Frequently Asked Questions
Quality Rated School-Age Portfolio

Standard 1: Director and Teacher Qualifications

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

For stand-alone school age programs:
- Part A - Directors and assistant directors are scored in Part A. If none of the staff have a title that is indicative of an administrator (director or assistant director), 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.

2. May administrators be assigned to a classroom?

Yes. Directors and/or assistant directors in school-age only programs are not penalized for having a classroom assignment in the portfolio.

3. 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).

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

The WKCs 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.

5. May SAC Competencies be used on the Professional Learning Plan (PLP)?

No. SAC Competencies were rolled into the WKCs in January 2019. Only ECE and ADM Competencies are considered for scoring as of September 1, 2019.

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)?

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. What kind of contagious disease/illness information should be provided to families?

Programs should provide a document that includes some type of information (symptoms, prevention, etc.) about one or more contagious diseases or illnesses. A common example is the communicable disease chart provided by Child Care Services.

Standard 3: Family Engagement

1. 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.

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. It is important that the program identifies on the plan the age to which the plan applies.

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?

To receive credit at the higher 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. Are blank family and student surveys acceptable?

No. The surveys must be completed. Family/student names may be omitted if desired.