

EARLY CHILDHOOD SUMMIT 2016

LEARN. SHARE. GROW.



Using the Points Scale
Guidance Document
for Quality First Points
Scale Success!

Today's agenda

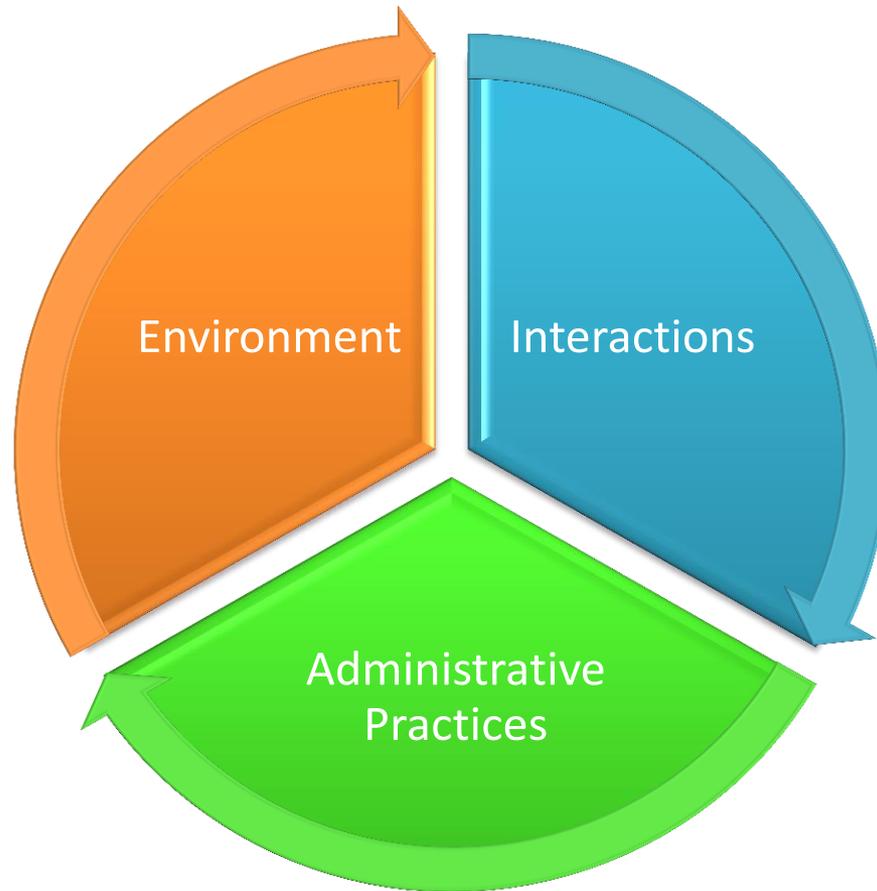
- Background
- Review handouts
- Walk through Points Scale Guidance Document
- Practice using the Points Scale Guidance Document to review documentation

Learning Objectives

After this session participants will be able to:

1. Navigate the Points Scale Guidance Document.
2. Identify the criteria assessed in the Quality First Points Scale Assessment.
3. Successfully evaluate your own program's documentation to determine if it meets Quality First's criteria, and if not, how to adapt it for Points Scale success.

Quality First standards



QUALITY FIRST

FIRST THINGS FIRST



STAR RATINGS

RISING STAR



Committed to quality improvement

PROGRESSING STAR



Approaching quality standards

QUALITY



Meets quality standards

QUALITY PLUS



Exceeds quality standards

HIGHEST QUALITY



Far exceeds quality standards

ERS Average Program Score 1.0 – 1.99	ERS Average Program Score 2.0 – 2.99	ERS Average Program Score 3.0 – 3.99 <i>No classroom score below 2.5</i>	ERS Average Program Score 4.0 – 4.99 <i>No classroom score below 3.0</i>	ERS Average Program Score 5.0 and above <i>No classroom score below 3.0</i>
CLASS™ Average Program Score N/A	CLASS™ Average Program Score N/A	CLASS™ Average Program Score (ES* 4.5) (CO 4.5) (IS* 2.0)	CLASS™ Average Program Score (ES* 5.0) (CO 5.0) (IS* 2.5)	CLASS™ Average Program Score (ES* 6.0) (CO 6.0) (IS* 3.0)
Quality First Points Scale N/A	Quality First Points Scale N/A	Quality First Points Scale <i>6-point minimum</i> (SQ 2) (AP 2) (CA 2)	Quality First Points Scale <i>10-point minimum</i> (SQ 2) (AP 2) (CA 2)	Quality First Points Scale <i>12-point minimum</i> (SQ 4) (AP 4) (CA 4)

ERS = Environment Rating Scales
ECERS: Early Childhood Environment
ITERS: Infant/Toddler Environment
FCCERS: Family Child Care Environment

CLASS™ = Classroom Assessment Scoring System™
ES*: Emotional Support Domain (Pre-K) and Emotional and Behavioral Support (Toddler) Domains
CO: Classroom Organization Domain
IS*: Instructional Support /Engaged Support for Learning Domain (Pre-K and Toddler)

Quality First Points Scale
SQ: Staff Qualifications
AP: Administrative Practices
CA: Curriculum and Assessment

Quality First Points Scale Assessment

- Implemented in Fiscal Year 2012
- Measures best practices for the Administrative Practices standard
- Focuses on documentation review rather than being an observation based tool
- Three domains: Staff Qualifications, Administrative Practices, and Curriculum & Child Assessment



QUALITY FIRST POINTS SCALE

- Staff Qualifications
- Administrative Practices
- Curriculum and Child Assessment



Curriculum and Child Assessment (must meet)

All Programs - State Standards and Program Guidelines

4a.

Programs follow the Arizona Program Guidelines for High Quality Early Education Birth through Kindergarten. recommendations for transitions between environments.

Name of On-Site Administrator During the Review:	Participant Name and Address:
Name of Assessor:	Participant ID#:

Guidance: Assessors will use this form to verify the Retention Plan, Transition Plan, Written plan for Sharing Curriculum with Families, Parent Teacher Conference Schedule, and written Screening and Referral Policy. The procedure in which the items will be verified is included in each table below.

	Included	Not Included	N/A	
Retention Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The assessor will check the box, "included" if there is a completed retention plan. The assessor will check the box, "not included" if there is no retention plan.

Transition Plan	Timeline	Activities	
Home to Program	<input type="checkbox"/>	<input type="checkbox"/>	The assessor will check the "timeline" box if the Transition Plan includes a timeline for a child's transition from home to the program, within the program, and upon exiting the program. The assessor will check the "activities" box if the Transition Plan includes activities for a child's transition from home to the program, within the program, and upon exiting the program.
Within Program	<input type="checkbox"/> <input type="checkbox"/> N/A	<input type="checkbox"/> <input type="checkbox"/> N/A	
Exiting Program	<input type="checkbox"/>	<input type="checkbox"/>	

	Included	Not Included	
Sharing Curriculum with Families	<input type="checkbox"/>	<input type="checkbox"/>	The assessor will check the box, "included" if there is a written plan for sharing curriculum with families. The assessor will check the box, "not included" if there is no written plan for sharing curriculum with families.

	Not offered	Once per Year	Twice Per Year	More than Twice per year	
Parent Teacher Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The assessor will check the box that indicates the number of times a parent teacher conference is offered each year as documented on a schedule, a written policy, or other documentation.

Points Scale Guidance

Fiscal Year 2017



qualityfirstaz.com

TABLE OF CONTENTS

4	INTRODUCTION
5	NEW FOR FISCAL YEAR 2017
7	STAFF QUALIFICATIONS
14	HOW TO UPDATE STAFF INFORMATION ON THE EXTRANET
18	HOW TO SHOW YOU HAVE REQUESTED STAFF TRANSCRIPTS ON THE EXTRANET
20	HOW TO FIND THE REQUIRED FORMS ON THE EXTRANET
22	TRANSCRIPT TIMELINE
23	ADMINISTRATIVE PRACTICES
32	HOW TO FIND THE ASSESSOR'S RATIOS AND GROUP SIZE DOCUMENT ON THE EXTRANET
34	QUALITY FIRST POINTS RETENTION PLAN SAMPLE
35	CURRICULUM AND CHILD ASSESSMENT
47	FREQUENTLY ASKED QUESTIONS
54	PRIMARY CAREGIVING
55	AM I READY CHECKLIST

Section set-up

- Best practice statement
- How the information will be assessed
- What to prepare
- What to update in the Quality First extranet
- Quality First Points Scale Assessment rubric
- Am I ready? Checklist
- Definitions
- Citations for further research
- Additional resources

Courtney's Tip #1



When updating the extranet, always double save!

Staff Qualifications (p. 7-22)

- Timelines for submitting documentation p.8 & 22
- Information for if you have new staff/ substitutes at the time of assessment p. 8-9
- Coursework considered for credit p. 9
- AZ Teaching Certificates considered for credit p. 9

Courtney's Tip #2

Submit your education documentation early. This provides time in case there are complications.



Administrative Practices (p. 23-34)

- Information on preparing a written retention plan p. 24
- Example of a written retention plan p. 34
- Information the assessor will need prior to conducting ratio and group size counts p. 25

Courtney's Tip #3

Use the Assessor's ratio and group size form to capture all of the needed information ahead of time. Then on the day of assessment, you'll have everything you need at hand.





Quality First Points Scale Ratio and Group Size

Name of On-Site Administrator During the Review:		Participant Name and Address:	
Name of Assessor:	Date of Review:	Participant ID#:	

Guidance: Assessors will use this form to verify ratios and group sizes in *every classroom/group at the program*. Assessors will indicate the maximum enrollment of each classroom, which may not be the licensed capacity if participants choose to self-limit beyond what licensed capacity is for the room. Assessors will visit each classroom/group twice to count the number of adults and the number of children present. Each visit does **not** need to occur on two different dates, but **must** occur at two different points in time. Counts will only occur only inside unless simultaneous indoor/outdoor practices occur. Additional pages may be used, if necessary. Information will also be used in the calculation of retention. Upon completion of this assessment, the assessor will upload the document into the extranet on the Rating tab.

GROUP/CLASSROOM NAME	NEW CLASSROOM	DATE/TIME	LICENSED CAPACITY/ SELF-LIMIT CAPACITY	BIRTHDATE OF YOUNGEST ENROLLED	NAME/TITLE OF PAID ADULTS IN THE CLASSROOM	NUMBER OF CHILDREN PRESENT	COMMENTS	ON-SITE ADMINISTRATOR'S INITIALS-VERIFICATION OF COUNT
	<input type="checkbox"/> Past 2 Years <input type="checkbox"/> Past 3 Years <input type="checkbox"/> N/A							
	<input type="checkbox"/> Past 2 Years <input type="checkbox"/> Past 3 Years <input type="checkbox"/> N/A							
	<input type="checkbox"/> Past 2 Years <input type="checkbox"/> Past 3 Years <input type="checkbox"/> N/A							
	<input type="checkbox"/> Past 2 Years <input type="checkbox"/> Past 3 Years							

Curriculum and Child Assessment

- ADE trainings p. 36-37
- Lesson plans p. 37-39
- Child assessment portfolio documentation p. 39-40
- Written policies and procedures p. 40-41

Courtney's Tip #4



Family input is often stored in a different place than the rest of your child assessment portfolio information. Don't forget to include your family input for review by the assessor.

practice
Makes
~~per~~fect!



Transition Plan (p.41)

Into the program	Before enrolling, the family will take a tour of the program and the child will be offered one ½ day visit to their classroom.
Within the program	Children transition on their birthday to the next age group.
Exiting the program	Preschool families are provided information regarding Kindergarten round up each Spring.

Transition Plan (p.41)

Into the program	<u>Before enrolling</u> , the <u>family will take a tour</u> of the program and the <u>child will be offered one ½ day visit</u> .
Within the program	Children transition <u>on their birthday</u> to the next age group.
Exiting the program	<u>Preschool families are provided information regarding Kindergarten round up</u> <u>each Spring</u> .

Transition Plan (p.41)

When enquiring about enrolling your child, you will be offered a tour of the program and a meeting with your child's new teacher. As your child grows older, we'll transition them into new and developmentally appropriate classrooms. Before moving, your child will spend 1-2 weeks getting to know their new teachers and classmates by visiting the classroom each morning for a few hours. When your child ages out of our program, we'll ensure you are set up for success by providing you a copy of your child's assessment portfolio to take with you. We also encourage you to have an exit conference with your child's teacher and an administrator prior to moving your child to a new school.

Lesson Plans (p. 37-39)

Weekly Infant Room Lesson Plan

Teachers: Ms. Kaitlin and Ms. Erin

Week of: April 3 - 7

	Monday	Goals	Tuesday	Goals	Wednesday	Goals	Thursday	Goals	Friday	Goals
Structured Free Play	Stacking Cups	building and knocking over towers	Baby Faces	find the babies' eyes, nose and mouth	What's Inside the Box?	fine motor development; problem solving skills	Reading Books	language development; earliest pre-literacy skills	Baby Circle Time	enjoy music and singing as a group; social development

	Monday	Goal	Tuesday	Goal	Wednesday	Goal	Thursday	Goal	Friday	Goal
Outdoor Activities	Chalk Drawings	fine motor development; outdoor art	Play in the field	playtime in the grass and under the smaller trees	front lawn obstacle course	climbing ramps and crawling through tunnels	Jello Play	sensory experience	Nature Walk	look for flowers and other signs of spring

Changes to the Environment

Child	Cognitive	Goals	Language	Goals	Motor	Goals	Sensory	Goals	Social	Goals
James	Where is James' nose?	word association and body awareness	Baby Sign: "Help" & "Thank You"	expanding James' sign vocabulary	Push Toys	gross motor development; strengthening leg muscles	Jello Play	explore texture and smell	Chase games and Hide & Seek	playful interaction with peers and teachers
Ian	Where is Ian's nose?	Word association and body awareness	Baby Sign: "All done" "More"	communicating at meal times	Up the Climber	gross motor development: Climbing Skills	Jello Play	explore texture and smell	Hide & Seek	building trust and object permanence with teachers
Dominic	What is inside the box?	build object permanence; use intentional behavior to solve a problem	Baby Sign: "All done."	communicating with sign at meal times	Push Toys	motor development-taking steps	Jello Play	explore texture and smell	Rolling the ball back	participate in a game with caregiver; build trust

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Creative Curriculum Infant and Toddlers Lesson Plan

Class: Fireflies

Theme: Summer

Week of: June 20-24, 2011

Teachers: Ms. Ricki & Ms. Kelly

	Monday	Tuesday	Wednesday	Thursday	Friday
Goals	Children will listen to and understand directions.	Children will explore shapes.	Children will compare and measure.	Children will demonstrate knowledge of patterns.	Children will use tools to perform task.
Listening and Talking (Language Development)	<u>Read and Discuss:</u> "It's summer" By Linda Glaser	<u>Read and Discuss:</u> "Summer Wonders" By Bob Raczka	<u>Read and Discuss:</u> "Mama, Is It summer Yet?" By Nikki McClure	<u>Read and Discuss:</u> "Summer" By: Alice Low	<u>Read and Discuss:</u> "Nathan Saves Summer" By Gerry Renert
Physical Development	Indoor/Outdoor Play (gym/playground) *Weather Permitting*	Neighborhood Walk: Frozen Yogurt Shop *Weather Permitting*	Indoor/Outdoor Play (gym/playground) & Fire Drill Practice *Weather Permitting*	Neighborhood Walk: Fruit Market *Weather Permitting*	Indoor/Outdoor Play (gym/playground) *Weather Permitting*
Creative Activities	Paper Plate Watermelon	Frozen Yogurt Collage	<u>Cooking:</u> Fruit Salad	Colored Ice Cube Painting	<u>Cooking:</u> Fruit Smoothie
Learning From The World	Children will follow directions of two or more steps that relate to familiar objects and experiences.	Children will match identical shapes.	Children will make simple comparisons between two objects.	Children will experiment with different ways of moving.	Children will show interest in simple patterns in everyday life.

Domains: Personal and Social Development

Language and Literacy

Mathematical Thinking

The Arts

Scientific Thinking

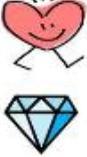
Social Studies

Physical Development and Health



Sunflowers February Lesson Plan



<p>Sensory:</p> <ul style="list-style-type: none"> *Lentil Sort *Scent Jars 	<p>Values: This month is filled with so many awesome aspects of History, culture,</p>	<p>Theme: Valentine's Day</p> <p>Chinese New Year</p> <p>Black History Month</p>
<p>Shapes:</p> <p>Heart, Diamond</p> <p>Letters:</p> <p>L and Q</p>	 <p>Art Activities:</p> <ul style="list-style-type: none"> *Flower Press *Amistad Chain *Cards *Paper Lanterns *Color Mixing Paint 	<p>Health & Safety:</p> <ul style="list-style-type: none"> * Wiping our nose with t Tissue *Coughing into our elbows *Remembering Inside and Out-side Rules
<p>Colors: Red, Purple, Pink</p>	<p>Songs:</p> <ul style="list-style-type: none"> *Baa, Baa Black Sheep *The More We Get Together *I Love You Song *Hello Song 	<p>Grossmotor Activities:</p> <ul style="list-style-type: none"> *Tumbling Mats *Actions Cards *Musical Chairs *Yoga
<p>Math: Color Lids Need: (paper scraps, yarn, fabric, small lids, felt pieces, glue, juice-can lids) *Children sort materials by color/ glue materials of the same color onto juice-can lids.</p>	<p>Foreign Language:</p> <ul style="list-style-type: none"> *love=amor, Tequiere *I love you= te amo *Pink-Rose-French *Red-Rosso-Italian 	<p>Sign Language:</p> <ul style="list-style-type: none"> *Thank You *I love you! *Together *more *please *I'm Sorry 
<p>Science:</p> <ul style="list-style-type: none"> *Love Lamps *Flower Transpiration *Candy heart Experiment Paper Towel Stethoscope 	<p>Songs:</p> <ul style="list-style-type: none"> *I See Shadows *Pussy willows *Five Little Valentines *Washington was the president 	<p>Books:</p> <ul style="list-style-type: none"> *The Color of Us *This is Why I Love You
<p>Fine Motor Skills:</p> <ul style="list-style-type: none"> *Sewing *Horse Magnet puzzle *Raffia Dino Dig 	<p>Cooking Projects:</p> <ul style="list-style-type: none"> *Friendship Cookies *Colored Apple Sauce *Ants on A Log 	<p>Outside Activities:</p> <ul style="list-style-type: none"> *Scavenger Hunt *Crepe Paper Mache *Parachute Play *Water Painting

Week of 2/1-2/5

Math- Color Lids *Child #1 needs glue stick not a glue bottle

Small Groups

Dragons- Fine Motor: Sewing

Child #1

Child #3

Child #6

Knights- Health & Safety: Wiping our nose with a Tissue

Child #2

Child #4

Child #5

Courtney's Tip #5

Develop a plan for monitoring your lesson plans on an ongoing basis. Practice makes perfect. 😊



Child Assessment Portfolios (p. 40)

8-1-16

Physical Development

Isaiah Hernandez



Isaiah picked one peg at a time and placed it in the pegboard. He worked on filling the holes from top to bottom.

Child Assessment Portfolios (p. 40)

8-1-16

Physical Development

Isaiah Hernandez

Anecdotal note



Isaiah picked one peg at a time and placed it in the pegboard. He worked on filling the holes from top to bottom.

Progress Report for Four Year Olds

Name Lana Davis

DOB 7/30/06

Teacher name Nicole & Jill

Fall: Oct. 2010

Spring: _____

D=Developing skill

M=Mastered skill

N= Not yet observed

Cognitive Development	Fall	Spring
Can identify all major, visible parts of body	M	
Recite counts to 20	M	
Associates one-to-one correspondence to 10	M	
Can draw a square	M	
Can tell a simple event in sequence (begin., middle, end)	D	
Draws a human figure with 6 recognizable parts	M	
Can recite short rhymes, songs, verses from memory	M	
Speaks clearly enough for a stranger to understand	M	
Tells age in whole years	M	
Understands concept of heavy/light	M	
Understands concept of hot/cold	M	
Understands concept of small/large	M	
Understands concept of far/near	M	
Prints first name when requested	M	
Knows seasons of the year and appropriate clothing	M	

Comments/Notes

Personal and Social Development	Fall	Spring
Can tell both first and last name when asked	M	
Able to separate from parent without crying	M	
Can request help from adults without prompting	M	
Seeks other children to play with	M	
Usually shares toys and materials with other children	M	
Able to play in groups of three or more children	M	
Able to take turns and wait w/o too much impatience	M	
Knows the name of and uses the name of other children	M	
Helps and/or offers to help	M	
Follows 3 step directions ("Please get the book from the table, put it away, and then line up at the door.")	M	
Able to stick with problem-solving games/puzzles	M	
Able to sit and participate in a 10-15 minute circle time	M	
Can sit through a simple book; listens, looks at pictures	M	
Accepts and responds to teachers authority appropriately	M	
Has appropriate control over his/her reactions/feelings	M	
Cares for ordinary toileting needs without assistance	M	
Washes hands independently	M	

Courtney's Tip #6

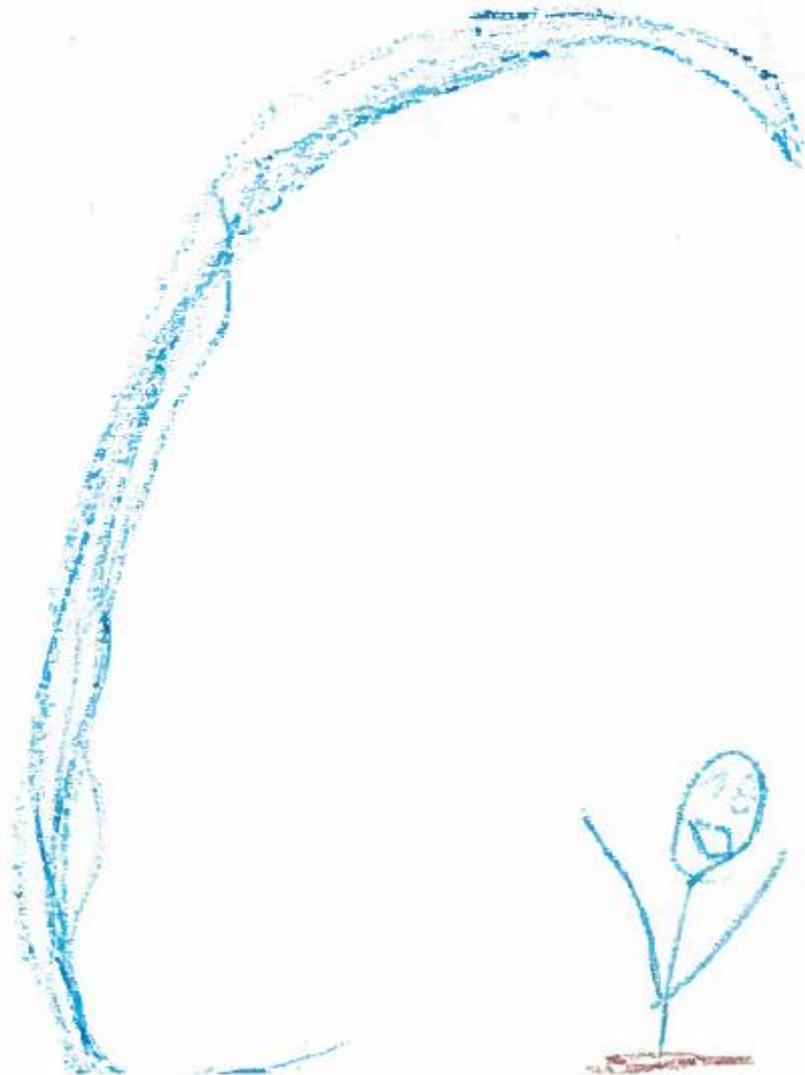


There are several developmental checklists out there. Make sure you cross check the developmental checklist with the AZELS or ITDG. Not all checklists cover all four developmental domains.

Nombre: Sophia Gauthier Fecha: 9/25/12 Hora: 12:00 pm

- * Playing at Ringgold Park. Sophia rode the little motorcycle structure and said: "Vamonos".
- * After lunch and before pick up time. Sophia grabbed a book and said: "Lali read".

William



6-30-14
William Torres

Emotional

At share time, William showed a drawing of his trip to the water park. He expressed that he was "happy" and "excited" by the big waves.

Courtney's Tip #7



Child assessment documentation may represent more than one developmental domain. Make sure you mark all the domains you would like a sample credited with.

8-1-2015

Kayla's mom shared that she this weekend she began to pull to stand using the coffee table.

KAYLA LORD

X Mary Bishop

PARENT SIGNATURE

Courtney's Tip #8

Make use of the Am I Ready Checklist at the end of the Points Scale Guidance Document. It's a great way to make sure that everything is ready on the day of assessment.



Final Thoughts

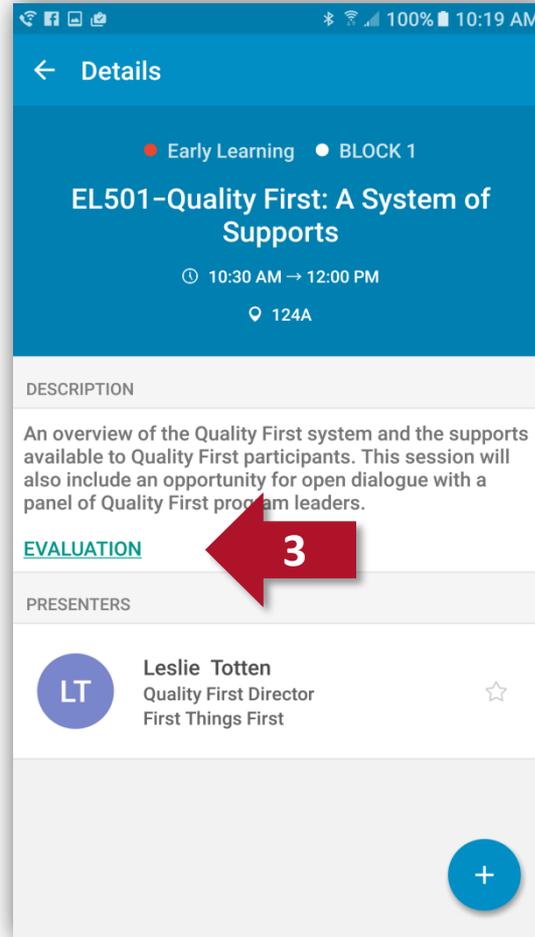
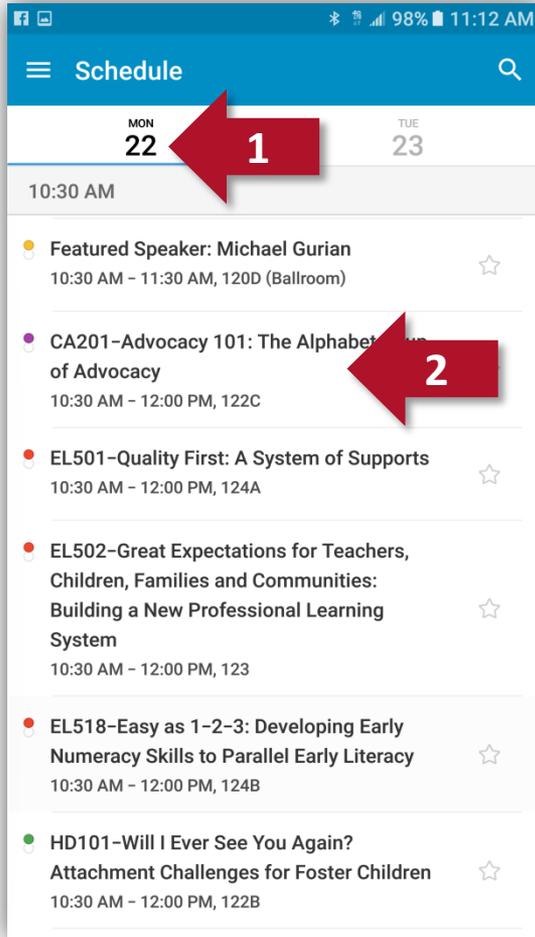
- Take the time to make a system that works for your program.
- There's no one right way to do this.
- Don't be afraid to try more than one method of collecting the information.
- Start early.
- Feel free to contact Quality First with questions.





How
did it
go?

Complete the Breakout Session Evaluation on the Mobile App





The End

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