



**SCREENING / ASSESSMENT / CURRICULUM / INCLUSION**

<b>C U R R I C U L U M</b>	<p><b>Please list the following:</b></p> <p><b>Curricula</b> _____</p> <p><b>Character Development Program</b> _____</p> <p><b>Assessment Tool</b> _____</p> <p><b>Screening Tool</b> _____</p>		<b>8points possible, check all criteria met</b>
<b>CU 1</b>	<input type="checkbox"/> <b>All instructional staff employed 6 months or more have 3 hours of training in the current Florida Performance Standards for their age group.</b>		<input type="checkbox"/> <b>1 pt.</b>
<b>CU 2</b>	<input type="checkbox"/> <b>Lesson plans state the relationship between the curriculum and the Florida Performance Standards and classroom environment supports lesson plans.</b> <ul style="list-style-type: none"> <li>○ Evidence in the form of current completed lesson plans from <u>each</u> classroom/group showing all four of the following: <ul style="list-style-type: none"> <li>___ Developmentally appropriate activities addressing curriculum areas and Florida Performance Standards domains and including character (social/emotional) component</li> <li>___ Planned adult-child interactions (i.e. circle time, small group time activities, etc.)</li> <li>___ Materials needed to carry out the activities are accessible to children</li> <li>___ Set-up or arrangement of environment reflects curriculum implementation and promotes active engagement.</li> </ul> </li> </ul>		<input type="checkbox"/> <b>2 pt.</b>
<b>CU 3</b>	<input type="checkbox"/> <b>On-going child screening, observation and assessment data used to inform program practices. Screening and assessment data communicated to families.</b> <ul style="list-style-type: none"> <li>○ Evidence will be a report generated from the Enterprise system and compared to the site's total school readiness enrollment at the time of the assessment to verify SR screenings are being conducted twice a year, with one being done during the child's birth month. <ul style="list-style-type: none"> <li>___ Two comprehensive research based child screenings</li> </ul> </li> <li>○ Evidence in the form of the following documentation for <u>three random SR child files</u> which must have <u>all of the following</u> examples. <ul style="list-style-type: none"> <li>___ Evidence of ongoing formal assessment. If using GOLD online, be prepared to show assessor a classroom report, a child report or your online account with documentation entered to verify usage.</li> <li>___ Anecdotal records (may be stored in classroom)</li> <li>___ Portfolio (may be stored in classroom)</li> <li>___ Handbook page signed by parent acknowledging they received the handbook</li> <li>___ Handbook page signed by parent giving permission to screen child using ASQ</li> <li>___ Evidence of one parent-teacher conference per year documented by a signed parent conference form</li> <li>___ Statement that a hard copy of the ASQ results was given to parent within thirty (30) days of screening date.</li> <li>___ When necessary, specific activities given to parent to support child's development</li> <li>___ When necessary, a plan for intervention if ASQ results indicate this action</li> </ul> </li> </ul> <p><b>AND</b></p> <input type="checkbox"/> <b>Referral resources are made available to the families.</b> <ul style="list-style-type: none"> <li>○ Evidence will be in the form of: <ul style="list-style-type: none"> <li>___ resources listed in parent handbook or</li> <li>___ referral resources listed on one page ready to give to families or</li> <li>___ referral brochures posted on parent bulletin board</li> </ul> </li> </ul>	<p>Child's initials from 3 <u>school readiness files</u> of children enrolled 6 months or longer (if no SR children, pull 3 random files)</p> <p>_____</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/> <b>2 pt.</b>
<b>CU 4</b>	<input type="checkbox"/> <b>Developmentally appropriate curriculum fully implemented (Verified when all assessments conducted fall within level C (or higher) of the Learning Environment and Classroom Interactions section of this validation checklist).</b> <ul style="list-style-type: none"> <li>○ Evidence in the form of DAP lesson plans and observation of plans being implemented in the classroom; appropriate room arrangement with learning centers, quiet areas; appropriate teacher/child interaction.</li> </ul>		<input type="checkbox"/> <b>1 pt.</b>

CU 5	<input type="checkbox"/> <b>100% of all non school readiness children are screened using the appropriate ASQ-3 interval once a year. For Sarasota non-school readiness children, the one screening may be completed anytime throughout the year and may be entered into the Enterprise online system using the NSR coding.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence will be found by examination of three randomly selected files of non- school readiness children. Evidence will be documented in each file by the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> One ASQ screening</li> <li><input type="checkbox"/> One signed parent-teacher conference form per year</li> <li><input type="checkbox"/> Statement that a hard copy of the ASQ results was given to parent.</li> <li><input type="checkbox"/> When necessary, specific activities given to parent to support child's development</li> <li><input type="checkbox"/> When necessary, a plan for intervention if ASQ results indicate this action</li> </ul> </li> </ul>	Child's initials from 3 <u>non-school readiness files</u> of children enrolled 6 months or longer  _____ _____ _____	<input type="checkbox"/> 1pt.
CU 6	<input type="checkbox"/> <b>Adapts developmentally appropriate curriculum to meet individual needs and uses child assessment as a guide to individualize program planning (Verified when all assessments conducted fall within level D (or higher) of the Learning Environment and Classroom Interactions section of this validation checklist.)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence in the form of DAP lesson plans and observation of plans being implemented in the classroom; appropriate room arrangement with learning centers, quiet areas; appropriate teacher/child interaction.</li> </ul>		<input type="checkbox"/> 1 pt.
		<b>Curriculum Score:</b> _____	
<b>STAFF QUALIFICATIONS</b>			
S Q	Director is required to complete all applicable <u>Staff Credential Verification Forms / Professional Qualifications Sheets</u> to document the qualifications and educational level of the director and all instructional staff. Coalition staff will use those charts to determine points earned in this section.		<b>12 points possible, check all criteria met</b>
SQ 1	<input type="checkbox"/> <b>All teaching staff have a professional development plan. (Verified by professional development plan goals on the staff qualification sheets)</b>		<input type="checkbox"/> 1 pt.
SQ 2	<input type="checkbox"/> <b>Lead teachers: All have HS diploma-GED, and 50% have or are actively enrolled in a DCF Staff Credential, FCCPC, CDA or higher*</b> <hr/> <input type="checkbox"/> <b>Assistant teachers: All have HS diploma-GED, and 25% have or are actively enrolled in a DCF Staff Credential, FCCPC, CDA or higher* (if assistant teachers are employed)</b>		<input type="checkbox"/> 1pt.  <input type="checkbox"/> 1 pt.
SQ 3	<input type="checkbox"/> <b>Lead teachers: 75% have a DCF Staff Credential, FCCPC, CDA or higher*</b> <hr/> <input type="checkbox"/> <b>Assistant teachers: All have HS diploma-GED, and 50% have or are actively enrolled in a DCF Staff Credential, FCCPC, CDA or higher* (if assistant teachers are employed)</b> <hr/> <input type="checkbox"/> <b>Director holds Level 2 Florida Director's Credential</b>		<input type="checkbox"/> 1 pt.  <input type="checkbox"/> 1 pt.  <input type="checkbox"/> 1 pt.
SQ 4	<input type="checkbox"/> <b>Lead teachers: 100% have a DCF Credential, FCCPC, CDA or higher.</b> <hr/> <input type="checkbox"/> <b>Assistant teachers: All have HS diploma-GED, and 25% have a DCF Staff Credential, FCCPC, CDA or higher*</b> <hr/> <input type="checkbox"/> <b>Director holds an Advanced level Florida Director's Credential</b>		<input type="checkbox"/> 1 pt.  <input type="checkbox"/> 1 pt.  <input type="checkbox"/> 1 pt.
SQ 5	<input type="checkbox"/> <b>Lead teachers: 100% have a DCF Credential, FCCPC, CDA and 25% have or are actively enrolled on an AA/AS in ECE or higher*</b> <hr/> <input type="checkbox"/> <b>Assistant teachers: All have HS diploma-GED, and 50% have a DCF Staff Credential, FCCPC, CDA or higher*</b> <hr/> <input type="checkbox"/> <b>Director holds an Advanced level FL Director Credential with an AA/AS or higher in ECE</b>		<input type="checkbox"/> 1 pt.  <input type="checkbox"/> 1 pt.  <input type="checkbox"/> 1 pt.
*AA/AS in ECE or 60 college credits with 18 credits in ECE; or BS/BA in ECE or unrelated degree with 18 credits in ECE; or MA/MS in ECE or unrelated degree with 18 credits in ECE. "Actively enrolled" is defined as completion of one class per semester.		<b>Staff Qualifications Score:</b> _____	
<b>PROFESSIONAL DEVELOPMENT</b>			
PD	Director is required to complete form indicating the examples of professional contributions and professional development goals for <u>each</u> member of the instructional staff including the director.		<b>8 points possible, check all criteria met</b>

PD 1	<input type="checkbox"/> 50% of all teaching staff complete 15 hours annual in-service training		<input type="checkbox"/> 1 pt.
PD 2	<input type="checkbox"/> 50% of all teaching staff complete 20 hours annual in-service training AND <input type="checkbox"/> Director and 25% of all teaching staff have one professional contribution		<input type="checkbox"/> 1 pt. <b>Both must be in place</b>
PD 3	<input type="checkbox"/> 50% of all teaching staff complete 25 hours annual in-service training AND <input type="checkbox"/> Director and 50% of all teaching staff have two professional contributions		<input type="checkbox"/> 2 pt. <b>Both must be in place</b>
PD 4	<input type="checkbox"/> 50% of all teaching staff complete 30 hours annual in-service training		<input type="checkbox"/> 2 pt.
PD 5	<input type="checkbox"/> Director and 75% of all teaching staff have three professional contributions		<input type="checkbox"/> 2 pt.
		PD Score: _____	
<b>POTENTIAL BONUS POINTS</b>			
B O N U S			6 points possible, check all criteria met
BP 1	<input type="checkbox"/> 50% of staff have AA/AS degree in ECE or higher (BS, MS) o Evidence from the Staff Qualification Chart		<input type="checkbox"/> 1 pt.
BP 2	<input type="checkbox"/> Financial support provided and release time given to teachers pursuing an early childhood education staff credential or higher opportunities. o Evidence in the form of receipt for payment of tuition, books and supplies, TEACH participation.		<input type="checkbox"/> 1 pt.
BP 3	<input type="checkbox"/> At least one staff member from the site has attended and submitted a follow up Implementation Plan related to the Healthy Sarasota Childcare training. o Verification by attendance sheet from training o On site verification that Implementation Plan elements are being incorporated at site		<input type="checkbox"/> 1 pt.
BP 4	<input type="checkbox"/> At least one staff member from the site has attended the Safe Sleep training and has shared the information with other site staff. o Verification by attendance sheet from training o Staff meeting agenda listing Safe Sleep as a topic If staff have completed an online training through DCF or APA, send certificate with staff qualifications		<input type="checkbox"/> 1 pt.
BP 5	<input type="checkbox"/> At least one current staff member is a certified "STAR Babies" graduate. Please indicate the staff who has completed this certification on the staff qualifications worksheet.		<input type="checkbox"/> 1 pt.
BP 6	<input type="checkbox"/> Commitment to children with challenging behaviors that must clearly go above and beyond expectations. A site that has asked a child to leave may not be eligible for this bonus point. o Evidence in the form of four or more of the following: ____ Use of the DECA approach and assessment tool and/or PBS techniques ____ Contact with Warm Line and documentation that suggested strategies have been Implemented ____ Working with parents to support their child's needs ____ Facilitating appropriate referrals ____ Acquiring additional targeted teacher training ____ Taking all available measures to work with challenging children		<input type="checkbox"/> 1 pt.
<b>CLASS observation thresholds and point range:</b>		Bonus Point Score: _____	
A 5 STAR site will have all CLASS scores in Level D or E and the total points earned will be at least 45. In addition, within each standard, all elements must be achieved up to but not necessarily including the last one.		Total Points: _____	
A 4 ½ STAR site will have all CLASS scores in Level D or E and the total points earned will be at least 45, yet all elements in a standard may not be achieved.			
A 4 STAR site will have all CLASS scores in Level C, D or E and the total points earned must fall between 35 and 44.			
A 3 STAR site will have all CLASS scores in Level B, C, D or E and the total points earned must fall between 25 and 34 points.		Star Rating: _____	
A 2 STAR site will have all CLASS scores in Level A, B, C, D or E and the total points earned must fall between 13 and 24 points.			
A 1 STAR site will have all CLASS score in level A, B, C, D, or E and the total points earned is below 13.			