

Center-Based Programs Validation Checklist and Point Determination

Program Name: _____

Date: _____ Program Year: _____

Provider Specialist: _____

Star Legend – Toddler CLASS Results		Star Legend – Pre K CLASS Results		Star Legend	
32-35 points	5 stars 	37-40 points	5 stars 	45-50 points	5 stars
24-31 points	4 stars 	29-36 points	4 stars 	35-44 points	4 stars
17-23 points	3 stars 	21-28 points	3 stars 	25-34 points	3 stars
11-16 points	2 stars 	13-20 points	2 stars 	15-24 points	2 stars
10 or fewer points	1 star 	12 or fewer points	1 star 	14 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) • Toddler CLASS • Pre-K CLASS	10	
	15	
Total Points		
Star Rating		

S.1 Staff Qualifications and Professional Development

S.1.1 Staff Qualifications – 5 Points Possible		
	<p>Director documents the qualifications and educational level of the director and all instructional staff. Coalition staff will:</p> <p>Review the director’s file for:</p> <ol style="list-style-type: none"> 1. DCF Childcare Training Transcript (dated within past 12 months) 2. Resume or other documentation of years of experience <p>AND</p> <p>Randomly select and review 50% of instructional staff files for:</p> <ol style="list-style-type: none"> 1. Copy of high school diploma or GED, if applicable (non-credentialed staff) 2. 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	<p><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</p> <p>AND</p> <p><input type="checkbox"/> Assistant Teachers: 100% of Assistant Teachers have a HS diploma/GED or are enrolled in early childhood courses *</p> <p>-----</p> <p><input type="checkbox"/> Director: Director holds Foundational Level (Level I) Director’s Credential</p>	<input type="checkbox"/> 1 point
T I E R 2	<p><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</p> <p>AND</p> <p><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</p> <p>-----</p> <p><input type="checkbox"/> Director: Director holds Foundational Level (Level II) Director’s Credential</p>	<input type="checkbox"/> 2 points
T I E R 3	<p><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</p> <p>AND</p> <p><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</p> <p>-----</p> <p><input type="checkbox"/> Director: Director holds Foundational Level (Level II) Director’s Credential</p>	<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 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 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) 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 Advanced Level Director’s Credential	<input type="checkbox"/> 5 points
Staff Qualification Score		

S.1 Staff Qualifications and Professional Development		
S.1.2. Professional Development – 5 Points Possible		
	Director documents the number of in-service training hours that have been completed by the director and all instructional staff: Review Director file; randomly select and review 50% of instructional staff files for: 1. Copy of completed in-service training record	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 – 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 powerful they are and 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.3.1 B Emotional and Behavioral Support Score Range

	4.00 – 4.49	□ 1 point
	4.50 – 4.99	□ 2 points
	5.00 – 5.49	□ 3 points
	5.50 – 5.99	□ 4 points
	6.00 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 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 powerful they are and 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 B 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 – 3.99	□ 4 points
	4.00 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 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 powerful they are and 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.3.1 C Emotional Support Score Range

	4.00 – 4.49	□ 1 point
	4.50 – 4.99	□ 2 points
	5.00 – 5.49	□ 3 points
	5.50 – 5.99	□ 4 points
	6.00 and above	□ 5 points
	Emotional Support Score (average of 50% sample)	

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

S.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 powerful they are and 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.3.2 C Classroom Organization Score Range

	3.50 - 3.99	□ 1 point
	4.00 - 4.49	□ 2 points
	4.50 - 4.99	□ 3 points
	5.00 - 5.49	□ 4 points
	5.50 and above	□ 5 points
	Classroom Organization Score (average of 50% sample)	

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

S.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 powerful they are and 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 C Instructional Support Score Range

	2.00 – 2.49	□ 1 point
	2.50 – 2.99	□ 2 points
	3.00 – 3.49	□ 3 points
	3.50 – 3.99	□ 4 points
	4.00 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)	