BRIGHT from the START

Georgia Department of Early Care and Learning

QUALITY RATED

Rating Rubric

Lasting effects for Georgia's

children, families, and economy

Points for Child Care Centers, Family, and Group Homes with One or More Additional Staff Member(s)

Structural Quality (Portfolio Documentation)
Items or practices in a program that create a framework or foundation that potentially allows for children to experience higher quality of care

Relevant Standards	Total Score Achieved for Each Standard	Convert Portfolio Score to Structural Quality Points	
		Portfolio Score	Quality Points
1. Director and Teacher Qualifications (Part A & B)		0 – 7	0
2. Child Health, Nutrition, and Physical Activity			
3. Family Partnership		8 – 22	5
4. Intentional Teaching Practices		23 – 37	10
5. Teacher:Student Ratios			
Portfolio Total Score		38 – 52	15
Points for Structural Quality			

Process Quality (On-Site ERS Observation)
Practices, interactions, and environment directly experienced by children that can be easily observed and measured

Program ERS Average Score	ERS Score Range	Points for ERS Score
	0 – 2.99	0
	3.0 – 3.99	10
	4.0 – 4.99	20
	5.00 – 7.00	30

Circle below to indicate if any classrooms scored below a 3.00 average

Y   N

If yes, indicate how many classrooms _____

Points for Process Quality	

Circle Each Verified Accreditation	Points for Each Circle	Total Bonus Points
NAEYC, NAFCC, AMI, COA	2	
NECPA, SACS, NAC, National Lutheran School Accreditation, Association of Christian Schools International	1	

TQRIS Components	Points Awarded	TQRIS Level
Points for Structural Quality		0 – 14
Points for Process Quality		15 – 24
Bonus Points		25 – 35
TOTAL POINTS		36 – 45+
RATING AWARDED		
DATE:	ASSESSOR/RATER:	

Note: To receive the highest rating, the center's or family provider's average ERS score must exceed 5.0 with no individual classroom score rated below a 3.0.

Points for Family Child Care Provider with No Additional Staff Members

Structural Quality (Portfolio Documentation)			
Items or practices in a program that create a framework or foundation that potentially allows for children to experience higher quality of care			
Relevant Standards	Total Score Achieved for Each Standard	Convert Portfolio Score to Structural Quality Points	
1. Family Provider Qualifications **(Standard 1 Part A only)**		Portfolio Score	Quality Points
2. Child Health, Nutrition, and Physical Activity		0 – 7	0
3. Family Partnership			
4. Intentional Teaching Practices		8 – 19	5
5. Teacher:Student Ratios		20 – 31	10
Portfolio Total Score		32 – 43	15
Points for Structural Quality			

Process Quality (On-Site ERS Observation)		
Practices, interactions, and environment directly experienced by children that can be easily observed and measured		
ERS Room Score	ERS Score Range	Points for ERS Score
	0 – 2.99	0
	3.0 – 3.99	10
	4.0 – 4.99	20
	5.00 – 7.00	30
Points for Process Quality		

Circle Each Verified Accreditation	Points for Each Circle	Total Bonus Points
NAEYC, NAFCC, AMI, COA	2	
NECPA, SACS, NAC, National Lutheran School Accreditation, Association of Christian Schools International	1	

Note: To receive the highest rating, the family provider's average ERS score must exceed 5.0.

TQRIS Components	Points Awarded	TQRIS Level
Points for Structural Quality		0 – 14
Points for Process Quality		15 – 24
Bonus Points		25 – 35
TOTAL POINTS		36 – 45+
RATING AWARDED		
DATE:	**ASSESSOR/RATER:**	

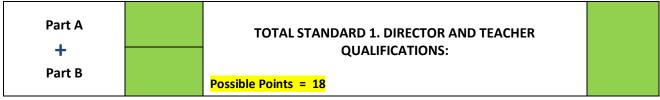| Standard 1. Part A. Director/Program Administrator Education and Professional Development		
Directions: Read all descriptors, and award points based on the highest level criteria met for each section.	**Possible Points**	**Points Awarded (1, 2, or 3)**
1. Points for Center Director or Family Provider Education Level		
1.1 The director/family provider meets the criteria for **Career Level 4 *** or higher in Georgia's Professional Development Registry **and** has completed a state approved 40-hour Director Course and 5 years of experience as a program director or family child care provider.	1	
1.2 The director/family provider meets the criteria for **Career Level 7 *** or higher in Georgia's Professional Development Registry **or** holds an associate degree or higher in business, management, or a related degree plus six semester hours in early childhood education or a related field.	2	
1.3 The director/family provider meets the criteria for **Career Level 8 *** or higher in Georgia's Professional Development Registry **or** holds a bachelor degree or higher in business, management, or a related degree plus nine semester hours in early childhood education or a related field.	3	
Documentation Verification Check ☐ Director information included on employee education summary form ☐ Professional Development Registry résumé page for director/family provider *(showing career level)* **Notes:**		
2. Points for Center Director or Family Provider Professional Development Plan		
2.1 The director/family provider has a written individual professional development plan that includes administrative training in at least **one ADM Competency** area at the **Beginner or Intermediate** level.	1	
2.2 The director/family provider has a written individual professional development plan that includes administrative training in at least **two ADM Competency** areas at the **Intermediate or Advanced** level.	2	
2.3 The director/family provider has a written individual professional development plan that includes administrative training in at least **three ADM Competency** areas at the **Advanced** level.	3	
Documentation Verification Check ☐ Copy of individual professional development plan with competency code and level for director/family provider **Notes:**		

3. Points for Center Director or Family Provider Annual Training		
3.1 The director/family provider has documentation of completing at least **four **** more hours of DECAL approved professional development beyond what is required annually by licensing rules as documented on their PDR training history page.	1	
3.2 The director/family provider has documentation of completing at least **six **** more hours of DECAL approved professional development beyond what is required annually by licensing rules as documented on their PDR training history page.	2	
3.3 The director/family provider has documentation of completing at least **eight **** more hours of DECAL approved professional development beyond what is required annually by licensing rules as documented on their PDR training history page.	3	

Documentation Verification Check ☐ Professional Development Registry résumé page and training page for director/family provider *(showing current training)*

Notes:

Possible Points = 9	Total Points Awarded for Director/Family Provider Education and Professional Development	

Beginning December 1, 2012, center directors must meet one of the minimum education requirements as required by licensing.
** Licensing rule requirements are a minimum of 10 hours of approved training annually (January through December). During the first year of Quality Rated include two hours of cultural/linguistic training and two hours of inclusion training if you do not have evidence of being trained in these two areas. (These training hours apply in Standard 4.)

Standard 1. Part B. Teacher Education and Professional Development

(Family Child Care Providers with <u>No Additional Staff</u> do not complete this section)

Directions: Read all descriptors, and award points based on the highest level criteria met for each section.	Possible Points	Points Awarded (1, 2, or 3)
4. Points for Teacher Education		
4.1 At least **50% of all lead teachers** meet the criteria for **Career Level 3 *** or higher in Georgia's Professional Development Registry, and **50% of assistant teachers** meet the criteria for **Career Level 3 *** or higher.	1	
4.2 At least **50% of all lead teachers** meet the criteria for **Career Level 4 *** or higher in Georgia's Professional Development Registry, and **50% of assistant teachers** meet the criteria for **Career Level 4 *** or higher.	2	
4.3 At least **75% of all lead teachers** meet the criteria for **Career Level 5** * or higher in Georgia's Professional Development Registry, and **50% of assistant teachers** meet the criteria for **Career Level 5 *** or higher.	3	
Documentation Verification Check None Required		
5. Points for Teacher Professional Development Plan		
5.1 Fifty percent (50%) of all **lead and assistant teachers** have an annual written individual professional development plan that includes training in at least **two ECE Competency** areas at the **Beginner or Intermediate level** to include training in early learning and development standards.	1	
5.2 Seventy-five percent (75%) of all **lead and assistant teachers** have an annual written individual professional development plan that includes training in at least **three ECE Competency** areas at the **Intermediate or Advanced level** to include training in early learning and development standards.	2	
5.3 One hundred percent (100%) of all **lead and assistant** teachers have an annual written individual professional development plan that includes training in at least **four ECE Competency** areas at the **Advanced level** to include training in early learning and development standards, cultural competency, and inclusion.	3	
Documentation Verification Check ☐ Copy of individual professional development plan with competency codes and levels for each teacher		
Notes:		
6. Points for Teacher Annual Training		
6.1 Twenty-five percent (25%) of all lead and assistant teachers have documentation of completing at least **four **** more hours of DECAL-approved professional development beyond what is required annually by licensing rules as documented on their PDR training history page.	1	
6.2 Fifty percent (50%) of all **lead and assistant** teachers have documentation of completing at least **six **** more hours of DECAL-approved professional development beyond what is required annually by licensing rules as documented on their PDR training history page.	2	
6.3 Seventy-five percent (75%) of all **lead and assistant** teachers have documentation of completing at least **eight **** more hours of DECAL-approved professional development beyond what is required annually by licensing rules as documented on their PDR training history page.	3	
Documentation Verification Check ☐ Professional Development Registry résumé page and training page for <u>all teaching staff</u> *(showing current training)*		
Notes:		

	Possible Points = 9	Total Points Awarded for Teacher Education and Professional Development	

Part A **+** **Part B**		**TOTAL STANDARD 1. DIRECTOR AND TEACHER QUALIFICATIONS:** **Possible Points = 18**	

* Beginning December 1, 2012, 100% of lead teachers must meet one of the minimum education requirements as required by licensing.

** **Current annual licensing rule requirements are a minimum of 10 hours of approved training from hire date to anniversary.** During the first year of Quality Rated include two hours of cultural/linguistic training and two hours of inclusion training if you do not have evidence of being trained in these two areas. (These training hours apply in Standard 4.)

Standard 2. Child Nutrition and Physical Activity

Directions: Read all descriptors, and award points based on the highest level criteria met for each section.	Possible Points	Points Awarded (1, 2, or 3)
1. Points for Nutrition and Physical Activity Assessment and Improvement Plan		
1.1 Within the past year, the program has conducted the DECAL self-assessment for nutrition and physical activity practices and has developed a written improvement plan addressing at least **one criterion** for **each of the two domain areas**.	1	
1.2 Within the past year, the program has conducted the DECAL self-assessment for nutrition and physical activity practices and has developed a written improvement plan addressing at least **two criteria** for **each of the two domain areas.**	2	
1.3 Within the past year, the program has conducted the DECAL self-assessment for nutrition and physical activity practices and has developed a written improvement plan addressing at least **three criteria** for **each of the two domain areas.**	3	

Documentation Verification Check   ☐ Completed child nutrition and physical activity assessment

☐ Written improvement plan (two domain areas, *nutrition* and *physical activity*) with documented evidence of addressing one, two, or three criteria for each domain

Notes:

2. Points for CPR/First Aid		
2.1 Seventy-five percent (75%) of staff are current with CPR and First Aid certification.	1	
2.2 Eighty-five percent (85%) of staff are current with CPR and First Aid certification.	2	
2.3 One hundred percent (100%) of staff are current with CPR and First Aid certification.	3	

Documentation Verification Check   ☐ Copies of current CPR and First Aid cards for staff or copies of *Professional Development Registry* résumé page
(showing CPR/First Aid certifications and expiration dates)

Notes:

3. Points for Written Health Information/Family Resources		
3.1 In the past year, the program has provided written materials to families about the importance of **immunizations, oral hygiene, vision screening,** and **hearing screenings**.	1	
3.2 Everything at the 1 point level, **_and_** Create a family resource area for materials relating to health and safety, **_and_** Provide referrals for screenings for families in need, **_and_** Program requires families to submit **Form 3300** (vision, dental, hearing screening) for all children ages 3 and above within 90 days of enrollment. Follow-up services are provided as needed.	2	
3.3 Everything at the 2 point level, **_and_** Screening tools (Ages and Stages Questionnaire [ASQ] and ASQ-SE) are used annually with family permission to provide early detection of health related issues and developmental delays to support early intervention.	3	

Documentation Verification Check

☐ Samples of written materials distributed to families detailing the importance of immunizations, oral health, vision, and hearing screenings *(brochures, newsletters, policies, family handbook, etc.)*

☐ Pictures of family resource area

☐ Documentation regarding referrals for screenings for families in need *(narrative of how used)*

☐ Description and evidence of screening tools utilized to detect health related issues and developmental delays

Notes:
(sample tools and narrative of how they are used)

Possible Points = 9	**Total Points Awarded for Child Nutrition and Physical Activity**	

Standard 3. Family Partnership		
Directions: Read all descriptors, and award points based on the highest level criteria met for each section.	**Possible Points**	**Points Awarded (1, 2, or 3)**
1. Points for Strengthening Families Online Training		
1.1 Fifty percent (50%) of the staff have completed the Strengthening Families online training.	1	
1.2 Seventy-five percent (75%) of the staff have completed the Strengthening Families online training.	2	
1.3 One hundred percent (100%) of the staff have completed the Strengthening Families online training.	3	
Documentation Verification Check ☐ Verification of online training from Strengthening Families **Notes:**		
2. Points for Strengthening Families Self-Assessment		
2.1 The program has conducted the Strengthening Families self-assessment within the past year and has developed a written improvement plan to address at least **one** of the **strategy areas.**	1	
2.2 The program has conducted the Strengthening Families self-assessment within the past year and has developed a written improvement plan to address at least **three** of the **strategy areas.**	2	
2.3 The program has conducted the Strengthening Families self-assessment within the past year and has developed a written improvement plan to address at least **four** of the **strategy areas.**	3	
Documentation Verification Check ☐ Copy of completed Strengthening Families self-assessment and written improvement plan addressing one, three, or four strategy areas **Notes:**		

3. Points for Family Involvement/Support and Conferences		
3.1 Program has policies and practices in place that address inclusion, confidentiality of child records, and encouragement of family involvement, **and** director and staff have received a minimum of **two hours** of **training** in inclusion and **two hours** of **training** in cultural/linguistic competency, **and** program offers **family conferences** at least **once** a year.	1	
3.2 Everything at the 1 point level, **_and_** **Four hours** of **training** in cultural/linguistic competency for staff, **_and_** Program offers **family conferences** at least **twice** a year.	2	
3.3 Everything at the 2 point level, **_and_** **Six hours** of **training** in cultural and linguistic competency, **_and_** Program establishes an opportunity for families to meet at least **twice** a year to give support and input to the program *(family advisory committee/board, etc.)*	3	

Documentation Verification Check

☐ Evidence of family conferences once or twice yearly *(conference forms, policy, sign-up sheet, etc.)*

☐ Evidence of twice yearly family advisory board meetings *(agenda and sign-in sheet, letter from family board, advisory board mission/vision statement)*

Notes:

☐ Evidence of policies and practices that encourage family involvement *(policy, volunteer opportunities in classrooms, special events, open classroom policy, etc.)*

☐ Evidence of training hours in inclusion and cultural/linguistic competency *(PDR résumé page and training page)*

☐ Evidence of written policy on inclusion and confidentiality of children's records

<mark>**Possible Points = 9**</mark>	**Total Points Awarded For Family Partnership**	

Standard 4. Intentional Teaching Practices

Directions: Read all descriptors, and award points based on the highest level criteria met for each section.	Possible Points	Points Awarded (1, 2, or 3)
1. Points for Curriculum		
1.1 The program utilizes an age appropriate curriculum that supports development across five learning domains (cognitive, social, emotional, physical, and approaches to play) **and** classrooms, materials, curriculum, and interactions reflect value for children's home languages, traditions, and culture.	1	
1.2 Everything at the 1 point level, **_and_** Curriculum is aligned with the Georgia Early Learning and Development Standards.	2	

Documentation Verification Check   ☐ Description of curriculum used at each age level include (can use curriculum questionnaire as a format)

_____ Evidence of how curriculum supports five learning domains and children's culture

_____ Evidence of how curriculum is aligned with the Georgia Early Learning and Development Standards
(lesson plans, narrative of how curriculum is aligned)

Notes: _____ Classroom daily schedules

_____ Evidence of how the curriculum reflects the traditions of the children enrolled in the program
(policy handbook, newsletter, photos, incorporation of children's home language, etc.)

2. Points for Lesson Plans and Accommodations for Children with Individual Needs		
2.1 Lesson plans are utilized for all age groups and include evidence of adaptations to accommodate children's individual needs.	1	
2.2 Lesson plans for all age groups include evidence of adaptations to accommodate children's individual needs **and** are aligned with the Georgia Early Learning and Development Standards.	2	

Documentation Verification Check   ☐ Two weeks of lesson plans **per** age group

☐ Lesson plans show alignment with the Georgia Early Learning and Development Standards

Notes: ☐ Lesson plans show accommodation of individual needs and peer interaction *(equipment, materials, communication tools, visual supports, etc.)*

3. Points for Assessment		
3.1 On-going formative assessments are used at least twice a year to inform teaching practices.	1	
3.2 On-going formative assessments are used at least twice a year to inform teaching practices, **_and_** Teachers and directors have a working knowledge of instructional strategies to support English and second language learners.	2	

Documentation Verification Check   ☐ Description and evidence of assessments used to guide classroom instruction *(narrative of assessment used and*
                 samples of assessment tools, anecdotal notes, planning grids, etc.)

                                ☐ Evidence of training in instructional strategies to support English and second language learners

Notes:

Possible Points = 6 **Total Points Awarded for Intentional Teaching Practices**	

Standard 5. Teacher to Student Ratios

CLASSROOM NAME Or FAMILY HOME (All classrooms including GA Pre-K, Extended day Pre-K, and School-Age before/after care)	AGE RANGE OF CHILDREN (Record the age range for the majority of children in the class.)	CLASSROOM AGE GROUP CLASSIFICATION Infants - Less Than 12 months Toddlers - 12 to 23 months Two's Three's Four's Five's School Age	HIGHEST RATIO DURING THE DAY (Teacher to Student) (Teacher to Student ratio for 75% of the day)	LEVEL RATING To Be Determined by Level Rating Scale Below

CLASSROOM NAME (All classrooms including GA Pre-K, Extended day Pre-K, and School-Age before/after care)	AGE RANGE OF * CHILDREN (Record the age range for the majority of children in the class.)	CLASSROOM AGE GROUP CLASSIFICATION Infants - Less Than 12 months Toddlers - 12 to 23 months Two's Three's Four's Five's School Age	HIGHEST RATIO DURING THE DAY (Teacher to Student ratio for 75% of the day)	LEVEL RATING To Be Determined by Level Rating Scale Below

Note: For classrooms with mixed-age groups, base the ratios on the ages of the youngest children in the group if more than 20% of the children in the mixed-age group belong to younger age group(s).

* In two-year-old classrooms, identify if the majority age range is 2 to 2 ½ years or 2 ½ to 3 years.

Standard 5. Teacher to Student Ratios - Level Rating Scale			
Classroom Age Grouping	**Level 1 Ratios**	**Level 2 Ratios**	**Level 3 Ratios**
Infants (6 weeks to 12 months)	1:6	1:5	1:4
Toddlers (12 months to 23 months)	1:7	1:6	1:4
Two's	1:9	1:8	1:6
Three's	1:14	1:13	1:8
Four's	1:17	1:15	1:11
Five's	1:19	1:16	1:13
School Age	1:20	1:18	1:15

Standard 5: Teacher to Student Ratios - Points Awarded Calculation

Total Number of Classrooms for Entire Program	Classroom Age Groups	Number of Classrooms Per Age Group Meeting Level 1	Number of Classrooms Per Age Group Meeting Level 2	Number of Classrooms Per Age Group Meeting Level 3
	Infants (6 weeks to 12 months)			
	Toddlers (12 months to 23 months)			
	Two's			
	Three's			
	Four's			
	Five's			
	School Age			
Total Number of Classrooms Per Level Type				

Percentage of Classrooms Per Level	Level 1	Level 2	Level 3
(Total Number of Classrooms Per Level Type ÷ Total Number of Classrooms for Entire Program)			

Highest Percentage Level Determines Overall Level

Level 1 Ratios = **4** Total Points
Level 2 Ratios = **7** Total Points
Level 3 Ratios = **10** Total Points

Documentation Verification Check

☐ Teacher: Student ratio charts for four consecutive weeks   **Possible Points = 10**

☐ Center staffing plan   **Total Points Awarded** _____