

# Frequently Asked Questions

## Quality Rated Portfolio

### Standard 1: Director and Teacher Qualifications

#### 1. Which staff are counted in Part A? Which staff are counted in Part B?

For child care learning centers and stand-alone school age programs:

- Part A - Directors and assistant directors are scored in Part A. Education/Curriculum Coordinators are also counted as administrators if the program has included them in the total administrator count in Standard 1. If none of the staff have a title that is indicative of an administrator (director, assistant director, and/or education/curriculum coordinator), the program will receive zero points for all items in Part A.
- Part B - Only lead teachers and assistant teachers are counted in Part B. Other staff, such as floaters, substitutes, and center supports are not counted in Standard 1 at all.

In a family child care learning home:

- Part A - The family child care provider is counted as the administrator.
- Part B – Staff indicated as lead and assistant teachers are counted in Part B.
- If a staff person is identified as a Family Child Care Provider, Director, or Assistant Director, and they are not the license holder of the Family Child Care Learning Home, they are not counted in Standard 1, Part A or B.

#### 2. May administrators be assigned to a classroom?

Yes, administrators may be assigned to a classroom.

#### 3. How can I submit evidence of completion of the 40-hour Director Training?

Training certificates should be submitted to the Georgia Professional Development System (GaPDS) to be verified. If the 40-hour Director Training certificate cannot be verified by GaPDS due to the number of years that have passed since the training was completed, administrators can upload the certificate for consideration in the National Accreditation tab of the portfolio. A Technical Certificate of Credit (TCC) in Early Childhood Care and Education Administration is also accepted as evidence, as well as the “ABC’s of Effective Leadership” course that was offered in the past.

#### 4. How are staff in Incomplete status in the GaPDS counted in the portfolio?

Administrators, lead teachers, and assistant teachers who are in Incomplete status at the time of portfolio submission will be included in the total number of staff persons, but will not receive credit for a Professional Learning Plan (1.2 and 1.5) or for training hours (1.3 and 1.6).

#### 5. How are the Workforce Knowledge and Competencies (WKC) counted on the Professional Learning Plan (PLP) and how should they be written?

The WKC include Competencies 1-6. Each competency also includes standards. For example, 1.1 indicates the first standard from Competency 1, 1.2 indicates the second standard, and so on. When indicating specific competencies on the PLP, it is best practice to include both the competency and the standard. For example, ECE-1.1 should be indicated instead of ECE-1. However, for QR scoring purposes, listing only the competency is acceptable.

The number of different competencies, not the number of different standards, are counted to determine the score. For example, ECE-1.1 and ECE-1.2 are counted as one competency, because these two standards are from the same competency. ECE-1.1 and ECE-2.1 are counted as two different competencies.

## **6. May a Professional Learning Plan (PLP) include a training that is not in one of the listed topics (inclusion, cultural responsiveness, supporting dual language learners, family engagement, implementation of the GELDS)?**

Competencies for “Other” training topics may be included on a plan; however, they are not counted when scoring unless there is an uploaded narrative or a comment on the PLP that indicates that the educator has already taken the training topics that are listed in the indicator.

## **7. What is the 12-month window for training hours?**

Training is counted for the 12 months that precede the date of portfolio submission (the date the portfolio is marked “Ready to Submit”).

## **Standard 2: Child Health, Nutrition, and Physical Activity**

### **1. Is uploading a copy of Form 3300 enough evidence to receive credit for 2.3.2?**

No. This item requires evidence of a policy that families are encouraged to submit vision, hearing, nutrition, and dental screenings for all four-year-old children enrolled in the program, within 90 days of enrollment or within 90 days of the fourth birthday. Simply uploading the form does not show evidence of a program’s 90-day policy. Additionally, credit would not be given for a policy that requests an EED form or a routine physical. The program’s policy must specifically state the four types of screenings included in the item, or the policy must indicate Form 3300.

### **2. Does a copy of the developmental monitoring tool need to be uploaded?**

Yes. The “What to Submit” section of the rubric requires a sample of the tool as well as a narrative of how the tool is used. A blank copy should be submitted so that children’s confidential health data is protected. The copy of the tool that is uploaded should match the tool that is described in the narrative.

## **Standard 3: Family Engagement**

### **1. Who is counted in the calculation for Strengthening Families training?**

All staff listed in Standard 1 are included in the calculation for 3.1.

### **2. Which Strengthening Families training should I take?**

For an Initial application, staff should complete “Strengthening Families Georgia: An Effective Approach to Supporting Families and Communities.” This is an overview course. For a 1–2-year Reassessment, staff may take any other Strengthening Families course available. For a 3-year Reassessment, staff must complete a new course, such as “Connections: The Foundations of Family Engagement,” to receive credit. Credit is not given for repeating a course when submitting a 3-year Reassessment. Staff that have been hired after the last star rating date should complete the overview course.

### **3. Does the Strengthening Families training expire?**

Yes. For an Initial or 1-2-year Reassessment portfolio, Strengthening Families training is counted if the course was taken within five years of the date of portfolio submission (Ready to Submit). For example, if a Strengthening Families course was completed on November 1, 2013, and the portfolio was marked Ready to Submit on December 1, 2018, credit would not be given for the course since more than five years have passed since the date the course was completed. For a 3-year Reassessment portfolio, a new course must be taken that was not previously completed before the program’s prior rating. For example, if the overview course is taken in January 2023 and the program is rated in February 2023, the staff member would need to take a new course for the program’s 3-year Reassessment in 2026.

#### **4. Can a non-discrimination statement count as an inclusion policy?**

No. "Inclusion" and "non-discrimination" are often confused and considered the same. Though they have the same goal of treating everyone fairly or equally, they are still different. Non-discrimination policies usually repeat the actual legal language of laws protecting a range of different classes of people, adults and children. The Quality Rated standards, however, are designed to be very intentional and to focus on work specifically with children. The policy statement may say something about children you are prepared to serve in your program; whether and how you will honor differences (for example if children have a home language other than English); whether you are willing or unwilling to make accommodations in your program; and what expectations you have for every child who enters your doors.

#### **5. Do programs have to create a parent advisory board to get credit for 3.3.3?**

No. Creating a parent advisory board is only one way to receive input from families. Other common methods include completed family surveys and photos of suggestion boxes.

#### **6. Do I need to submit physical evidence for 3.3.3?**

Yes. Policies are not considered as sufficient evidence for standard 3.3.3. For example, with evidence of family connections, a program may upload a statement saying that they have a family resource area, however, a photo of the resource areas must accompany the statement.

### **Standard 4: Intentional Teaching Practices**

#### **1. Does a lesson plan have to be uploaded for every classroom?**

No. A plan is required for each age group indicated in Standard 1, not each classroom. For example, if a program has two separate three-year-old classrooms, only one of the two plans for this age group needs to be uploaded. If a program chooses to upload both plans, however, then both plans will be reviewed and scored. It is important that the program identifies on the plan the age to which the plan applies and that the correct age correlations are included in the GELDS codes. Family child care learning homes may upload a single week of lesson plans reflecting the ages of children served.

#### **2. How many days of lesson plans should be submitted?**

The plans for each age group must include five full days. If one or more days on a weekly plan indicate that the program is closed, credit cannot be awarded for that plan. For example, if the lesson plans are for the week of Labor Day, and the program is closed on Labor Day, credit could not be awarded because there would be only four days of plans.

#### **3. Must I include adaptations on a lesson plan?**

Yes. To receive credit at the minimum level, lesson plans must include adaptations (sometimes called accommodations) which are for a specific child (indicated by initials) or a specific group of children (ex: for the children who need assistance with holding their scissors). The adaptation must relate to a specific activity listed on the lesson plan *or* it must be for a specific social/emotional need, and the adaptation must be intentional, explaining how the activity is being modified to allow for participation.

#### **4. If the portfolio is submitted in the summer months when Georgia Pre-K is not in session, do lesson plans for Pre-K need to be uploaded?**

If four-year-olds are enrolled/served during the summer months, then current lesson plans for that group should be uploaded. If four-year-olds are not enrolled/served during the summer, upload lesson plans for the last full week (5 consecutive days) that Georgia Pre-K was in session.

#### **5. What type of information should the instructional assessment narrative include?**

Instructional assessment is an ongoing process that informs planning and instruction as part of the daily curriculum to support the development of an individual child. Programs should submit a narrative that describes how instructional assessments are used with each age group. To earn points for this section, your narrative should include:

- The tools or methods used to gather child data (anecdotal notes, observation, matrices, photographs, work samples, table of observable skills, etc.)
- How the gathered data is used

## **6. May developmental checklists be used as an instructional assessment?**

Developmental monitoring and screening tools alone do not meet the requirements of instructional assessment. A developmental checklist may be used as a baseline to begin instruction; however, these checklists should be used in conjunction with a data collection method such as anecdotal notes, observation, work samples, etc. so that instructional assessment is ongoing and can be used to guide daily activities. Developmental checklists used in isolation would not be credited as an instructional assessment.

## **Standard 5: Teacher/Student Ratios**

### **1. How is the ratio score determined in a family child care home, since this is often a mixed-age group?**

The age of the youngest child enrolled is used to determine the score.

### **2. May additional staff be included in the ratio counts for family child care homes?**

Yes, but only if the additional staff are included in Standard 1. If the number of staff members indicated on the program's ratio chart is higher than the number of staff members indicated in Standard 1, the number of staff members in the ratio will be reduced to match the number in Standard 1. For example, if two staff members are indicated in the ratios in Standard 5, but only the provider is listed in Standard 1, the ratio will be reduced to one staff member when scoring.

### **3. If the portfolio is submitted in the summer months when Georgia Pre-K is not in session, how are ratio counts entered for these classrooms?**

If four-year-olds are enrolled/served during the summer months, then ratio counts for that group should be entered. If four-year-olds are not enrolled/served during the summer, enter Georgia Pre-K ratios from a date during the last full school week.