childhood classroom and a vital element of every program. Positive teacher-child relationships are critical for improved academic outcomes and a brighter future for young children.

This standard will recognize providers who have developed meaningful relationships and who understand how effective interactions impact children’s development and learning.

- Responsive Caregiving – refers to specific teaching behaviors that help infants develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable and secure in the classroom, and develop and extend communication attempts.

S.3.1 Responsive Caregiving Score Range

	2.50-3.49	□ 2 points
	3.50-4.49	□ 4 points
	4.50-5.49	□ 6 points
	5.50-6.49	□ 8 points
	6.50 and above	□ 10 points
Responsive Caregiving Score (average of 50% sample)		

S.3 Teacher-Child Interactions (Classroom Assessment Scoring System)

S.3.2.1 Teacher-Child Interactions – 10 points possible – Toddler Classrooms

Teacher-Child Interactions are the foundation of an early childhood classroom and a vital element of every program. Positive teacher-child relationships are critical for improved academic outcomes and a brighter future for young children.

This standard will recognize providers who have developed meaningful relationships and who understand how effective interactions impact children’s development and learning.

- Emotional and Behavioral Support – refers to specific teaching behaviors that help children develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom, experience appropriate levels of autonomy or independence, develop behavioral regulation, meet behavioral expectations, and fully participate in classroom activities.

S.3.2.1 Emotional and Behavioral Support Score Range

	4.25 - 4.79	□ 1 point
	4.80 - 5.34	□ 2 points
	5.35 - 5.69	□ 3 points
	5.70 - 6.04	□ 4 points
	6.05 and above	□ 5 points
Emotional and Behavioral Support Score (average of 50% sample)		

S.3 Teacher-Child Interactions (Classroom Assessment Scoring System)

S.3.2.2 Teacher-Child Interactions – 10 points possible – Toddler Classrooms

Teacher-Child Interactions are the foundation of an early childhood classroom and a vital element of every program. Positive teacher-child relationships are critical for improved academic outcomes and a brighter future for young children.

This standard will recognize providers who have developed meaningful relationships and who understand how effective interactions impact children’s development and learning.

- Engaged Support for Learning – refers to specific teaching behaviors that include the facilitation of activities that enhance children’s thinking, reasoning, and verbal skills, build their knowledge of the world, and encourage persistence, attention, and motivation.

S.3.2.2 Engaged Support For Learning Score Range

	2.00 – 2.49	□ 1 point
	2.50 – 2.99	□ 2 points
	3.00 – 3.49	□ 3 points
	3.50 – 4.24	□ 4 points
	4.25 and above	□ 5 points
Engaged Support for Learning Score (average of 50% sample)		
Emotional and Behavioral Support Score (average of 50% sample)		
Toddler CLASS Score (average of 50% sample)		

S. 3 Teacher-Child Interactions (Classroom Assessment Scoring System)

S.3.3.1 Teacher-Child Interactions – 15 points possible – Pre-K Classrooms

Teacher-Child Interactions are the foundation of an early childhood classroom and a vital element of every program. Positive teacher-child relationships are critical for improved academic outcomes and a brighter future for young children.

This standard will recognize providers who have developed meaningful relationships and who understand how effective interactions impact children’s development and learning.

- Emotional Support – refers to specific teaching behaviors that help children develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom, and experience appropriate levels of autonomy or independence.

S.3.3.1 Emotional Support Score Range

	4.25 - 4.79	□ 1 point
	4.80 - 5.34	□ 2 points
	5.35 - 5.69	□ 3 points
	5.70 - 6.04	□ 4 points
	6.05 and above	□ 5 points
	Emotional Support Score (average of 50% sample)	

S.3 Teacher-Child Interactions (Classroom Assessment Scoring System)

S.3.3.2 Teacher-Child Interactions – 15 points possible – Pre-K Classrooms

Teacher-Child Interactions are the foundation of an early childhood classroom and a vital element of every program. Positive teacher-child relationships are critical for improved academic outcomes and a brighter future for young children.

This standard will recognize providers who have developed meaningful relationships and who understand how effective interactions impact children’s development and learning.

- Classroom Organization – describes specific teaching behaviors that help children develop skills to regulate their own behavior, get the most learning out of each day, and maintain interest in learning activities.

S.3.3.2 Classroom Organization Score Range

	3.75 – 4.29	□ 1 point
	4.30 – 4.84	□ 2 points
	4.85 – 5.19	□ 3 points
	5.20 – 5.54	□ 4 points
	5.55 and above	□ 5 points
	Classroom Organization Score (average of 50% sample)	

S.3 Teacher-Child Interactions (Classroom Assessment Scoring System)

S.3.3.3 Teacher-Child Interactions – 15 points possible – Pre-K Classrooms

Teacher-Child Interactions are the foundation of an early childhood classroom and a vital element of every program. Positive teacher-child relationships are critical for improved academic outcomes and a brighter future for young children.

This standard will recognize providers who have developed meaningful relationships and who understand how effective interactions impact children’s development and learning.

- Instructional Support – refers to specific teaching behaviors that help support children’s cognitive development and language growth.

S.3.3.3 Instructional Support Score Range

	2.00 – 2.49	□ 1 point
	2.50 – 2.99	□ 2 points
	3.00 – 3.49	□ 3 points
	3.50 – 4.24	□ 4 points
	4.25 and above	□ 5 points
	Emotional Support Score (average of 50% sample)	
	Classroom Organization Score (average of 50% sample)	
	Instructional Support Score (average of 50% sample)	
	Pre K CLASS Score (average of 50% sample)	

S.4 Family Engagement		
S.4.1. Family Engagement – 5 Points Possible		
<p>Child development occurs in a variety of environments including family, culture, community and early learning centers. Effective early learning programs use both general and family-specific practices to ensure that all families become engaged in their child’s early learning and development.</p> <p>This standard will recognize providers who have developed meaningful connections with families to form active partnerships in the child’s learning.</p>		<p>5 points possible; <u>ALL criteria in each tier must be met</u> to move to next tier</p>
T I E R 1	<ul style="list-style-type: none"> <input type="checkbox"/> The provider has an open door policy for authorized parents/guardians to visit unannounced anytime their children are in care <input type="checkbox"/> Evidence that families/guardians are invited to participate in program activities (signs in classroom/lobby, sign-up sheets, etc.) <input type="checkbox"/> Program provides a current list of child and family support services available (resource guides from community and local organizations available) <input type="checkbox"/> A system is in place for families to share information with provider regarding their child’s development, strengths, weaknesses, likes and dislikes (could be included in enrollment packet as a questionnaire) 	<input type="checkbox"/> 1 point
T I E R 2	<ul style="list-style-type: none"> <input type="checkbox"/> Program utilizes social media to promote family engagement <input type="checkbox"/> At least 1 formal family engagement opportunity is evident (ex. All about me posters, family heritage days, career days, holiday traditions, etc.) <input type="checkbox"/> Provider has ongoing communication with families regarding child’s needs and progress <input type="checkbox"/> Developmental screenings and referral processes are in place with parental consent and information is available in family’s home language 	<input type="checkbox"/> 2 points
T I E R 3	<ul style="list-style-type: none"> <input type="checkbox"/> Family/Teacher conferences occur at least one time per year <input type="checkbox"/> Workshops, videos and classes are available as parent resources <input type="checkbox"/> Evidence of communication in regards to transitioning children to a new classroom before transitions begin (to include Kindergarten) 	<input type="checkbox"/> 3 points

T I E R 4	<input type="checkbox"/> Opportunities exist for families to take part in the planning of activities (ex. PTA, parent activity planning sheet, fundraiser planning meetings) <input type="checkbox"/> Families regularly receive information regarding nutrition. Documentation could include copies of handouts, lunchbox ideas or training sessions (parent board, newsletter, etc.) <input type="checkbox"/> Three or more formal opportunities for family engagement are evident (ex. All about me posters, family heritage days, career days, holiday traditions, etc.)	<input type="checkbox"/> 4 points
T I E R 5	<input type="checkbox"/> Evidence exists that screenings and/or assessment data are used to guide class instruction (individualized lesson plans) <input type="checkbox"/> Program offers an advisory board to encourage families to actively participate in decisions pertaining to their child's early learning <input type="checkbox"/> Families have the opportunity to evaluate the provider in writing at least annually (evidence of surveys, etc.)	<input type="checkbox"/> 5 points
Family Engagement Score		