

QUALITY COUNTS

Striving for Five Star Early Learning



Self-Study Packet for Centers

For Baseline Assessment, Annual Update Report, and Star Rating

Quality Counts is a quality rating improvement system designed and funded by The Children's Trust in partnership with the Early Learning Coalition of Miami-Dade/Monroe and the Early Childhood Initiative Foundation/Ready Schools Miami.

It is administered in collaboration with Florida International University, Family Central Inc., the University of Miami Mailman Center, Devereux Florida, the Children's Forum, the United Way Center for Excellence, the National Institute for Innovative Leadership, Miami-Dade County Community Action Agency Head Start and Early Head Start Division, and the Miami-Dade County Public Schools, and RCMA.

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Striving for Five Star Early Learning



Part 1: Self-Study Instructions and Forms

**If you have questions about the self-study
please contact the Quality Counts office at (305) 646-7242.**

Quality Counts: Striving for 5 Star Early Learning

Part 1: Self-Study Instructions and Forms

INTRODUCTION TO THE SELF-STUDY PROCESS

Welcome! The Quality Counts team is pleased that you are ready to start working on your self-study for the quality rating improvement system.

If this is your first self-study, be sure to review the Quality Counts Manual for more information about the project. Visit the Quality Counts website at www.elcmdm.org/QualityCounts.

If you are completing your Self-Study for your annual Update Report, we hope you are having a positive experience with Quality Counts.

STANDARDS

The self-study materials in this packet are directly related to the Quality Counts Standards, provided in the Quality Counts Manual. Benchmarks are defined at **5 Star** levels for the following areas, which help improve child outcomes:

- Learning Environment
- Staff Qualifications
- Ratios and Group Sizes
- Family Engagement
- Program Administration
- Curriculum

WHY DO A SELF-STUDY?

Quality Counts understands that improving early childhood programs starts with YOU, the program director. Completing the self-study will help you and your staff:

- Become familiar with the Quality Counts Standards and with the tools used in the formal assessment
- Create a snapshot of your program to see how you stand in relation to the 5 Star benchmarks of quality
- Illustrate achievement of quality

UPDATING THE SELF-STUDY

For your annual Update Report, you will complete the entire Self-Study in order to prepare an accurate report reflecting your current program. Your materials need to be up-to-date and reflect your program at the time of your Update Report. For some items, rather than starting over, you may be able to add to your past Self-Study materials.

ASSISTANCE

Quality Counts specialists are available to help you complete this packet.

- **Technical Assistance:** through the Early Learning Coalition, Head Start/Early Head Start, or the Miami-Dade County Public Schools, depending on your program's funding.
- **Career Advising:** through the Quality Counts Career Center.

These specialists offer self-study training as well as on-site support to your program.

SELF-STUDY FORMS

This self-study packet has 11 forms to help you gather and organize the information. Instructions are provided for each form.

Make copies of the forms before filling them out; multiple copies of some forms may be needed depending on the size of your program. These forms are also on the Quality Counts website at www.elcmdm.org/QualityCounts.

ORGANIZING THE SELF-STUDY

- Create a way to organize your self-study materials such as a 3-ring binder or a box of hanging files with a section labeled for each of the six component areas
- Place copies of required documents in the binder or file box in the appropriate section so the formal assessor can verify the information on your forms.

AFTER FINISHING THE SELF-STUDY FOR YOUR FIRST BASELINE RATING

- Be sure to call your Quality Counts specialist when you have completed all the forms and collected all the documents.
- Make a copy of your Program Information Cover Page, Family Engagement Form, Program Administration Form, and Curriculum Form (not including instructions or supporting documentation) for the Assessment team.
- Your Quality Counts specialist will then arrange for a formal assessment by Devereux Florida Inc. The Assessment Team will:
 - Verify the information from your self-study for the components of Ratios-Group Sizes, Family Engagement, and Program Administration (Curriculum documentation is not included the first year)
 - Complete a formal rating on a random sample of your classrooms using the Early Childhood Environment Rating Scale (ECERS-R) and/or the Infant Toddler Environment Rating Scale (ITERS-R)
- Enter all of this information into WELS, the database for this project.
- The Quality Counts Career Center will verify and enter Staff Qualifications into the Professional Development Registry. Individual transcripts and a center report will be generated for you.
- A report with your baseline results will be given to you within 2 - 4 weeks.
- Your Quality Counts specialist will meet with you to review the baseline report.

After completing the self-study and formal assessment, your technical assistance specialist (or curriculum specialist if you are a Head Start/Early Head Start program) will work with you to develop a quality improvement plan (QIP). Your QIP will help you access support needed for quality improvements.

QUALITY IMPROVEMENT

Self-study + Formal Assessment + Your Program Priorities = Quality Improvement Plan

AFTER FINISHING THE SELF-STUDY FOR YOUR UPDATE REPORT

Follow the instructions in the Update Report booklet. This is available through your Quality Counts specialist, or from the Quality Counts office at the Early Learning Coalition, phone (305) 646-7242 or on the web at www.elcmdm.org.

Submit the Update Report to the Quality Counts office:

2555 Ponce de Leon Blvd., Suite 500
Miami, FL 33134

Keep your Self-Study binder of file-box accessible. Staff at the Early Learning Coalition may contact you to clarify items in the Update Report.

**If you have questions about the self-study
please contact the Quality Counts office at (305) 646-7242.**

Program Information

Cover Page

Program Name:	License Number:	Date:
Address:	Phone and Email:	
Director Name:	Owner Name:	
Hours of Operation:	Primary language(s) spoken by staff:	
<p>Please update your enrollment information. List the total number of children enrolled in each age group.</p>		
AGE GROUP	NUMBER OF CHILDREN	
• Infants		
• Ones		
• Twos		
• Threes		
• Fours & Fives (to school entry)		
• School Age in afterschool care program (5-12 years old)		
Total # of subsidized children c/o Early Learning Coalition - County Child Development Services in the above age groups. <i>Do not include VPK children in subsidy count, and do not include school age children</i>		
Comments (information Quality Counts should know):	Please check: <input type="checkbox"/> Baseline <input type="checkbox"/> Star Rating <input type="checkbox"/> Starpass	
Technical Assistance Specialist:	Agency:	

Learning Environment

Environmental Rating Scale

Information about the Environment Rating Scales

The Learning Environment is evaluated for Quality Counts by using the Environment Rating Scales.

Completion of classroom self-assessments using the Environment Rating Scales is NOT required for the initial self-study.

However, the Environment Rating Scales are essential to the Quality Counts process. During each year of participation, your program needs to complete self-assessments of all classrooms using the Rating Scales as a key part of your quality improvement activities.

The initial self-study provides a rather quick baseline snapshot of your program. It can take time to become familiar with the Environment Rating Scales, and take even more time to help staff gain the skills to use it to assess their own classrooms and make plans for improvement based on the findings.

See Part 2 of this packet for information about using the Environment Rating Scales for self-assessment.

ECERS-ITERS Trainings

Trainings on using the Environment Rating Scales are offered throughout the community for all participants in Quality Counts. For a calendar of trainings, contact the Quality Counts office at (305) 646-7242 or visit the website at www.elcmdm.org/QualityCounts.

About the Scales

The Environment Rating Scales look at the many interactions that go on in a classroom between staff and children, among the children themselves, and the interactions children have with the materials and activities. The Scales also look at features such as space, schedule, furnishings and materials that support these interactions.

There are two versions of the Environment Rating Scales:

- Infant Toddler Environment Rating Scale-Revised (ITERS-R): ages birth – 2½ years
- Early Childhood Environment Rating Scale-Revised (ECERS-R): ages 2½ -5 years

The ECERS-R and ITERS-R booklets describe the scoring criteria, and include the score sheet.

The books *All About the ECERS-R* and *All About the ITERS-R* provide detailed explanations of all the items in the Rating Scales.

PUBLICATION INFORMATION

Harms, T., Clifford, R., & Cryer, D. (2005). *The Early Childhood Environment Rating Scales-Revised*. Teachers College Press: New York.

Harms, T., Cryer, D., & Clifford, R. (2006). *The Infant Toddler Environment Rating Scales-Revised*. Teachers College Press: New York.

Cryer, D., Harms, T., & Riley, C. (2003). *All About the ECERS-R*. Pact House Publishing-Kaplan Early Learning Company: Lewisville, NC.

Cryer, D., Harms, T., & Riley, C. (2004). *All About the ITERS-R*. Pact House Publishing-Kaplan Early Learning Company: Lewisville, NC.



QUALITY COUNTS

Striving for Five Star Early Learning



Staff Qualifications

Instructions for Staff Roster Form and Change of Employment Status Form

Staff Roster Form

Please list each person working at your facility.

Provide the staff member's first and last name, birth date, title, ages of children (AoC) in the staff member's care and the hours per week worked by the staff member.

Use only the title codes and AOC codes listed on the Staff Roster Form to describe your staff.

You may list up to two (2) positions per staff member.

If you operate multiple sites, please include only staff who work most of their time at this site.

When listing title, in Quality Counts every group of children must have a "lead teacher" with primary responsibility for that group.

Change of Employment Status Form

On the Change of Employment Status Form, list each person included on the Staff Roster Form who has left employment with your facility.

Provide the person's first and last name, birth date, position title (using title codes found on the Staff Roster Form), date they left employment, and their primary reason for leaving (to best of your knowledge).

Up to two positions per staff member may be listed using the title code(s) reported on the Staff Roster Form.

In the reason for leaving column, list the one code that corresponds to the primary reason employment ended using the "Primary Reason for Leaving" codes provided on the form. If you do not know why the person left employment, indicate A (Unknown). If you indicate L ("other"), please also write the primary reason for leaving in the box. Letters E-H should be used when the staff member resigned for personal reasons to accept alternative employment or focus on furthering their education. Letters I-K should be used when the staff member was terminated.

Please continue to keep the Staff Roster Form and Change of Employment Form up to date by adding staff and completing each section of the form as staff begin employment (Staff Roster Form) or leave employment (Change of Employment Form) with your facility.

Quality Counts Career Center Staff Roster Form

To be completed by facility director/owner ONLY

Please list each person working at your facility. Please use only the codes listed on this sheet to describe your staff with up to two (2) positions per staff member. **Make more copies of this form as needed.**

<p>Title Codes:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Owner</td> <td style="width: 50%;">7. Assistant Teacher</td> </tr> <tr> <td>2. Director*</td> <td>8. Student Teacher</td> </tr> <tr> <td>3. Assistant Director</td> <td>9. Substitute Teacher/Floater</td> </tr> <tr> <td>4. Center Administrator</td> <td>10. Non-teaching staff</td> </tr> <tr> <td>5. Curriculum Specialist</td> <td>11. Other</td> </tr> <tr> <td>6. Lead Teacher</td> <td style="text-align: right;"><i>* as on record with DCF</i></td> </tr> </table>	1. Owner	7. Assistant Teacher	2. Director*	8. Student Teacher	3. Assistant Director	9. Substitute Teacher/Floater	4. Center Administrator	10. Non-teaching staff	5. Curriculum Specialist	11. Other	6. Lead Teacher	<i>* as on record with DCF</i>	<p>Ages of Children in Care (AoC) Codes:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Infants (0 - 12 months)</td> <td style="width: 50%;">E. VPK/Pre-K (4 - 5 year olds)</td> </tr> <tr> <td>B. Toddlers (12 - 24 months)</td> <td>F. School-Age</td> </tr> <tr> <td>C. 2- to 3-year-olds (24 - 36 mos.)</td> <td>G. Mixed-age Group</td> </tr> <tr> <td>D. Pre-School (3- to 4-year olds)</td> <td>H. Not Direct Care</td> </tr> </table>	A. Infants (0 - 12 months)	E. VPK/Pre-K (4 - 5 year olds)	B. Toddlers (12 - 24 months)	F. School-Age	C. 2- to 3-year-olds (24 - 36 mos.)	G. Mixed-age Group	D. Pre-School (3- to 4-year olds)	H. Not Direct Care
1. Owner	7. Assistant Teacher																				
2. Director*	8. Student Teacher																				
3. Assistant Director	9. Substitute Teacher/Floater																				
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C. 2- to 3-year-olds (24 - 36 mos.)	G. Mixed-age Group																				
D. Pre-School (3- to 4-year olds)	H. Not Direct Care																				

Person's Name	Birth Year	Title Code	AoC Code	Hrs/Week
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

I, the director/owner of this facility, certify that all information on this page is true, complete, and correct to the best of my knowledge.

Name of Facility:	
License or License Exempt No.:	
NAEYC/NAFCC Program ID: (if applicable)	
Director/Owner's Name: (print)	
Signature:	Date:



Quality Counts Career Center Change of Employment Status Form

To be completed by facility director/owner ONLY

Please complete this form for each person listed on the Staff Roster Form who has left employment with your facility. Use only codes listed on this form to describe the primary reason for leaving. Up to two positions per staff member may be listed (use title codes from Staff Roster Form). **Make more copies of this form as needed.**

Primary Reason for Leaving

- | | | |
|---|---|--|
| A. Unknown | E. Personal – accepted new ECE position | I. Terminated due to job abandonment |
| B. Contract not renewed | F. Personal – accepted new non-ECE position | J. Terminated due to low enrollment / no funds (<i>laid off</i>) |
| C. Retired | G. Personal – focus on ECE education | K. Terminated – other |
| D. Transferred to another site (<i>same employer</i>) | H. Personal – focus on non-ECE education | L. Other |

Person's Name	Birth Year	Title Code	Last Day (mm/dd/yyyy)	Reason for Leaving
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

I, the director/owner of this facility, certify that all information on this page is true, complete, and correct to the best of my knowledge.

Name of Facility:	
License or License Exempt No.:	
NAEYC/NAFCC Program ID: (<i>if applicable</i>)	
Director/Owner's Name: (<i>print</i>)	
Signature:	Date:

Instructions for the Registry Information Form

Quality Counts centers participate in the early care and education **Professional Development Registry**, an extensive database of information about the early childhood workforce. Staff qualification documentation for every member of the teaching staff and the director is recorded in the Professional Development Registry.

The Career Advisor or Curriculum Specialist working with your program will review the documents you gather and help determine if documentation is complete or if materials are missing.

Quality Counts providers receive a program site report from the Registry, to assist in staff development planning. Individuals can access transcripts of their training and educational history from the Registry, and use this information for career development planning.

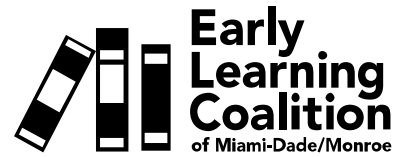
Instructions

1. Make a copy of the Registry Information Form (RIF) for yourself (the Director/Operator) and each of your providers. A form should be completed for you and each of your providers.
 2. Complete each item on the form (For "Other Phone", please indicate your cell phone number).
 3. Required proof documents must be submitted for each qualification that is checked on the Staff Qualifications Form for each RIF completed. Specifics regarding what information must be included on the proof document and other staff qualification requirements are found on the RIF Staff Qualifications Form. Below is a brief summary of documentation that must be attached to each individual RIF for each type of education level or credential selected on the RIF.
 - a. High School Diploma/GED:** Attach a copy of your High School diploma or GED or a college/university transcript showing that you are currently degree seeking.
 - b. College/University Degree:** Attach a copy of your degree diploma and college/university transcript showing you completed the degree for each degree you hold.
 - c. Credentials:** Attach a copy of your credential award certification and DCF Child Care Training Transcript, if appropriate, for each credential you have obtained.
 - d. CEUs/In-Service Training:** Attach a copy of the certificate of attendance or award for all CEUs and in-service completed within the last year or last renewal. On the Staff Qualifications Form, list all contact hours of in-service training, number of CEUs obtained, and number of college credits successfully completed in the last year/renewal. Provide the total number of in-service/Training hours across these categories. Do not duplicate any training hours in multiple categories. If you received CEUs and contact hours for the same training, only count it in one category. Indicate the date of the in-service training hours across all categories. [Note: 1 college credit = 15 in-service hours; 1 CEU = 10 in-service hours.]
 - e. College Credit Classes:** Attach a copy of your college/university transcript(s). On each transcript, circle or check the ECE courses and the type of degree and major, if applicable. Unofficial transcripts from colleges and universities are acceptable.
 4. Be sure to sign and date the RIF and include your social security number (or at least the last 5 digits of your social security number) on the form.
 5. If you received your high school diploma or college degree outside of the United States, be sure to attach your translated and evaluated diploma/degree obtained from an accredited translation firm. Scholarships are available to help if your documents have not yet been translated and evaluated.
- For the annual Update Report, gather the documentation only to show achievements since your last self-study was completed:
- Educational credentials for new staff,
 - New credentials achieved by staff, and
 - In-service training completed by staff in the past year.



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Registry Information Form

Quality Counts Career Center Training Registry for Early Care and Education

The descriptive information you provide on this page is used to compile demographic information on participants as a whole.

For Internal Use Only
CA Initial:
Registry ID #:

Personal Information <i>(ALL information is required if applicable)</i>			
Legal First Name:	MI	Legal Last Name:	Previous/Maiden Name:
Home Mailing Address:			Apt:
City:	State:	Zip:	County:
Home Phone: ()		Other Phone: ()	
Personal Email:			
Date of Birth: (mm/dd/yyyy)		Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male	
Race/Ethnicity: (Select ONE) <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or more races (multi-racial) <input type="checkbox"/> White <input type="checkbox"/> Other: _____		Primary Language: <input type="checkbox"/> English <input type="checkbox"/> Haitian Creole <input type="checkbox"/> French <input type="checkbox"/> Russian <input type="checkbox"/> Spanish <input type="checkbox"/> Other: _____	
Ethnicity: (Select ONE) <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Haitian <input type="checkbox"/> Other: _____		Birth Country: <input type="checkbox"/> USA <input type="checkbox"/> Cuba <input type="checkbox"/> Argentina <input type="checkbox"/> Dominican Republic <input type="checkbox"/> Colombia <input type="checkbox"/> Haiti <input type="checkbox"/> Mexico <input type="checkbox"/> Puerto Rico <input type="checkbox"/> Venezuela <input type="checkbox"/> Other: _____	
			Date Form Completed:

Did you attach copies of all that apply?

- Proof of high school** – high school diploma or transcript from a college/university
- Proof of degree** – degree diploma or transcript from awarding college/university
- Proof of credentials** – credential award certificate or DCF transcript (if award is listed)
- Proof of CEU/in-service** – attendance certificate with completion date and hours/CEUs awarded
- Proof of college credit** – transcript from college/university





FOR INTERNAL USE ONLY
CA Initial:
Registry ID #:
License #:

Current Employment Information (All information is required if applicable)
The descriptive information you provide on this page is used to compile demographic information on participants as a whole.

Name of Employer:

Address:	City:	Zip:
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Exempt No:	Work Phone: ()
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Start Date at this site (mm/dd/yyyy):	<input type="checkbox"/> Part Time (20 or fewer hours per week) <input type="checkbox"/> Full Time (more than 20 hours per week)
--	---

My job includes work in at least one classroom that includes children funded by:

<input type="checkbox"/> Head Start	<input type="checkbox"/> VPK
<input type="checkbox"/> School Readiness	<input type="checkbox"/> N/A

Title Codes: 1. Owner 2. Director* 3. Assistant Director 4. Center Administrator 5. Curriculum Specialist 6. Lead Teacher	7. Assistant Teacher 8. Student Teacher 9. Substitute Teacher/Floater 10. Non-teaching staff 11. Other <small>* as on record with DCF</small>	Ages of Children in Care (AoC) Codes: A. Infants (0 - 12 months) B. Toddlers (12 - 24 months) C. 2- to 3-year-olds (24 - 36 mos.) D. Pre-School (3- to 4-year olds)	E. VPK/Pre-K (4- to 5-year olds) F. School-Age G. Mixed-age Group H. Not Direct Care
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Primary Position at Current Employer (use codes above)

Title Code: (pick one)	Ages of Children Code: (pick one)	Hours per week:	Position Start Date:
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Secondary Position at Current Employer (optional, use codes above)

Title Code: (pick one)	Ages of Children Code: (pick one)	Hours per week:	Position Start Date:
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Compensation at Current Employer

Hourly Wage: \$ _____ per hour	Hours per week: _____	Months per year: _____
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Please check if you are the only source of income for your household.

Benefits available which are provided or subsidized by employer: (Choose all that apply)

<input type="checkbox"/> Health	<input type="checkbox"/> Paid personal leave	<input type="checkbox"/> Training fees
<input type="checkbox"/> Vision	<input type="checkbox"/> Paid holidays	<input type="checkbox"/> Conference fees
<input type="checkbox"/> Dental	<input type="checkbox"/> Paid sick leave	<input type="checkbox"/> College tuition
<input type="checkbox"/> Paid vacation	<input type="checkbox"/> Paid release time for training	<input type="checkbox"/> Retirement
<input type="checkbox"/> No benefits are available		

Name (PRINT CLEARLY)	Date Form Completed
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Staff Qualifications Form (Check All that Apply)

*All claims of education require the listed documentation. Undocumented claims will NOT be saved in the Registry.**

- Unable to provide proper High School diploma/GED documentation at this time.
- Have met DCF mandated training requirement as per attached DCF transcript

High School Diploma* Information in the Center Report
 Acceptable proof of a high school diploma includes one of the following:

- A diploma listing: your name, the diploma type (high school or GED), the award date, and the name of the awarding school. If the diploma is from a school on the Transcript-Required Highschools List, we will also need a high school transcript.
- A college or university transcript showing that you are currently degree seeking. It must also show: your name, the name of the institution, and the high school graduation date.

College/University Degree Information in the Center Report
(The Registry only accepts college/university level degrees from regionally accredited institutions)
 Acceptable proof of a post-secondary degree includes one of the following:

- A diploma listing: your name, the diploma level (associates, bachelors, masters, doctorate), the award date, and the name of the awarding school.
- A college or university transcript showing that you completed the degree. It must also show: your name, the name of the institution, the level of the degree (associates, bachelors, masters, doctorate), and the graduation date.

Credentials Information in the Center Report
 Acceptable proof of a credential includes one of the following:

- The credential award certification listing: your name, the credential name, the awarding agency, and the award date. If the credential expires (for example National CDA), the expiration date must also be listed.
- For FCCPCs, ECPCs, FL Staff Credentials, and FL Director Credentials ONLY the Registry will accept a DCF Child Care Training Transcript as proof.

CEUs / In-Service Training
 Acceptable proof of a CEU or in-service training is:

- The certificate of attendance or award listing: your name, the training name, the training date, the issuing organization name, and the amount of CEUs or in-service hours awarded. Attach all in-service and CEUs completed within the last year or last renewal date.

Complete A through E below. List in-service/trainings hours completed. Do not duplicate training hours in multiple categories. If you received CEUs and contact hours for the same training, only count those hours in one category.

A. Date of In-service/Training hours: From: _____ To: _____

B. Total Number of In-service contact hours _____

C. Total Number of CEUs _____ X 10 _____ = In-service hours

D. Total Number of College Credits _____ X 15 _____ = In-service hours

E. Add the total number of hours in B through D to obtain the total number of in-service hours:

B: ____ + C: ____ + D: ____ = E: ____ Total In-service/Training hours

College Credit Classes *(The Registry only accepts college/university level degrees from regionally accredited institutions)*
 Acceptable proof of college credit classes is:

- A college or university transcript listing: your name, the name of the institution, class name, course code (for example EEC1207), the amount of credits, and the class end date.

**If you received your high school diploma or college degree outside of the United States your documents must be translated and evaluated by an accredited translation firm before they can be entered in the Registry. If documents were received outside of the United States, please submit the translated and evaluated diploma/degree obtained from an accredited organization. Scholarships are available to help if your documents have not yet been translated and evaluated.*

Name (PRINT CLEARLY)	Date Form Completed





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Participation Agreement

By signing this agreement, I agree to participate in the Miami-Dade Professional Development Registry (the Registry) and to follow its rules and policies. I understand the Children's Forum, Inc. (the Forum) as the manager of the Registry, The Children's Trust (the Trust) as the funder of the Registry, and the Early Learning Coalition of Miami-Dade/Monroe (ELCMDM), as coordinator of the Miami-Dade Quality Rating Improvement System, will protect the confidentiality of personally-identifiable information provided to the extent permitted under state and federal law.

I certify all information provided and/or attached to this form is true and correct. I certify I have achieved the education listed in this form and I understand all claims must be proven by providing the documentation listed in the Staff Qualifications Form. I understand I am responsible for the information included in this form and that this form will not be processed if any of the required fields are left blank. I understand my failure to provide information marked as required will prevent my participation in the Registry, which may impact my eligibility for programs such as the Quality Rating Improvement System.

By providing the information in this form, I give my permission for that information to be used in aggregate reports which may be made public. I give the Forum permission to share all educational information I provide with my current employer on record with the Registry and to share selected information with WELS, a secure data system supporting the Miami-Dade Quality Rating Improvement System. I consent to the use of my information in analyses for program quality improvement, evaluation and research.

I give the Registry permission to access my Florida Department of Children & Families (DCF) Child Care Training Transcript and to access my transcripts/degrees from training institutions and colleges/universities attended. I do hereby indemnify the Forum, the Trust, and ELCMDM and their employees and agents against any claims whatsoever arising out of or connected with this information.

This agreement shall be governed in all respects by the laws of the State of Florida without giving effect to its conflicts of law provisions. All parties submit to the personal jurisdiction of and venue in the state and federal courts in the State of Florida. The parties further agree that any cause of action arising under this agreement shall exclusively be brought in such courts. If any provision of this agreement is held to be invalid or unenforceable, such provision shall be struck and the remaining provisions shall be enforced.

If you do not have a SSN, please provide the number used by DCF to store your child care training records. Complete and return pages 11 –1 4.

Name (PRINT CLEARLY):	
Signature:	
Social Security Number (PRINT CLEARLY):	Date:



Instructions: Staff Qualifications Summary Form

The Staff Qualifications Summary Form totals up the information on each of the Individual Staff Qualifications Forms. There are 4 parts in Staff Qualifications: 1) Lead teacher, 2) Assistant teacher, 3) In-service training, and 4) Director. You will be calculating points for each of these, and then the overall points for Staff Qualifications. Examples are included with the instructions. (To be counted as a teacher you must devote at least 50% of your time to teaching.)

A. **Determining Level Achieved for Lead Teachers.**

Lead teachers are responsible for each group of children. Every group must have at least one Lead Teacher – even if your center does not use this title.

1. Record the number of Lead Teachers from the Staff Roster. Look at the educational credentials achieved for all Lead Teachers. For each bulleted item, record the number of lead teachers that meet the requirement.
2. Divide that number by the total number of lead teachers (as shown on the Staff Roster). Multiply that number by 100 to get the percentage. *For example, 3 divided by 9 = .33 x 100 = 33%.*
3. Beginning at Level 1, check off each level 1 – 5 that is accurate for your program. All previous levels must be achieved to check off the next level.

Note: Teachers meeting the criteria at Levels 4 and 5 of "Associate degree (or 60 credits) or higher with 18 credits in ECE" are considered to meet the criteria of Level 3 of having a DCF Staff Credential or higher for Quality Counts.

4. Record the highest Level that is accurate for your program and write that level 0-5 in the space provided. This is the level your program has achieved for this item.

For example, at a center with 6 classrooms, if all the 6 Lead Teachers (100%) have at least a DCF Staff Credential, including 2 with an Associate degree with 18 credits in ECE (33%), the center achieves Level 4 for Lead Teachers because at least 25% of the lead teachers have an Associate degree AND the information for Levels 1, 2 and 3 is also true.

B. **Determining Level Achieved for Assistant**

Teachers. Assistant Teachers are all the rest of the teaching staff employed in the center; those who assist Lead Teachers as well as Floaters who may move from room to room.

1. Record the number of Assistant Teachers from the Staff Roster. Look at the educational credentials achieved for all Assistant Teachers. For each bulleted item, record the number of assistant teachers that meet the requirement.
2. Divide that number by the total number of assistant teachers (as shown on the Staff Roster). Multiply that number by 100 to get the percentage. *For example, 3 divided by 9 = .33 x 100 = 33%.*
3. Beginning at Level 1, check off each level 1 – 5 that is accurate for your program. All previous levels must be achieved to check off the next level.

Note: Teachers with at least 60 college credits with 18 credits in ECE but no degree awarded are considered to meet the criteria of having a DCF Staff Credential or higher for Quality Counts.

4. Record the highest Level that is accurate for your program and write that level 0-5 in the space provided. This is the level your program has achieved for this item.

For example, at a center with 8 Assistant Teachers, if 4 have a DCF Staff Credential (50%), and 6 have a High School diploma or GED (75%), the center achieves Level 4 for Assistant Teachers. Even though 50% of the Assistant Teachers have a DCF Staff Credential at Level 5, not enough of them have a High School diploma to qualify for Level 5.

DCF Staff Credential requirement: Includes the Birth-Five Florida Child Care Professional Credential-FCCPC (formerly the FL CDA-Equivalent), the DOE Early Childhood Professional Certificate (ECPC), national CDA or equivalent national early childhood credential, Associate degree or higher in ECE or related field, Associate degree or higher out of field with 6 credits in ECE plus 480 hrs experience. See the website of the Department of Children and Families-DCF child care training: www.myflorida.com/childcare/training.

C. Determining Level Achieved for In-service

Training for all Teaching Staff. The Level for Staff In-Service Training depends on 50% of all teaching staff completing a minimum number of hours of training in the 12 months previous to the self-study.

1. Record the total number of teaching staff from the Staff Roster. Look at the total number of in-service training hours recorded for each member of your teaching staff.

Note: In-service training hours can be earned through 3 different means: in-service contact hours, CEU-continuing education units, and college credits. The form provides a formula for calculating each person's total number of hours.

2. For each bulleted number of in-service hours, record the number of teachers that meet the requirement.

Just as in the previous two sections, teachers may qualify for more than one category. If they have the highest credential or a high number of in-service hours, they will be counted in every bulleted category.

3. Divide that number by the total number of teachers. Multiply that number by 100 to get the percentage. *For example, 3 divided by 9 = $.33 \times 100 = 33\%$.*
4. Beginning at Level 1, check off each level 1 – 5 that is accurate for your program. All previous levels must be achieved to check off the next level.
5. Record the highest Level that is accurate for your program and write that level 0-5 in the space provided. This is the level your program has achieved for this item.

For example, if 6 staff from a center with 12 teachers have completed at least 25 hours (50%), and 3 have completed 45 hours (25%), the center achieves Level 4. (The 3 with 45 hours are not sufficient to bring the score up to 5).

If you are unclear about how to fill in the forms, please work with your Quality Counts specialist or contact the Quality Counts office at (305) 646-7242. For questions concerning staff educational qualifications, call the Quality Counts Career Center at (305) 639-2726. Career Advisors are available to help with documentation and accessing additional education.

D. Determining Level Achieved for Director. The director **MUST** be on site a majority of the time for his/her credential to count toward the overall Quality Counts score (*for example, one director cannot have her Advanced Credential count for multiple programs*).

1. Check the item(s) that are applicable to you (the Director).
2. Beginning at Level 1, check off each level 1 – 5 that is accurate for you. *For example, a director holding a Florida Director Credential, either Level I or II, achieves Level 3. (The same criteria are defined for Level 1, 2 and 3).*

Calculating Points for Staff Qualifications Section

- Add together the achieved Level for each of the four elements (Lead Teacher, Assistant Teacher, In-Service, and Director).
- Average the points by dividing the total by 4. *For example, the center earned $4 + 4 + 4 + 3 = 15$. 15 divided by $4 = 3.75$.*
- Identify the overall points for Staff Qualifications by using the point range at the end of the section. *In this example, the center will get 4 points for Staff Qualifications.*

Figuring Bonus Points. Up to 6 bonus points may be earned for qualified staff. To qualify for bonus points the staff person must work full-time in your center and have a Bachelor's degree or higher including 18 credits in ECE. Record the number of full-time staff persons with that education.

Transfer the overall points for Staff Qualifications to the Quality Counts Summary Worksheet at the end of Part 1 of this packet, or to the Update Report Summary Worksheet found in the Update Report booklet, as applicable.

Note: For the four parts of staff qualifications, the level relies on licensing requirements. In general, centers with no major Licensing violations for personnel will achieve at least 1 point for Staff Qualifications.

Staff Qualifications Summary Form

Complete this form using the Individual Staff Qualifications Reporting forms

Program Name				Date
NOTES				
<ul style="list-style-type: none"> • You will need a calculator to complete this section. Round decimals to 2 places (0.564 rounds to 0.56). • If Licensing requirements are not met for an element, the score is 0. • <u>Levels are cumulative; all previous levels must be met to go to the next level.</u> * For definition of DCF Staff Credential see the website of DCF: www.myflorida.com/childcare/training or p. 15 of this self-study packet. 				
A. Lead Teachers <i>Definition: Person with primary responsibility for the group of children. There must be at least one Lead Teacher per group.</i>				No. of Lead Teachers
<ul style="list-style-type: none"> • # lead teachers with HS/GED _____ divided by # lead teachers _____ = _____ X 100 = _____ % • # lead teachers with DCF Staff Credential* _____ divided by # lead teachers _____ = _____ X 100 = _____ % • # lead teachers with Associate's degree (or 60 credits) or higher with 18 credits in ECE _____ divided by # lead teachers _____ = _____ X 100 = _____ % 				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Meets Licensing Requirements	Lead teachers: 100% have HS diploma-GED, and 50% have DCF Staff Credential* or higher	Lead teachers: 100% have DCF Staff Credential* or higher	Lead teachers: 25% have Associate degree (or 60 credits) or higher with 18 credits in ECE	Lead teachers: 50% have Associate degree (or 60 credits) or higher with 18 credits in ECE
A. Highest level achieved for Lead Teachers: 0-5 (use grid above) <input type="checkbox"/>				
B. Assistant Teachers <i>Definition: Teaching staff assisting Lead Teachers, including floaters</i>				No. of Asst. Teachers
<ul style="list-style-type: none"> • # assistant teachers with HS/GED _____ divided by # assistant teachers _____ = _____ X 100 = _____ % • # assistant teachers with DCF Staff Credential* or currently enrolled in FCCPC or CDA program _____ divided by # assistant teachers _____ = _____ X 100 = _____ % • # assistant teachers with DCF Staff Credential* _____ divided by # assistant teachers _____ = _____ X 100 = _____ % 				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Meets Licensing Requirements	Assistant teachers: 25% have or are currently enrolled in DCF Staff Credential*	Assistant teachers: 50% have or are currently enrolled in DCF Staff Credential*	Assistant teachers: 75% have HS diploma-GED, and 25% have DCF Staff Credential* or higher	Assistant teachers: 100% have HS diploma-GED, and 50% have DCF Staff Credential* or higher
B. Highest level achieved for Assistant Teachers: 0-5 (use grid above) <input type="checkbox"/>				
C. Staff In-Service Training <i>(Calculate for last 12 months)</i>				Total # Teaching Staff
<ul style="list-style-type: none"> • # teaching staff with at least 15 hours _____ divided by total # teaching staff _____ = _____ X 100 = _____ % • # teaching staff with at least 20 hours _____ divided by total # teaching staff _____ = _____ X 100 = _____ % • # teaching staff with at least 25 hours _____ divided by total # teaching staff _____ = _____ X 100 = _____ % • # teaching staff with at least 30 hours _____ divided by total # teaching staff _____ = _____ X 100 = _____ % <p><i>(This should be cumulative, so a teacher with 35 hours would be counted in all 4 categories because they meet ALL min. hour requirements)</i></p>				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Meets Licensing Requirements	50% of all teaching staff complete 15 hours total annual in-service training	50% of all teaching staff complete 20 hours total annual in-service training	50% of all teaching staff complete 25 hours total annual in-service training	50% of all teaching staff complete 30 hours total annual in-service training
C. Highest level achieved for In-Service Training: 0-5 (use grid above) <input type="checkbox"/>				

D. Director (Check all applicable)

Name of Director (working full time in program)			<input type="checkbox"/> Foundational (I or II) <input type="checkbox"/> Advanced <input type="checkbox"/> Advanced degree/60 credits with 18 credits in ECE	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Meets Licensing Requirements	Director holds FL director credential	Director holds FL director credential	Director holds FL Advanced level director credential	Director holds FL Advanced level credential AND Associate's degree (or 60 credits) or higher with 18 credits in ECE

D. Highest level achieved Director: 0-5 (use grid above)

Overall points for Staff Qualifications

A + B + C + D = Total:
Total for A+B+C+D= , divided by 4 =

Reference this number on the grid below to determine total overall points for Staff Qualifications

1 Point	2 Points	3 Points	4 Points	5 Points
0.5 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.49	4.5 - 5

Points for Staff Qualifications (use grid above): 0-5

Transfer this number to the Quality Counts Summary Worksheet (page 37 in this packet), or to the Update Report Summary Worksheet in the Update Report booklet, as applicable.

Bonus Points
 1 bonus point for each teacher and/or curriculum specialist with a Bachelor's degree or higher with 18 credits in ECE working full time in the program (up to 6 points). These bonus points will be added to the final calculation of overall Star rating, not to the total for this section.
 To qualify for bonus points the staff person must work full-time in your center and have a Bachelor's degree or higher including 18 credits in ECE.

List the staff and their position who meet the bonus point criteria:

1.	# BONUS POINTS <input type="checkbox"/> Maximum of 6 <i>Transfer this number to the Quality Counts Summary Worksheet (page 37 in this packet), or to the Update Report Summary Worksheet in the Update Report booklet, as applicable.</i>
2.	
3.	
4.	
5.	
6.	

Verification at Formal Assessment

Center Director Initials: _____ Date: _____ Quality Counts CA Initials: _____ Date: _____



QUALITY COUNTS

Striving for Five Star Early Learning



Ratios-Group Sizes

Instructions: Class List Form

Adult to Child Ratios and Group Sizes are based on the number of children enrolled in each class, and the number of teachers working with each class. The number of children present can change during the day with fewer children at the early and late times of the day. The forms attempt to capture teacher assignment and child enrollment throughout the day. However, the calculation of adult to child ratios and group sizes is based on “prime time”—the time around mid-morning (10 AM), when it is expected that most children are present.

Class List Form

(You will need a calculator to complete this form.)

1. Make a copy of the Class List form for every class of children birth to five. (School-age children are not included in Quality Counts at this time.)
 - a. For every class, a class list must be provided with information about the children and teachers. If you already have a form with this information, it may be substituted for this Class List. The full names of children do not have to be given – initials or first names may be used.
 - b. For each class, record the names of the teachers and their work hours. Based on “prime time” (10 AM) enrollment and staffing, calculate the adult-child ratio and group size for each group.
 - c. For classrooms with children who attend part-time, and/or children who only attend some of the days each week, try to reflect this part-time enrollment. Record either the Total Enrollment, or Number of Full-Time Equivalents.
2. At the bottom of the Class List form, calculate the Adult to Child ratio.
 - a. For “Number of Adults” record number of teachers when most children are present, estimated at 10 AM any given day.
 - b. For “Number of Children” record the total enrollment. Calculate the “full-time-equivalent” enrollment if some children attend only part time. For example, one child attending M-W-F and another child attending T-Th equal one “full-time-equivalent.”
 - c. Adult : Child ratio is expressed as 1 adult to x number of children, so you need to divide the number of children by the number of adults.

For example, a group of 17 children with 2 teachers has an adult-child ratio of 1 to 8.5. Following “rounding up” rules, this is a ratio of 1 to 9.

 - Numbers with a decimal of .5 and above are rounded up (8.5 → 9)
 - Numbers with a decimal of .49 and below are rounded down (8.49 → 8)
3. Group size is the same as “Number of Children.”
4. Transfer the information from all your Class Lists to the Ratio and Group Size Summary Form

If you are unclear about how to fill in the forms, please work with your Quality Counts specialist or contact the Quality Counts office at (305) 646-7242.

Class List

Complete one form for every classroom

If you already have the list of children in another form, it can be attached instead of writing out the list of children. Complete all other parts of this form.

List all teachers working with this group

Class Name _____ Classroom Capacity: _____

Lead Teacher _____ Hours Worked from: _____ to: _____

Assistant Teacher _____ Hours Worked from: _____ to: _____

Assistant Teacher _____ Hours Worked from: _____ to: _____

Assistant Teacher _____ Hours Worked from: _____ to: _____

Assistant Teacher _____ Hours Worked from: _____ to: _____

List all children enrolled. Use additional pages if needed. Class roster may be attached in a different format

First name or initials	Birth date	Age (years/months)	Full-time (FT) or Part-time (PT), give days/times child attends
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Total enrollment: _____ **OR, if Part-time are included, estimate # of Full-time equivalents**

Notes:

- For "Number of Adults" record the number of teachers when most children are present
- For "Number of Children" record total or full-time-equivalent enrollment
- Group Size is the same as "Number of Children"
- Adult-Child Ratio is 1 Adult to X Number of Children (divide the number of children by the number of adults, see instructions)

$$\begin{array}{l}
 \text{Number of Adults} \quad \square \\
 \text{Divided By: } \rightarrow \quad \text{—————} \\
 \text{Number of Children} \quad \square \\
 \text{(Group Size)}
 \end{array}
 = \text{Ratio is 1:} \quad \square$$

(Divided # of Adults by # of Children to determine the Ratio)

Instructions: Ratio–Group Size Summary Form

Record the information from the Class Lists on the Summary Form. (You will need a calculator to complete this form.)

1. For each classroom, fill in the age group, the group size, and the ratio (calculated as 1 adult to X number of children).
2. Find the Level (0-5) that corresponds to the specific Ratio and Group Size for each classroom, depending on age of children. Use the grid on the Summary Form.

When the criteria are the same for more than one Level, use the highest Level. *For example, a group of 8 infants with 2 teachers achieves Level 5.*

Note: For rooms with mixed ages, the ratio-group size for the ages of the majority of children prevails, except in the case where one or more infants are present – then the ratio-group sizes for infants is required OR when one or more one-year olds are present (no infants) the ratio-group size for one-year-olds prevails.

3. Both Ratio and Group Size are considered when figuring Levels achieved. If a room has a low ratio but a large group size, the points are based on the “worst”

of the two. *For example, an infant room with 3 teachers and 10 babies achieves Level 2, because of the Group Size of 10.*

4. Record the Level (0-5) for each classroom in the right-hand column.
5. Add together all the numbers (0-5) shown in the Levels column. Then, calculate the Average Level by dividing the total sum of the Levels column by the number of groups.
6. Determine the number of points for Ratio – Group Size (0-5) by comparing the overall Average Level you have calculated to the grid at the bottom of the form.
7. **Transfer the overall points for Ratios-Group Sizes to the Quality Counts Summary Worksheet at the end of Part 1 of this packet, or to the Update Report Summary Worksheet found in the Update Report booklet, as applicable.**
8. Place the completed Ratio and Group Size forms, with documentation attached, in your self-study binder or file box.

For example, in a center with six classrooms, results would be recorded as follows:

Classroom	Ages	Group Size	Ratio	Level
1	Infants	16	1:4	1
2	Ones	10	1:5	4
3	Twos	15	1:8	3
4	Twos	14	1:7	4
5	Threes	30	1:10	1
6	Fours	32	1:13	2
TOTAL				15

	1		2		3		4		5	
Age	Group	Ratio	Group	Ratio	Group	Ratio	Group	Ratio	Group	Ratio
Infants	n/a	1:4	12	1:4	8	1:4	8	1:4	8	1:4
Ones	n/a	1:6	12	1:6	12	1:6	10	1:5	12	1:4
Twos	n/a	1:11	18	1:9	16	1:8	14	1:7	12	1:6
Threes	n/a	1:15	26	1:13	24	1:12	20	1:10	18	1:9
Fours/Fives	n/a	1:20	32	1:16	26	1:13	20	1:10	20	1:10

Average Level Total of all levels 15 Divided by # of groups 6 = _____

1 Point	2 Points	3 Points	4 Points	²⁻⁵ 5 Points
0.5-1.49	1.5-2.49	2.5-3.49	3.5-4.49	4.5-5

Points for Ratio - Group Size (use grid above): 0-5

3

Ratio-Group Size Summary Form

Program Name _____	Date _____
--------------------	------------

Use the information from the Class Lists to complete this summary form. *Add additional pages if needed.*

Classroom name	Age group	# Teachers (at 10 AM)	Group Size	Ratio (1 : ____)	Level 0-5 <i>See grid below</i>
1.				1:	
2.				1:	
3.				1:	
4.				1:	
5.				1:	
6.				1:	
7.				1:	
8.				1:	
9.				1:	
10.				1:	

Total (sum) of all Levels

Note: Both ratio and group size are essential. Levels are assigned based on the lowest of the two items in each classroom.

For example, a group of 40 4-year-olds with 4 teachers (ratio 1:10, group size of 40) earns only 1 point. Classrooms not meeting Licensing ratios earn 0 points.

Age	Level 1		Level 2		Level 3		Level 4		Level 5	
	Group	Ratio	Group	Ratio	Group	Ratio	Group	Ratio	Group	Ratio
Infants	n/a	1:4	12	1:4	8	1:4	8	1:4	8	1:4
Ones	n/a	1:6	12	1:6	12	1:6	10	1:5	12	1:4
Twos	n/a	1:11	18	1:9	16	1:8	14	1:7	12	1:6
Threes	n/a	1:15	26	1:13	24	1:12	20	1:10	18	1:9
Fours/Fives	n/a	1:20	32	1:16	26	1:13	20	1:10	20	1:10

Average Level Total of all levels _____ Divided by # of groups _____ = _____

1 Point	2 Points	3 Points	4 Points	5 Points
0.5-1.49	1.5-2.49	2.5-3.49	3.5-4.49	4.5-5

Points for Ratio - Group Size (use grid above): 0-5



Transfer this number to the Quality Counts Summary Worksheet (page 37 in this packet), or to the Update Report Summary Worksheet in the Update Report booklet, as applicable.

Verification at Self Study Completion

Center Director Initials: _____ Date: _____ Quality Counts TA initials: _____ Date _____



QUALITY COUNTS

Striving for Five Star Early Learning



Family Engagement

Instructions: Family Engagement

Family Engagement requires a number of written policies and activities involving families.

1. Look at the Family Engagement Form. Check off the items you can document. You must be able to check off the minimum number of items listed at the beginning of each level to achieve that level and move on to the next.
2. Put together the evidence for each item you check off. These items should go into your self-study binder or file box.

The written policies may be included in the Family Handbook or in a policy and procedures manual for your center.

- For verification, the handbook or manual must be available and easy for the formal assessor to look at.
- The form provides space to record the page of the handbook or manual where the written information is located. **You do not need to make a copy of each policy.**
- If applicable, please note which document the page numbers refer to, such as Procedures Manual, Family Handbook, etc.
- If items are in more than one document, please note that on the form.
- For items not in a handbook or manual, a copy must be provided and placed in your self-study binder or file box.

3. Based on the items you check off and can show, determine the level for the family engagement section. You must be able to check off the indicated number of items at each level to achieve that level and move on to the next. Begin at 1, and check off each Level that is accurate for your program.
4. **Transfer the level (0-5) for Family Engagement to the Quality Counts Summary Worksheet at the end of Part 1 of this packet, or to the Update Report Summary Worksheet found in the Update Report booklet, as applicable.** In this case, levels are exactly equal to points.

If you are unclear about how to fill in the forms, please work with your Quality Counts specialist or contact the Quality Counts office at (305) 646-7242.

Family Engagement Form

Program Name:		Date:
LEVEL	Notes: <ul style="list-style-type: none"> You must be able to check off the minimum number of items listed at the beginning of each level to achieve that level and move on to the next. Beginning at 1, use the Level column on the left to check off level(s) achieved. Items may be included in a comprehensive policy and procedures manual, personnel manual, family handbook, and/or other written policies. When Pg. # _____ is located next to an item, you may record the page number(s) of that policy from your manual or handbook rather than providing a copy. Please be sure this handbook or manual is included with your other self-study materials. If no page number is listed, a copy of the document must be included in the self-study materials. If you do not meet all items in Level 1, a score of 0 is received. 	
	<input type="checkbox"/> 1	Family Handbook is written and includes: <u>You must be able to check ALL items below</u> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule of operations including daily opening-closing hours, holidays Pg. # _____ <input type="checkbox"/> Payment policies including payment due dates; fees for late pick-up (if any) Pg. # _____ <input type="checkbox"/> Nutrition policies concerning food provided by center, food brought from home, allergy precautions Pg. # _____ <input type="checkbox"/> Illness and medication policies Pg. # _____ <input type="checkbox"/> Emergency procedures Pg. # _____ <input type="checkbox"/> Signed acknowledgement of receipt of handbook (may be on enrollment forms)
	<input type="checkbox"/> 2	Minimum of three modes of communication are used to share child and program information with families. <u>Must provide samples. You must be able to check AT LEAST THREE items below</u> <ul style="list-style-type: none"> <input type="checkbox"/> Daily written individual reports for infants if applicable <input type="checkbox"/> Newsletters (2 samples) <input type="checkbox"/> Letters, flyers, invitations announcing projects or events (2 samples) <input type="checkbox"/> Bulletin board designed to share information with families (must be current) <input type="checkbox"/> Log of informal communications (phone, email, written notes) <input type="checkbox"/> Other: _____
	<input type="checkbox"/> 3	At least two family activities per year provided. <u>Must provide sign-in sheet and announcement (flyer, invitation) or log with date and description.</u> <u>You must be able to check AT LEAST TWO items below</u> <ul style="list-style-type: none"> <input type="checkbox"/> Open house <input type="checkbox"/> Holiday celebration <input type="checkbox"/> Volunteer or service activities at the center, such as planting a garden, building a dramatic play stage, etc. <input type="checkbox"/> Family classroom participation (families share cultural, occupational or other information/activities with children in the program) <input type="checkbox"/> Field trips designed for families <input type="checkbox"/> Family meetings such as discussion of specific issues <input type="checkbox"/> Classes for parents, such as positive guidance, healthy snacks, etc. <input type="checkbox"/> Family lending library <input type="checkbox"/> Other: _____
	<input type="checkbox"/> 4	<u>You must be able to check ALL items below</u> Families are invited to scheduled family-teacher conferences to review child's progress and needs and to set goals, at least twice per year. <ul style="list-style-type: none"> <input type="checkbox"/> Conference sign-up sheets or logs, with dates, showing at least two opportunities during the year, OR process of offering two annual conference opportunities is described in the family handbook Pg. # _____ <input type="checkbox"/> Conference summary report form (blank OK) AND Activities provided for children and families to assist with transition to new settings within the child care program and/or to kindergarten. <ul style="list-style-type: none"> <input type="checkbox"/> Written description of procedures for moving a child from one group to another within the center (may be included in the family handbook Pg. # _____) <input type="checkbox"/> Evidence of offering families information about area kindergartens OR field trip to a local kindergarten classroom for interested families

You must be able to check ALL items below

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

- Copy of program evaluation form or survey used
- Sample of completed forms representing 30% of families OR summary of an evaluation/survey completed in the past year

AND

Resources are available to communicate with families in the family's primary language.

- Arrangements in place to use an interpreter for communicating with family members who speak a language not spoken by the director or the child's teacher
- Written communications are provided in the primary languages of most of the families (English, Spanish, Creole, other, as applicable) (see two examples)

AND

5

Developmental screening and referral process is in place for 90% of all children, and results are shared with staff and families.

- Developmental screenings are completed on all children by program staff and/or by arrangement with local service providers (provide description of process)Pg. # _____
- Written description of the developmental screening and referral process is provided to families, and includes process for sharing results Pg. # _____
- Process for sharing results of developmental screenings with staff is described in writing Pg. # _____

AND

Activity suggestions are developed with staff and families for children identified with potential delays.

- Written description of process for developing activity suggestions to support children identified with potential delays is provided to staff Pg. # _____
- Written description of process for developing activity suggestions to support children identified with potential delays is provided to families Pg. # _____

Highest Level Achieved for Family Engagement: 0-5

(Level = Points in this section)

Transfer this number to the Quality Counts Summary Worksheet (page 37 in this packet), or to the Update Report Summary Worksheet in the Update Report booklet, as applicable.

Center Director Initials: _____ Date: _____ Quality Counts TA initials: _____ Date _____

Verification at Formal Assessment

Initials indicate that the scoring of this checklist has been verified by the assessor and reviewed with the center director or designee.

Highest level verified by the assessor:

Center Director Initials: _____ Date: _____ Quality Counts Assessor Initials: _____ Date _____

Comments:



QUALITY COUNTS

Striving for Five Star Early Learning



Program Administration

Instructions: Program Administration

1. Look at the Program Administration Form. Check off the items you can document. You must be able to check off all items of each level to achieve that level and move on to the next.
2. Put together the evidence for each item you check off. These items should go into your self-study binder or file box.

The written policies may be included in a family handbook, staff handbook, personnel manual, or in a comprehensive policy and procedures manual for your center.

- The handbook or manual must be available and easy for the formal assessor to look at.
- The form provides space to record the page of the handbook or manual where the written information is located.
- If applicable, please note which document the page numbers refer to, such as Procedures Manual, Family Handbook, etc.
- If items are in more than one document, please note that on the form.
- For items not in a handbook or manual, a copy of each item must be provided and placed in the self-study binder or file box.

3. Based on the items you check off and can show, determine the level for the Program Administration Section. You must be able to check off EVERY item in EVERY section and subsection to achieve that level. Begin at 1, and check off each Level that is accurate for your program.
4. **Transfer the level (0-5) for Program Administration to the Quality Counts Summary Worksheet at the end of Part 1 of this packet, or to the Update Report Summary Worksheet found in the Update Report booklet, as applicable.** In this case, Levels are exactly equal to points.

Note: Quality Counts only verifies the existence of written policies and procedures; the actual content is not evaluated. A Quality Counts specialist may support your efforts to improve the content and scope of written policies, if desired.

If you are unclear about how to fill in the forms, please work with your Quality Counts specialist or contact the Quality Counts office at (305) 646-7242.

Program Administration Form

Program Name	Date
LEVEL	<p>Notes:</p> <ul style="list-style-type: none"> You must be able to check off <u>ALL items in every section and subsection</u> to achieve that level and move on to the next. Beginning at 1, use the Level column on the left to check off level(s) achieved. Items may be included in a comprehensive policy and procedures manual, personnel manual, family handbook, and/or other written policies. When Pg. # _____ is located next to an item, if applicable you may record the page number(s) of that policy from your manual or handbook rather than providing a copy. Note which document the Pg # refers to. Please be sure the handbooks or manuals are included with your other self-study materials. If no page number is listed, a copy of the document must be included in the self-study binder or file box. If you do not meet all items in Level 1, a score of 0 is received.
<input type="checkbox"/> 1	<p>Risk management plan is in place.</p> <p>Written risk management action plan includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions to staff of what to do in the event of fire, hurricane/severe weather, and flood Pg. # _____ <input type="checkbox"/> Plan for communicating with parents during an emergency Pg. # _____
<input type="checkbox"/> 2	<p>Written personnel policies are in place and include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Job description for each of the teacher positions at the center (If you do not employ a floater or curriculum specialist, indicate N/A) <ul style="list-style-type: none"> <input type="checkbox"/> Lead teacher Pg. # _____ <input type="checkbox"/> Assistant teacher Pg. # _____ <input type="checkbox"/> Floater Pg. # _____ or N/A _____ <input type="checkbox"/> Curriculum/Educational Specialist Pg. # _____ or N/A _____ <input type="checkbox"/> Description of new staff orientation Pg. # _____
<input type="checkbox"/> 3	<p>Staff meetings are held at least quarterly</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agendas of meetings and dated sign-in sheets for 4 staff meetings in past year <p>AND</p> <p>Written performance evaluations are completed on all staff annually</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of performance evaluation form <input type="checkbox"/> Personnel files: Performance evaluation in personnel file for 90% of all teaching staff employed at least 1 year. Performance evaluation is dated and signed by director and staff member.
<input type="checkbox"/> 4	<p>Written operating policies and procedures include standard business and management practices:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Philosophy of program Pg. # _____ <input type="checkbox"/> Organizational chart of the center Pg. # _____ <input type="checkbox"/> Enrollment policies including payment and termination policies Pg. # _____ <input type="checkbox"/> Employment policies Pg. # _____ <input type="checkbox"/> Family engagement policies Pg. # _____ <p>AND</p> <p>Marketing plan is in place to maximize full enrollment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of follow-up on prospective family inquiries, such as a log of contacts via phone, email, mail, center tours <input type="checkbox"/> Use of public relations tools to advertise and promote program, such as brochures, business cards, signs, newsletters, website, magazines, radio, tee shirts, mugs <p>Identify at least two and put examples in the self-study binder or file box:</p> <ol style="list-style-type: none"> _____ _____ <p>AND</p> <p>Written annual performance evaluations (see Level 3) includes classroom observation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of observation form used to evaluate staff <input type="checkbox"/> Personnel files: Performance evaluation in personnel file for 90% of all teaching staff employed at least 1 year includes record of classroom observation. Performance evaluation is dated and signed by director and staff member.

<input type="checkbox"/> 5	<p>Salary scale is in place and is differentiated by education and experience. <i>Numbers may be omitted for review.</i></p> <p><input type="checkbox"/> Copy of salary scale with increments based on education and experience Pg. # ____</p> <p>AND</p> <p>Financial record-keeping system provides quarterly reports and analysis and 1-year projected budget. (Numbers may be omitted for review).</p> <p><input type="checkbox"/> Annual budget plan</p> <p><input type="checkbox"/> Record of revenues and expenditures</p> <p><input type="checkbox"/> Quarterly reconciliation of expenditures and revenue to budget</p> <p>AND</p> <p>Written performance evaluations are completed annually and include classroom observation and professional development plans (see Levels 3 and 4)</p> <p><input type="checkbox"/> Personnel files: Professional development plan in personnel file for 90% of all teaching staff employed at least 1 year; dated; signed by director and staff member.</p>
----------------------------	--

Highest Level Achieved for Program Administration 0-5:

(Level = Points in this section)

Center Director initials: _____ Date _____ Quality Counts TA initials: _____ Date _____

Transfer this number to the Quality Counts Summary Worksheet (page 37 in this packet), or to the Update Report Summary Worksheet in the Update Report booklet, as applicable.

Verification at Formal Assessment

Initials indicate that the scoring of this checklist has been verified by the assessor and reviewed with the center director or designee.

Highest level verified by the assessor:

Center Director Initials: _____ Date: _____ Quality Counts Assessor Initials: _____ Date _____

Comments:



QUALITY COUNTS

Striving for Five Star Early Learning



Curriculum

Instructions: Curriculum

Curriculum helps teachers provide children with experiences across a broad range of developmental and content areas.

1. Look at the Curriculum Form and check off the items that your program can document. You must be able to check off all items of each level to achieve that level and move on to the next.

Instructions for each level:

- a. **Level 1:** Identify the curriculum approach or specific curriculum(s) adopted by your program.

Note: The state Office of Early Learning (OEL) has directed the local Early Learning Coalitions to make a list of developmentally appropriate curriculums and to create a process for programs to apply to have their curriculum—if not listed—reviewed for approval. For information about curriculum review, contact the Early Learning Coalition of Miami-Dade/Monroe at (305) 646-7220.

- b. **Level 2 and Level 3:** Provide documentation of the training your staff has received on the curriculum your program uses.

- c. **Level 4:** For credit at Level 4, the average scores for the three identified subscales need to be 4.5 or higher. These subscales reflect appropriate curriculum implementation, no matter what curriculum your center may be using. Review scores from your most recent formal assessment with the Environment Rating Scales. To calculate the average subscale scores, complete the table:

ERS	Activities	Language-Reasoning or Listening-Talking	Program Structure
ECERS			
ECERS			
ITERS			
ITERS			
Total			
Average (total/# of ratings)			
Check if 4.5 or higher			

Provide samples of one or more methods your center uses to document observations of children. This could include child observation forms, portfolios of work samples, or anecdotal notes, recording activities or situations that reflect children's development (names omitted).

- d. **Level 5:** Provide lesson plans for 6 weeks that reflect individualized planning based on child observations, as documented for Level 4.

2. Put together the evidence for each item you check off. These items should go into your self-study binder or file box.

The written policies may be included in your family handbook or in a policy and procedures manual for your center.

- For verification, the handbook or manual must be readily available and easy for the formal assessor to look at. When applicable, there is space on the form to record the page(s) of the handbook or manual where the written information is located.
- For items not in a handbook or manual, a copy of the required item must be provided and placed in the self-study binder or file box.

3. Based on the highest level you check off and can verify, determine the level for the Curriculum Section. You must be able to check off every item in every section and subsection to achieve that level and move on to the next.

4. **Transfer the level (0-5) for Curriculum to the Quality Counts Summary Worksheet at the end of Part 1 of this packet, or to the Update Report Summary Worksheet found in the Update Report booklet, as applicable. In this case, levels are exactly equal to points.**

Note: This component is not included in the overall point calculation at this time.

If you are unclear about how to fill in the forms, please work with your Quality Counts specialist or contact the Quality Counts office at (305) 646-7242.

Curriculum Form

Program Name	Date
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LEVEL	<p>Notes:</p> <ul style="list-style-type: none"> • You must be able to check off ALL items in every section and subsection to achieve that level and move on to the next. • Beginning at 1, use the Level column on the left to check off level(s) achieved. • If you cannot meet all items in Level 1, a score of 0 is received.
<input type="checkbox"/> 1	<p>Developmentally appropriate curriculum, aligned with the process of the Early Learning Coalition for approving curriculum, is adopted for all age groups.</p> <p><input type="checkbox"/> Curriculum adopted Identify curriculum(s): _____</p>
<input type="checkbox"/> 2	<p>Lead teachers have received a minimum of 6 hours/year training on implementation of the developmentally appropriate curriculum used at the center (may be on-site and/or director-led training).</p> <p><input type="checkbox"/> Certificates of 6 hours of curriculum training OR dated log of such training with lead teacher signatures</p>
<input type="checkbox"/> 3	<p>All teaching staff employed 6 months or longer have received a minimum of 6 hours/year training on implementation of the developmentally appropriate curriculum used at the center (may be on-site and/or director-led training).</p> <p><input type="checkbox"/> Certificates of 6 hours of curriculum training OR dated log of such training with staff member signatures</p>
<input type="checkbox"/> 4	<p>Developmentally appropriate curriculum is fully implemented.</p> <p><input type="checkbox"/> On the applicable Environment Rating Scales, the center has achieved average scores of 4.5 or higher (Level 4 or higher) on the following subscales:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activities <input type="checkbox"/> Language-Reasoning-ECERS, Listening and Talking-ITERS <input type="checkbox"/> Program Structure <p>AND</p> <p>A system is in place for ongoing child observations</p> <p><input type="checkbox"/> Process of completing ongoing child observations at least three times/year is described in writing. If applicable, note location in personnel policies and/or family handbook</p> <p>_____</p> <p><input type="checkbox"/> Samples of child observation form, anecdotal notes, and/or portfolios observed for at least 30% of children enrolled (names deleted)</p>
<input type="checkbox"/> 5	<p>Child assessment guides individualized program planning and communicating with families</p> <p><input type="checkbox"/> Lesson planning forms in use include a section for activities targeted towards meeting identified needs of individual children (provide sample with names deleted)</p>

Highest Level Achieved for Curriculum 0-5:
(Level = Points in this section)

□

Center Director initials: _____ Date _____ Quality Counts TA initials: _____ Date _____

Transfer this number to the Quality Counts Summary Worksheet (page 37 in this packet), or to the Update Report Summary Worksheet in the Update Report booklet, as applicable.

Verification at Formal Assessment

Initials indicate that the scoring of this checklist has been verified by the assessor and reviewed with the center director or designee.

Highest level verified by the assessor: □

Center Director Initials: _____ Date: _____ Quality Counts Assessor Initials: _____ Date _____



QUALITY COUNTS

Striving for Five Star Early Learning



Quality Counts Summary Worksheet

Instructions: Quality Counts Summary Worksheet for Baseline Assessment

Figuring your preliminary points

The Quality Counts baseline assessment score is based on a point system. For each area you can figure out how many points you might earn when the formal assessment is done.

1. Using the summary forms for each section, transfer the points onto the Quality Counts Summary Worksheet:
 - Transfer the number of points for Staff Qualifications, Ratios-Group Sizes, Family Engagement, Program Administration (up to 5 points each) to the Points column
 - From the Staff Qualifications Summary Form, transfer the number of Bonus Points (up to 6).
2. Total up the number of points.
 - This is a partial score. The points for Learning Environment are provided when the formal assessment is completed.

Please let your Quality Counts specialist know that you are done with the self-study:

- All your forms are complete.
- All documentation is gathered.
- You have made a copy for the assessors.

Note: If you are completing an annual Update Report, please use the Update Report Summary Worksheet instead. That Worksheet is found in the Update Report booklet, along with instructions for next steps.

Also, complete Part 2 of this Self-Study Packet: Using the Environment Rating Scales.

Next Steps After the Self-Study is Completed

Formal Assessment

The Quality Counts Assessment Team will contact you a few days after you complete your self-study. They will give you a two week window for coming to do the formal assessment. The Assessment Team will come to your program unannounced within this window and spend the better part of a day completing the formal assessment.

The assessment team will complete the environment rating scales on a sample of your classrooms and verify your self-study materials.

You will receive a report of the formal assessment within 2 - 4 weeks. Your Quality Counts specialist can answer any questions you might have about the formal assessment.

Quality Improvement Plan

The results of the formal assessment, your self-study, and priorities you have for your program will provide direction for your Quality Improvement Plan. Your Quality Counts specialist can help you develop this.

Your quality improvement plan will help you plan activities and access supports to help your program be successful providing high quality early care and learning services.

Thank you for all of your hard work to complete the self-study. We are looking forward to working with you on the next steps.

Quality Counts Summary Worksheet for Baseline Assessment Only

Program Name	Date
Component	Points
1. Staff Qualifications <i>(from page 18)</i>	<input type="checkbox"/>
2. Ratios-Group Sizes <i>(from page 23)</i>	<input type="checkbox"/>
3. Family Engagement <i>(from page 27)</i>	<input type="checkbox"/>
4. Program Administration <i>(from page 31)</i>	<input type="checkbox"/>
5. Curriculum <i>(from page 34)</i>	<input type="checkbox"/> Not included in point calculation Year One
6. Bonus Points <i>(from page 18)</i> <i>1 bonus point for each teacher, director, and/or curriculum specialist with a Bachelor's degree or higher with 18 credits in ECE working full time in the program (up to 6 points)</i>	<input type="checkbox"/>
Subtotal Estimated Points	<input type="checkbox"/>
Learning Environment from Formal Assessment ECERS-R points _____ X 2 = _____	
ITERS-R points _____ X 2 = _____	
"Plus" designation for current Gold Seal <input type="checkbox"/> Yes <input type="checkbox"/> No	



QUALITY COUNTS

Striving for Five Star Early Learning



Part 2: Using the Environment Rating Scales (ECERS-R and ITERS-R)



QUALITY COUNTS

Striving for Five Star Early Learning



Learning Environment

Part 2: Using the Environment Rating Scales

The learning environment is evaluated for Quality Counts by using the Environment Rating Scales.

For the initial Self-Study, completion of classroom self-assessments using the Environment Rating Scales is not required. However, the Environment Rating Scales are essential to the Quality Counts process.

Each year, by the time of submitting your annual Update Report, your program needs to complete your own assessments of all classrooms. Such self-assessment is a key part of your ongoing quality improvement activities.

The forms on the next pages, the Environment Rating Scale Classroom Record, should be used to keep a record of the classroom assessments your program completes. The completed Score Sheets from the Environment Rating Scale booklets should be placed in your Self-Study binder or file box.

Overview of the Environment Rating Scales

The Environment Rating Scales describe “how to” deliver programs that meet children’s needs, and so are very valuable tools for quality improvement work. In brief phrases the Environment Rating Scales describe appropriate practices for the entire spectrum of early care and education.

The Environment Rating Scales are designed to ensure that children have three things:

- Protection of their health and safety
- Warm and responsive interactions
- Opportunities for learning through a variety of experiences.

There are two Rating Scales for center-based care, depending the age of children:

- Infant Toddler Environment Rating Scales-Revised (ITERS-R) for ages birth to 2 ½ years
- Early Childhood Environment Rating Scale-Revised (ECERS-R) for ages 2 ½ to 6 years

There are 7 subscales or areas:

- Space and Furnishings
- Personal Care Routines
- Language-Reasoning (ECERS-R) or Listening and Talking (ITERS-R)
- Activities
- Interaction
- Program Structure
- Parents and Staff

(Note: The Parents and Staff subscale is not used in the formal assessment because these items are evaluated in other ways in Quality Counts.)

For each subscale, there are multiple “Items” describing key areas needing attention within a subscale. The ECERS-R has 43 Items; ITERS-R has 39 Items. For each of the Items, there are a number of “indicators.” The indicators are brief descriptions of best practices, carefully expressed in a few concise words.

The indicators are arranged in order to describe inadequate practices up to excellent practices.

There is a 7-point scale with 4 levels of care identified:

- Inadequate (0-1 points)
- Minimal (2-3 points)
- Good (4-5 points)
- Excellent (6-7 points)

The Environment Rating Scales are valid and reliable tools for determining the quality of children’s programming. They are widely used across the United States, and are used in many countries. They are translated into several languages, including Spanish.

ECERS – ITERS Training

Training on using the Environment Rating Scales is offered throughout the community for all participants in Quality Counts. For a calendar of trainings, contact the Quality Counts office at (305) 646-7242 or visit the website at www.elcmdm.org/QualityCounts.

Evaluating your classrooms

1. Help your staff complete training about using the Environment Rating Scales.
2. Provide each teacher with the Environment Rating Scale booklet for their age group. The score sheet is included and can be photocopied.
3. Plan with your teachers the best way to complete self-assessments on all classrooms. Because actions must be observed, a teacher cannot effectively assess herself. A director, curriculum specialist, education coordinator, or other qualified staff member needs to complete these classroom assessments.
4. Schedule times to meet with staff to discuss the findings and to develop plans for improvements.
5. Support teachers to study *All About the ECERS-R* and/or *All About the ITERS-R*, to deepen understanding of the Scales for quality improvement.
6. Use your Quality Counts technical assistance provider or your program’s Curriculum Specialist to work with the teachers to implement changes.

Environment Rating Scale Classroom Record

ITERS-R

Make additional copies as needed.

The "Overall Score" is the sum of all item scores divided by the number of items scored. Fill in the information on this form using the completed score sheet for each classroom.

Classroom/Lead Teacher	Overall Score: _____
Completed by	Subscale Scores
Date Completed	Space and Furnishings _____ Personal Care Routines _____ Listening and Talking _____ Activities _____ Interaction _____ Program Structure _____
Classroom/Lead Teacher	
Completed by	Overall Score: _____
Date Completed	Subscale Scores
	Space and Furnishings _____ Personal Care Routines _____ Listening and Talking _____ Activities _____ Interaction _____ Program Structure _____
Classroom/Lead Teacher	
Completed by	Overall Score: _____
Date Completed	Subscale Scores
	Space and Furnishings _____ Personal Care Routines _____ Listening and Talking _____ Activities _____ Interaction _____ Program Structure _____
Classroom/Lead Teacher	
Completed by	Overall Score: _____
Date Completed	Subscale Scores
	Space and Furnishings _____ Personal Care Routines _____ Listening and Talking _____ Activities _____ Interaction _____ Program Structure _____

ITERS-R

Infant-Toddler Environment Rating Scale-Revised

Environment Rating Scale Classroom Record

ECERS-R

Make additional copies as needed.

The "Overall Score" is the sum of all item scores divided by the number of items scored. Fill in the information on this form using the completed score sheet for each classroom.

Classroom/Lead Teacher	Overall Score: _____
Completed by	Subscale Scores
Date Completed	Space and Furnishings _____ Personal Care Routines _____ Language and Reasoning _____ Activities _____ Interaction _____ Program Structure _____
Classroom/Lead Teacher	
Completed by	Overall Score: _____
Date Completed	Subscale Scores
	Space and Furnishings _____ Personal Care Routines _____ Language and Reasoning _____ Activities _____ Interaction _____ Program Structure _____
Classroom/Lead Teacher	
Completed by	Overall Score: _____
Date Completed	Subscale Scores
	Space and Furnishings _____ Personal Care Routines _____ Language and Reasoning _____ Activities _____ Interaction _____ Program Structure _____
Classroom/Lead Teacher	
Completed by	Overall Score: _____
Date Completed	Subscale Scores
	Space and Furnishings _____ Personal Care Routines _____ Language and Reasoning _____ Activities _____ Interaction _____ Program Structure _____

ECERS-R

Early Childhood Environment Rating Scale-Revised

Environment Rating Scale Summary Form For the Update Report

Use the following Summary Form if you are completing the Self-Study for your annual Update Report.

Throughout the past year you and your staff have completed your own assessments of all your classrooms using the Environment Rating Scales:

- Infant Toddler Environment Rating Scale-Revised ITERS-R is used when children are birth to 2½ years of age
- Early Childhood Environment Rating Scale-Revised ECERS-R is used when children are 2½ through 5 years of age

The results are to be recorded on the Environment Rating Scale Classroom Record (Self-Study pages 40-41).

Instructions: Environment Rating Scale Summary Form

You will need a calculator to complete this form

1. In the section for ITERS-R, write the Classroom Name and the Overall Score for each classroom assessed using the ITERS-R.
2. Add up these Overall Scores. Divide the sum by the number of classrooms rated. This number is the Average Overall ITERS-R score for all your Infant-Toddler classrooms.
3. Write this number in the space provided.
4. Refer to the Points grid to find the number of Points associated with your average ITERS-R score.
5. Write this number in the space provided.

For example: 4 classrooms were rated with the following average overall scores:

$3.71 + 5.00 + 2.33 + 4.34$. Added together = 15.38. Divide by 4 = 3.85.

The Points associated with 3.85 are 2.

In this example, the average overall score of 3.85 earns 2 Points.

6. If the average overall score is below 3.0, record 0 points for the ITERS-R.
7. Transfer the number of Points (0-5) to the Update Report Self-Study Summary Worksheet, located in the Update Report booklet.

Follow the same steps for the ECERS-R assessments completed by your program.



QUALITY COUNTS

Striving for Five Star Early Learning



**If you have questions about the self-study
please contact the Quality Counts office at (305) 646-7242.**