KEYSTONE STARS PERFORMANCE STANDARDS

Effective October 1, 2023

Contents

pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

Glossary of Terms

Active Enrollment: Indicates an individual is taking coursework in the current semester at time of designation as evidenced through a course schedule.

Completed PD Registry Profile: A profile is considered complete when an individual's Career Pathway status is listed as *applied* or *verified* in the PD Registry. For support in completing a Profile in the PD Registry, go to www.pakeys.org. All program staff at STAR 2 programs and above must complete their profile in the PD Registry (SQ 2.1) within 90 days of hire at a program. Ongoing, all staff must update their PD Registry profile annually which will automatically renew their Career Pathway placement.

Continuity of Care: The practice in which primary caregivers and children stay together for as long as possible, preferably for the children's first 3 years, creating opportunities for caregiver-child, caregiver-family, and child-child relationships to develop and deepen over time (Lally & Mangione, n.d.). Continuity of care seeks to minimize the number of transitions that children experience over the course of the day, week, program year, and to the extent possible, during their enrollment, with special attention on children aged birth to age three.

Continuous Quality Improvement (CQI) Plan: A CQI plan can be thought of as a roadmap of activities that builds on existing strengths and includes areas for growth to improve the daily practices and increase staff knowledge. The CQI Plan should reflect a program's journey and growth, including progress toward current goals and new goals for additional improvements. CQI Plans are dynamic, change over time, and reflect the total program.

Equivalent Degree: Institutions of higher education may offer early childhood degrees outside of their schools of education. These degrees are based in early childhood development and learning but may be named differently than Early Childhood Education (ECE). Institutions of higher education have submitted program listings and other documentation to the Pennsylvania Key to support that these degrees contain ECE core content. For a list of equivalent degrees, go to National Association of Education of Young Children's Degree Finder at https://degreefinder.naeyc.org/

Group Supervisors/Lead Teachers: Strong, high-quality programs encourage teamwork and support across classrooms. Group Supervisors/Lead Teachers are considered educational leaders. These roles are filled by staff who meet specific credentials and have relevant experience, dispositions, and aptitude for this role. A Group Supervisor/Lead Teacher is responsible for an assigned group of children but also supports other teaching staff, sometimes even outside of his/her classroom. For DHS certification and Keystone STARS designation purposes, a minimum of 1 Group Supervisor/Lead Teacher is required for every group of 45 children.

Internal Assessment: The process of program staff observing current practices through the lens of a program observation instrument (POI). Internal assessment can be used for classroom and teaching practices as well as leadership/management and business practices. Internal assessment of classroom/teaching practices occur while children are present and engaged in activities. Observed practices are used to determine the current quality of key practices included in the specific POI. Internal assessment results are then used to support creating CQI Plan goals.

Instructional Observation: A formal or informal observation of teaching while it is taking place in a classroom or other learning environment. Typically conducted by fellow teachers, administrators, or instructional specialists, instructional observations are often used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques.

Internal Assessment Team: Program selected individuals that will work together to plan for and carry out all activities associated with yearly quality assessment of current program practices. At a minimum, the team should include members from the program's leadership team, and an ELRC Quality Coach. Programs are encouraged to consider other individuals for team membership including, but not limited to classroom staff, other coaching/TA individuals who work with the program, parents, etc.

Leadership Team: Members of the program leadership team can be teaching staff such as lead teachers, assistants, and aides but may also be non-instructional staff such as cooks, etc. Programs identify who makes up their leadership team but should consider any staff member who shows program insight and a willingness to help shape policy and procedures. Owner/Operators in Family Child Care Homes (FCCHs) and Group Child Care Homes (GCCHs) fulfill the role of Program Leadership.

OCDEL Approved Assessor: An individual who has completed the training processes established by the author, owner and/or publishers of a specific program observation instrument to prepare for providing valid external assessment feedback to programs for use in CQI Planning in the areas of classroom, leadership/management and business practices.

Professional Development: the process of continuing learning and activities that are intended to prepare professionals for their best work with young children and families. (NAEYC)

Teaching Staff: Teaching staff refers to **all** staff who work directly with children including aides, assistant group supervisors/assistant teachers, and group supervisors/lead teachers who work a minimum of 500 hours per calendar year. Teaching staff responsibilities and duties may include, but are not limited to:
- Planning, implementing, and assisting of daily program activities under the guidance of the group supervisor
- Coordinating daily activities
- Provide coverage in maintaining ratio requirements such as covering breaks and nap rooms
- Provide extra coverage above and beyond ratio requirements.

STAR 1: Certification and Compliance (Must be Met Before Moving to Higher STAR Level)

Quality Indicator #	Quality Indicator	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
CC.1	**Certification and Compliance** Early childhood education and school age programs holding a regular Certificate of Compliance from Pennsylvania's Department of Human Services (DHS) Preschool programs holding a private academic license from the Pennsylvania Department of Education (PDE)	☐ Yes ☐ No	• DHS Certificate of Compliance • Private academic license through PDE	N/A

Required STAR 1 Indicator Met: ☐ Yes   ☐ No

Keystone STARS Performance Standards 2023

STAR 2 Performance Standards (ALL STAR 2 Quality Indicators Must be Met in Order to Move to Higher STAR Level)

Quality Indicator #	Quality Indicator	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Staff Qualifications and Professional Development (*Refer to Glossary of Terms for definitions of Leadership Team and Teaching Staff)				
SQ 2.1	All current onsite Leadership Team* members and Teaching Staff* complete *Overview of Keystone STARS: Pennsylvania's Quality Rating and Improvement System (QRIS)* by the time of their next designation occurring after October 1, 2022. Ongoing, all newly hired onsite Leadership Team and Teaching Staff complete the course within 90 days of hire unless previously completed.	☐ Yes ☐ No	• PD Registry report, *Staff Detailed Training Report* • *Facility Staff Qualification Grid* (located in Keystone STARS Program Manual)	*How do you define who is part of your onsite leadership team?* *How do you ensure that current teaching staff and onsite leadership team members in your program have taken or are scheduled to the Overview of Keystone STARS: Pennsylvania's Quality Rating and Improvement System (QRIS) course?* *How do you ensure that newly hired teaching staff and onsite leadership team members in your program have taken or are scheduled to the Overview of Keystone STARS: Pennsylvania's Quality Rating and Improvement System (QRIS) course?*
SQ 2.2	Onsite leadership team members* and teaching staff* **complete** their Profile (Career Pathway) in the Professional Development (PD) Registry within 90 days of hire. **Annually, all onsite leadership team members and teaching staff must renew their Profile (Career Pathway) in the PD Registry**. A profile is considered complete when Career Pathway status is listed as "*applied*" or "*verified*" in the PD Registry.	☐ Yes ☐ No	• PD Registry Report, *Staff Report* • *Facility Staff Qualification Grid* (located in Keystone STARS Program Manual)	*When a new teaching staff or member of your onsite leadership team is hired at your program, how do you ensure they have completed their PD Registry Profile to the point at which their Career Pathway status shows as "applied" or "verified"?* *How do you ensure that your teaching staff and onsite leadership team members renew their PD Registry Profile annually?*
SQ 2.3	All onsite program leadership team members* and teaching staff* complete their Professional Development Plans (PDP) in the PD Registry to support educational achievement and professional growth within 90 days of hire.	☐ Yes ☐ No	• PD Registry Report, *Staff Report* • *Facility Staff Qualification Grid* (located in Keystone STARS Program Manual)	*What sources of evidence are used to develop PDPs?* *Describe how leadership supports individual teaching staff's PD plan.*

Keystone STARS Performance Standards 2023

	These PDPs are:			*What resources are available to teaching staff and onsite leadership team members as they develop short and long-term PD goals?*
	• based on individual needs identified in the PD Self-Assessment using the Big Ideas Framework • informed by internal assessments using evidence-based tools • informed by instructional observations or performance evaluations • include goals to support further education • updated annually at a minimum • used to inform program's CQI plan and overall PD activities **Clarification for FCCH and GCCH:** When FCCH and GCCH leadership teams include additional peers or support persons, they should be included in the PDPs.			*Describe the extent to which PD plans are reviewed with teaching staff and onsite leadership team members.*

Quality Indicator #	Quality Indicator	Meets Standard?	Possible, but not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Early Childhood Education Program				

EC 2.1	Program develops a Continuous Quality Improvement (CQI) Plan that:
	• Is informed by annually-conducted internal assessment(s) using an approved program observation instrument (POI)*
	• Is updated annually to:
	  o Remove goals that were successfully met or deemed no longer relevant
	  o Add new long term and short-term goals
	  o Indicate progress in meeting previous CQI Plan's goals
	• Includes actions items to support overall quality improvement
	• Includes goals for increasing staff qualifications
		☐ Yes
		
		☐ No
			• Completed CQI plan using a template in the Keystone STARS Program Manual or program created CQI plan those addresses, at minimum, all information outlined in EC 2.1.
			
			• Annual updates to CQI Plan template or program created CQI Plan to reflect completed/new goals
			
			• Copy of annual internal assessment results
				What is the process for creating, reviewing, and updating your program's CQI plan?
				
				How do you review your current program practices and policies and use that information to inform your CQI plan?
				
				What sources of evidence do you use to inform your CQI Plan?
				
				Who has input into developing and reviewing your program's CQI Plan?
				
				How do you work with a Program Quality Assessor to select and utilize your chosen program observation instrument?

pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

	*Please see the chart of suggested POIs found in the 2023 Keystone STARS Program Manual **There are 2 CQI plan templates in the Keystone STARS Program Manual			*What type(s) of internal assessment(s) are used to inform your program's CQI Plan? Have you attended training on the POI you have selected to support conducting internal assessments appropriately?*
EC 2.2	Lesson plans: • are developed using Pennsylvania's Early Learning Standards (ELS) as a resource for staff to support planning and documentation of children's learning • reflect a balance of activities that support developmentally appropriate learning through play	☐ Yes ☐ No	Lesson plans from each class/age group that show: • references to PA ELS • a balance of activities targeting the different key learning areas found within the PA ELS • differentiation for children as appropriate	**For Program Leadership:** *What resources does your program offer to teaching staff in their creation of lesson plans that are based on PA ELS and/or individualized based on children's differing abilities?* **For Teaching Staff:** *Tell me how you develop your lesson plans and what resources you use to help in your planning.* *Explain how lesson plans are shared with program leadership before implementation.* *Tell me about a typical day in your classroom.*
EC 2.3	A research-based developmental screening tool is used within 45 days of each child's enrollment to identify children who may need additional evaluation and/or intervention strategies. Additional screening is provided as needed and per protocol with the chosen screener. Results of screenings are communicated with families, support for referrals are offered as needed. **Clarification for School Age Child Care (SACC)**: N/A for SACC only programs or for children enrolled in K-12 programs receiving SACC services at a Keystone STARS Program. SACC programs will receive credit for meeting this indicator.	☐ Yes ☐ No	• Identified screening tool • Policy statements in family handbook and employee handbook regarding screening tools • Parent/family signature showing information was shared • Policy regarding offering referrals for supportive services as needed	*Why did you choose _____ for your program's screening tool?* *Describe your staff's familiarity with the adopted screening tool.* *Explain any steps and/or supports you offer to your staff who conduct the screening to ensure the tool is being utilized with fidelity.* *What is the process for referring a family to community services when deemed appropriate?*

pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

				Can you tell me about a time when a referral was made based on screening results? *Explain how screenings are tracked within your program.*
EC 2.4	Program adopts policies, practices, and supports regarding inclusion. The program develops a process to address the local steps in the OCDEL Inclusion Announcement, *Inclusion of All Children in Early Childhood Programs in Pennsylvania*. Programs may choose to collaborate with the local Early Intervention Program to support this activity.	☐ Yes ☐ No	• Program's policy regarding inclusion • Associated practices regarding evidence of practice of inclusion • Collaborative meetings with Early Intervention, Intermediate Units, etc	*How does your program seek to include all children, including those with disabilities, and their families?* *What steps has your program taken to implement more inclusive practices since the most recent Inclusion Announcement issued by OCDEL? What steps do you plan to take in the future?* *What local partners are you collaborating with in helping promote inclusive practices?* *What are some examples of inclusive practices in your classrooms?*
EC 2.5	Program adopts policies, practices, and supports regarding suspension and expulsion and has policies and practices in place to support the social and emotional development of children served. The program develops a process to address the local steps in the OCDEL Reduction of Suspension and Expulsion Announcement, *Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania*. Programs may choose to collaborate with the local Early Intervention Program to support this activity.	☐ Yes ☐ No	• Program's policy regarding reduction of suspension and expulsion • Associated practices regarding evidence of reducing suspension and expulsion • Data sources that track and support a reduction in suspensions/expulsions over time • Collaborative meetings with Early Intervention, Intermediate Units	*How does your program seek to create a positive climate and focus on prevention of behavior issues?* *What policies does your program have in place that communicate clear, appropriate, and consistent expectations and consequences for disruptive behaviors?* *How does your program use family engagement to help reduce suspension and expulsion?* *Since the OCDEL Policy Announcement was released in 2017, what steps has your program taken to reduce suspension and expulsion? What steps do you plan to take in the future?*

pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

Quality Indicator #	Quality Indicator	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Partnerships with Families and Communities				
FC 2.1	Program has a written policy that states that Individualized Family Service Plan (IFSP), Individualized Educational Program (IEP), written plans, and/or special needs assessments, with family permission, are appropriately utilized to inform individualized instruction. The policy also recommends that the child's teacher participate in the IFSP/IEP meeting which must include family members, an early childhood teacher, Early Intervention (EI) specialists, and director or administrator.	☐ Yes ☐ No	• Policy regarding the use of IFSPs and IEPs to be used to inform practices • Associated practices regarding the use of IFSPs and IEPs to include discussion with families • IFSP and IEP meeting notes during which program staff were in attendance • Family acknowledgement form of program's request to use IFSP or IEP to inform practices	*How do you discuss your IFSP and IEP policy with families? Is this policy included in your family handbook?* *How do you help ensure your relevant teaching staff are included in IFSP and IEP meetings? Can you tell me about a particular instance in which this took place?* *How does your program use the information contained in the IFSP and IEP to inform classroom practices?*
FC 2.2	Program has a written policy to demonstrate how children are helped to transition between developmental stages. Policy includes a plan to share information with families. Policies might include activities that support transition from: • role as infant to older child in mixed age group, • teacher directed play to child directed play, • one classroom/group or program to the next, • preschool to kindergarten, • school age program to self-care, • one early learning program to another	☐ Yes ☐ No	• Written transition policies • Transition information given to families (letter, meeting invitation) • Examples of transition plans for each age group or developmental stage	*How do you help children as they transition from one age group, developmental stage, or classroom to another?* *How do you keep families informed of any upcoming transitions?* *Explain how you work with other learning programs to help with a child's transition.* *Detail your connections with local school districts that help children transition to kindergarten.* *To what extent does your program help with other types of transitions such as a new baby, a move, custody changes, etc?*
FC 2.3	Program has a policy and/or practice in place to support and encourage family engagement. A minimum of one family	☐ Yes	• Family engagement policy and examples of activities held that engage families	*How would you describe the term "family engagement?"*

Keystone STARS Performance Standards 2023

PA pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

		Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
	conference is offered per year to discuss children's progress and behavioral, social, and physical needs as well as the family's goals for their child.	☐ No	• Family conference information and evidence of practice (invitation template, schedule of conferences, records of completed conferences)	*What types of family engagement efforts have worked best in your program?* *Have you tried activities that were not successful in engaging families? What could you do differently?* *How has your program utilized the **Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework** to help shape your family engagement policy and practices?* *Explain your program's conference policy in terms of frequency, protocol, and what information is exchanged between families and your program.*
FC 2.4	A current Family Handbook is distributed to outline program policies and practices beyond those required by the OCDEL Bureau of Certification.	☐ Yes ☐ No	• Handbook displayed in entrance area or prominent place for families • Handbook that reflects current practices • Documentation that families receive the handbook at time of enrollment	*How often do you review your family handbook for accuracy and to ensure it reflects the most current information for your families?* *Who is involved in developing your family handbook?* *How do you help ensure families take time to review and understand the information in your handbook?*
Quality Indicator #	**Quality Indicator**	**Meets Standard?**	**Possible, but Not Required, Evidence**	**Thoughtful Questions for Quality Coaches & Providers**
Leadership and Management				
LM 2.1	Program creates an annual operating budget, including a statement of income and expenditures. Program has a plan to address operational or organizational stability.	☐ Yes ☐ No	• Financial record keeping system • Operating budget	*Describe how your program's budget is developed. What are the key decision points in its development?* *If your program experienced a change in director or owner, how well would your program manage? What steps could you take now to ensure future success at navigating this change?*

PA pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

				What are the break-even numbers for your classrooms? Your overall program? *What is your waiting list maintenance procedure?* *What is the chain of command in your program? Do you have someone who could step in to help run the program in the director's or owner's absence?* *What strategies do you use for marketing your program to new families? To recruit staff?*
LM 2.2	Current personnel and program operation policies are distributed and utilized to support understanding of program policies, procedures, roles, and responsibilities.	☐ Yes ☐ No	• Personnel manual available in prominent place for employees • Evidence that personnel manual is reviewed and updated on consistent basis	*How often do you review your personnel manual for accuracy and to ensure it reflects the most current information for your staff?* *Who is involved in developing your personnel manual?* *How do you help ensure staff are aware of and understand the information in your personnel manual?*
LM 2.3	Program uses documents for tracking child and staff illnesses and injuries, including plans of action to prevent further occurrences.	☐ Yes ☐ No	• Copy of tracking document in use • Evidence that tracking document is regularly reviewed for trends • Plans of action implemented based on review of tracking documents	*Describe how your program tracks child and staff illnesses and injuries that occur.* *How often are tracking forms reviewed in order to spot trends in illnesses and injuries?* *Describe an action plan that your program implemented in response to the tracking of illnesses and injuries. Was the plan successful in reducing illnesses and injuries?*
LM 2.4	A system of overall site safety review is implemented which includes active supervision. Supervision strategies involve: • active watching of,	☐ Yes ☐ No	• Supervision checklist in use by program • Site safety review in use	*How do you define supervision?* *Describe your supervision policy and implementation in classrooms, while*

PA pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

	- listening to, - interacting with, and - monitoring of children in care at all times.		• Evidence that supervision checklists and site safety reviews are regularly reviewed for trends	*outside, on field trips, and during nap time.* *How often do you conduct a site safety review/checklist? How often do you review completed safety reviews/checklists?* *Have you discovered any lapses in safety or supervision practices through using the review? If so, what types of corrective action did you employ as a result?*
LM 2.5	Program uses *Caring for our Children* to establish policies and practices regarding care plans for children with special medical needs as well as medication administration.	☐ Yes ☐ No	• Policy regarding use of care plans • Policy regarding medication administration • Evidence that policies have been shared with both staff and families • Examples of care plans in place for children at program	*Explain the process through which a care plan for a child is implemented in your program.* *How are staff helped to both understand and feel comfortable with care plans?* *Have staff ever felt overwhelmed with implementing a child's care plan? How did you support staff in this situation?* *Describe the process for administration of medication in your program.* *How do you ensure families are aware of and understand your program's policies regarding special care plans and medication administration policies?*

Required STAR 2 Indicators Met: ☐ Yes   ☐ No   If not, program will be designated as a STAR 1.

If no, which quality indicators were not met? Please list (For example, LM 2.5) _____

STAR 3 & 4 Performance Standards: (Combination of required quality indicators and optional points-based quality indicators)

At STAR 3 and 4, programs must meet all STAR 1 and STAR 2 required quality indicators and two additional required STAR 3 and 4 quality indicators (**SQ 3.4.1** and **EC 3.4.5)**. The remaining STAR 3 and 4 quality indicators are optional and points-based allowing programs to choose which indicators best exemplify quality practices in their programs.

In order to be designated as a STAR 3, programs need to earn a minimum of **70 percent** of possible points in each of the 4 Performance Standard categories as well as meet required indicators **SQ 3.4.1** and **EC 3.4.5**.

In order to be designated as a STAR 4, programs need to earn a minimum of **85 percent** of possible points in each of the 4 Performance Standard categories as well as meet required indicators **SQ 3.4.1** and **EC 3.4.5.**

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Staff Qualifications and Professional Development (*Refer to Glossary of Terms for definitions of Leadership Team, Group Supervisor/Lead Teacher and Teaching Staff)					
SQ 3.4.1	**REQUIRED STAR 3 & 4 INDICATOR:** Program implements a system to support the staff's education and career development which might include: • Working with regional PDO to develop career plans including a focus on the credit-bearing coursework of their teaching staff • Determine overall PD needs of their teaching staff • Schedule onsite PD events to align with the training needs of teaching staff • Support teaching staff in enrolling in PD events and coursework	N/A	☐ Yes ☐ No	• Staff's completed PDPs • PD Registry Report, *Staff Report* • Documentation of outreach to PDOs • Documentation of PD events scheduled as a result of program staff needs	*Describe the process for supporting staff's education and career development.* *In what ways do you work with staff to support their career development and ongoing professional development needs?* *Describe interactions your program has had with your local PDO regarding the credit-bearing coursework needs of your teaching staff.*

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
SQ 3.4.2	• 25% or more of all teaching staff*are a Rising A or above on the PA Early Childhood Education (ECE) Career Pathway	10	☐ Yes ☐ No	• PD Registry Report, *Staff Report* • *Facility Staff Qualification Grid* (located in Keystone STARS Program Manual) • Career Pathway Certificate from PD Registry	*How does your program encourage staff to enroll in credit-bearing opportunities? Are any incentives offered? (e.g., release time, increasing compensation)?* *What OCDEL-funded opportunities (e.g. TEACH, PDOs, RSTA) or other community resources have helped your program meet this quality indicator?* *What resources do you feel are most needed in order for your program to meet higher point levels in this quality indicator?*
	• 50 percent or more of all teaching staff* are a Rising A or above on the PA ECE Career Pathway • **Clarification for FCCH and GCCH**: Owner/Operator is a Rising A or above on the PA ECE Career Pathway	15	☐ Yes ☐ No		
	• 25 percent of group supervisors/lead teachers* are a Level B or above on the PA ECE Career Pathway, **and** 50 percent of all additional teaching staff* are a Rising A or above on the PA ECE Career Pathway, **and** At least one member of the Leadership team* is a Level B or higher on the PA ECE Career Pathways. • **Clarification for FCCH and GCCH**: Owner/Operator is a Level B or higher on the PA ECE Career Pathway	20	☐ Yes ☐ No		

Keystone STARS Performance Standards 2023

| SQ 3.4.3 | **PD Topic Area**: Implementing effective teaching practices that promote development across all content areas for all children including those who are culturally and linguistically diverse.

Timeframe: Within last 3 years of every full designation of program

Tip: Search the PD Registry for courses coded with PA PSCECE Standard Areas 1, 4, and 5 and are aligned to identified PD topic area

Possible PD topics that would meet this indicator include, but are not limited to:
• Supporting language development in infants and toddlers
• Effective strategies for teaching math in preschool classrooms
• Supporting language development in multilingual children
• STEM Instruction
• Intentional teaching practices for content areas within PA Learning Standards for Early Childhood
• School age science and art | 2 | ☐ Yes

☐ No
(2 pts.) | • PD Registry Report, *Staff Detailed Training Report*

• *PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff* (located in STARS Program Manual) | *How are individual teaching staff person's foundational knowledge in this topic evaluated? How and when is it decided that more advanced or refresher PD is needed for teaching staff?*

How do you ensure teaching staff who are enrolled in an ECE/CD program of study, including a CDA, SACC credential, and Director's Credential, have sufficient knowledge in this area and are not required to take additional PD related to topic area?

Describe instructional practices that promote development across all content areas in various age groups.

Describe any growth that you have observed in your teaching staff's knowledge and skills in this area as a result of their PD and or ECE/CD coursework. |
| SQ 3.4.4 | **PD Topic Area**: Supporting the social and emotional development of all children.

Timeframe: Within last 3 years of every full designation of program

Tip: Search the PD Registry for courses coded with PA PSCECE | 2 | ☐ Yes

☐ No
(2 pts.) | • PD Registry Report, *Staff Detailed Training Report*

• *PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff* (located in STARS Program Manual) | *How are individual teaching staff person's foundational knowledge in this topic evaluated? How and when is it decided that more advanced or refresher PD is needed for staff?*

How do you ensure teaching staff who are enrolled in an ECE/CD program of study, including a CDA, SACC |

	Standard Areas 1, 4, 5, and 7 and are aligned to identified PD topic area. **Possible PD Topics that would meet this indicator include, but are not limited to**: • Trauma-informed practice • Strategies for effectively dealing with challenging behaviors • The caregiver-child attachment and impacts on social-emotional development • Understanding cultural differences in how children form attachments • De-escalation Training for Child Care • Reducing and eliminating suspension and expulsion • School-Age Social Emotional standards • Creating Emotionally Supportive Classrooms for children				*credential, and Director's Credential, have sufficient knowledge in this area and are not required to take additional PD related to topic area?* *Describe classroom practices that promote the social and emotional development in various age groups.* *Describe any growth that you have observed in your teaching staff's knowledge and skills in this area as a result of their relevant PD and or ECE/CD coursework.*
SQ. 3.4.5	**PD Topic Area**: Engaging in positive interactions with children and families. **Timeframe**: Within last 3 years of every full designation of program. **Tip**: Search the PD Registry for courses coded with PA PSCECE Standard Areas 1, 2, 3, and 4 and are aligned to identified PD topic area. **Possible PD Topics that would meet this indicator include, but are not limited to:**	2	☐ Yes ☐ No (2 pts.)	• PD Registry Report, *Staff Detailed Training Report* • *PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff* (located in STARS Program Manual)	*How are individual teaching staff person's foundational knowledge in this topic evaluated? How and when is it decided that more advanced or refresher PD is needed for teaching staff?* *How do you ensure teaching staff who are enrolled in an ECE/CD program of study, including a CDA, SACC credential, and Director's Credential, have sufficient knowledge in this area and are not required to take additional PD related to topic area?*

	- Introduction to the PA Family Engagement birth through College, Career and Community Ready Framework - Communication styles and interactions - Simple Interactions - Responsive caregiving - Understanding how cultural differences influence communication - Use of technology as a family engagement tool - Encouraging family and community involvement - Working with families of children with special needs				*Describe instructional practices that promote positive interactions with children in various age groups and their families.* *Describe any growth that you have observed in your teaching staff's knowledge and skills in this area as a result of their relevant PD and or ECE/CD coursework.*
SQ 3.4.6	**PD Topic Area**: Effectively implementing the curriculum selected and in use by the program. **Timeframe**: Within one year of hire unless able to produce record of previous training in the selected tool. Additional training is required only when program adopts a new tool, when vendor releases updated training, or when program leadership determines it indicative of quality practices. **SACC only programs**: SACC only programs can earn points in the indicator if all teaching staff and onsite leadership team members take PD in PA PSCECE Standard Area 5 related to curriculum. **Timeframe:** Within last three years of every full designation of program	2	☐ Yes ☐ No (2 pts.)	- PD Registry Report, *Staff Detailed Training Report* *PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff* (located in STARS Program Manual)	*How are individual teaching staff person's foundational knowledge in this topic evaluated? How and when is it decided that more advanced or refresher PD is needed for teaching staff?* *Explain how you determine if updated trainings have been made available by the vendor and/ or PQAS instructors for the curriculum adopted for use by your program.*

Keystone STARS Performance Standards 2023

	Tip: Search the PD Registry for courses coded with PA PSCECE Standard Area 5 and are aligned to the identified PD Topic Area. **Possible general PD Topics on curriculum include but are not limited to the following:** • Linking Standards, Curriculum Framework, and Assessment • Curriculum and Lesson Planning • Curriculum as the Foundation of Learning • Planning and Curriculum				
SQ 3.4.7	**PD Topic Area:** Effectively administering the developmental screening tool selected and in use by the program. **Timeframe**: Within one year of hire unless able to produce record of previous training in the selected tool. Additional training is required only when program adopts a new tool, when vendor releases updated training, or when program leadership determines it indicative of quality practices. **SACC only programs**: SACC only programs can earn points in the indicator if all teaching staff and onsite leadership team members take PD in PA PSCECE Standard Area 3 that is related to screening **Timeframe:** Within last three years of every full designation of program	2	☐ Yes ☐ No (2 pts.)	• PD Registry Report, *Staff Detailed Training Report* • *PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff* (located in STARS Program Manual)	*How are individual teaching staff person's foundational knowledge in this topic evaluated? How and when is it decided that more advanced or refresher PD is needed for teaching staff?* *Explain how you determine if updated trainings have been made available by the vendor and/ or PQAS instructors for the screening tool adopted for use by your program.* *Explain the process your program uses for making referrals to Early Intervention using the CONNECT helpline.*

	Tip: Search the PD Registry for courses coded with PA PSCECE Standard Area 3 and are aligned to the identified PD Topic Area. **Possible general PD Topics on screenings include but are not limited to the following:** • Using screenings that are ethically grounded and developmentally, ability, culturally and linguistically appropriate • Screening children in a high-quality early learning environment • Developmental monitoring and screening • Screening, Assessment and Evaluation				
SQ 3.4.8	**PD Topic Area:** Effectively administering the observation-based assessment tool selected and in use by the program. **Timeframe**: Within one year of hire unless able to produce record of previous training in the selected tool Additional training is required only when program adopts a new tool, when vendor releases updated training, or when program leadership determines it indicative of quality practices. **SACC only programs:** SACC only programs can earn points in the indicator if all teaching staff and onsite leadership team members take PD in PA PSCECE Standard Area 3 and related to assessments.	2	☐ Yes ☐ No (2 pts.)	• PD Registry Report, *Staff Detailed Training Report* • *PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff* (located in STARS Program Manual)	*How are individual teaching staff person's foundational knowledge in this topic evaluated? How and when is it decided that more advanced or refresher PD is needed for teaching staff?* *Explain how you determine if updated trainings have been made available by the vendor and/ or PQAS instructors for the assessment tool adopted for use by your program.*

Keystone STARS Performance Standards 2023

PA pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

	Timeframe: Within last three years of every full designation of program. **Tip:** Search the PD Registry for courses coded with PA PSCECE Standard Area 3 and are aligned to the identified PD Topic Area. **Possible general PD Topics on assessments include but are not limited to the following:** • Using assessments that are ethically grounded and developmentally, ability, culturally and linguistically appropriate • Linking Standards, Curriculum Framework, and Assessment • Assessment: Beyond the Basics of Observation and Data Utilization • Using assessment to make informed decisions about instruction • Building assessment partnerships with families			
SQ 3.4.9	**PD Topic Area**: Supporting children with disabilities and other at-risk populations including children experiencing homelessness and in foster care. **Timeframe:** Within last 3 years of every full designation of program **Tip**: Search PD Registry for Courses coded as PA PSCECE Standard Areas 1, 3, and 4 and aligned to the identified PD topic area.	☐ Yes ☐ No (2 pts.)	• PD Registry Report, *Staff Detailed Training Report* • *PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff* (located in STARS Program Manual)	*How are individual teaching staff person's foundational knowledge in this topic evaluated? How and when is it decided that more advanced or refresher PD is needed for teaching staff?* *Describe any growth that you have observed in your teaching staff's knowledge and skills in this area as a result of their relevant PD and or ECE/CD coursework.* *Describe instructional practices that prepare teaching staff to work with*

	Possible PD Topics that would meet this indicator include, but are not limited to: • Early Intervention practices and procedures • Early Intervention service delivery model • Understanding IDEA • Reducing and eliminating suspension and expulsion • Developing and implementing health care plans for children with special health care needs • Inclusive Practices • Supporting children experiencing homelessness • Teaching and Caring for Children and Families Living in Poverty				*children with disabilities and other at-risk populations.*
SQ 3.4.10	Non-instructional staff receive information and professional development on topics of relevance which might include developmentally appropriate practices; diversity; age-appropriate standards; and appropriate child-adult interactions. **Clarification:** Non-instructional staff may include household members, lunch assistants, bus drivers, and maintenance personnel. Non-instructional staff can be employed by the program or serve as volunteers.	1	☐ Yes ☐ No (1 pt.)	• PD Registry report, *Staff Detailed Training Report*, if applicable • *PD Tracking Grid for STAR 3 and 4 Programs: Non-Instructional Staff* (located in STARS Program Manual)	*How does your program define non-instructional staff?* *How many non-instructional staff are part of your program?* *How are non-instructional staff person's foundational knowledge in these topics evaluated? How is it decided that more advanced or refresher PD is needed for staff?* *What type of information is shared with non-instructional staff and in what format? (face to face, self-paced reading, formal PD events)*

PA **pennsylvania**
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Early Childhood Education Program					
EC 3.4.1	Program implements an OCDEL-approved developmentally and culturally appropriate learning curriculum* that: • is responsive to the emerging and changing interests of young children, • aligns with the PA ELS • is play based, and • represents a balance of active and passive learning opportunities *A current list of OCDEL-approved curricula can be found here Programs using a homegrown curriculum may apply to have their curriculum approved by contacting OCDEL at RA-PWPAELS@pa.gov **Clarification for SACC only programs:** SACC-only programs do not have to use an OCDEL-approved curriculum. However, they do need to show that the curriculum they are using is aligned to PA ELS standards in order to meet this indicator.	5	☐ Yes ☐ No (5 pts.)	• Curriculum aligned with PA ELS or follow process for documenting alignment • Lesson plans that demonstrate alignment to PA ELS, a balance of active and passive learning experiences and individualization to children's interests and abilities	*How was the chosen curriculum(a) selected? Who was involved in the selection process?* *What is the process for evaluating the implementation of the chosen curriculum?* *How does program leadership support teaching staff who may need additional help in implementing the curriculum to fidelity?* *What additional resource materials related to the curriculum selected are available to your teaching staff?*

pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

| EC 3.4.2 | Program utilizes a valid and reliable observation-based assessment* of children's development in accordance with the tool's recommendations. Program maintains internal data regarding child outcomes and is prepared to share this data with partners for research and evaluation.

*A current list of OCDEL-approved development assessment tools can be found here

Clarification for Programs Serving School Age Children: Programs who serve school age children are not required to perform an observation-based assessment for the school aged children if assessment information is made available from student's school and/or the family. | 4 | ☐ Yes

☐ No
(4 pts.) | • Identification of observation-based assessment which includes onsite tools, resources, and supports

• Work samples, checklists, and anecdotal records

• Internal data tracking system | *How was the chosen assessment tool(s) selected? Who was involved in the selection process?*

Describe how the observation-based assessment is used in your program including the frequency of observations and methods for documenting results.

What is the process for evaluating the implementation of the chosen assessment(s)?

How are new teaching staff oriented in your program's observation-based assessment?

How does program leadership support teaching staff who may need additional help in implementing the assessment(s) to fidelity?

For school age children in your program, How is student assessment information attained from other resources (I.e. student's school and/or family) and how is this information used by program staff to identify and meet student needs? tell me about assessment information from partner schools and/or families is shared with you and your teaching staff? |
| EC 3.4.3 | Results from observation-based assessments of children's development are:
• Used to inform curriculum planning and instruction,
• Used for individual child planning
• Evaluated for possible referrals to community resources, and
• Shared with families. | 5 | ☐ Yes

☐ No
(5 pts.) | • Assessments used, and documentation of results utilized to plan and/or modify practices

• Lesson/Activity plans that reflect individualization of children's needs

• Materials for different abilities and interests are | *Describe how teaching staff use the results of observation-based assessments to inform curriculum and lesson planning.*

Help me understand how your program uses results of the assessments to inform planning for children both long-term and short-term. Provide an example.

Help me understand how your program uses results of the assessments to inform decisions about teacher professional |

pennsylvania
OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING

				present in the learning space	*development needs, program CQI, and any other areas.* *Tell me about a time when a referral was made to a community resource based on results from an observation-based assessment.* *How does your program share the results of assessments with families?*
EC 3.4.4	Program policies/practices are in place to support language development and academic achievement of all children including those who are culturally and linguistically diverse. Children whose first language is not English are supported in using home language, gestures, communication devices, sign language, etc. when needed.	4	☐ Yes ☐ No (4 pts.)	• Copy of policies supporting dual language learners • Use of communication devices, sign language, and/or gestures • Family Needs Assessment that informs practices related to supporting dual language learners	*Describe the policies and practices in place that support language development of all children.* *What different languages are spoken by families in your program? What languages are spoken in your local community?* *How would you ensure that families whose first language is not English feel welcome and understood in your program?* *How does your program see language diversity as an asset for all enrolled families?* *How does your program reflect family's home cultures, languages, and experiences within your classrooms?* *How does your program reflect and plan for the engagement of children who are culturally and linguistically diverse within the physical environment, routines, transitions, daily schedule, curriculum, play, other learning opportunities, ongoing assessment, and interactions?*

EC 3.4.5	**REQUIRED STAR 3 & 4 INDICATOR** In partnership with a Quality Coach and an OCDEL-approved assessor, the program creates and implements an Internal Assessment Process plan that will inform and support CQI goals and opportunities for professional development. The Internal Assessment Process (IAP) includes: • Identifying the members of the Internal Assessment Team (IA Team). • Selecting a program observation instrument (POI) for each age group. Please see the chart of suggested POIs found in this document and the STARS Program Manual** • Creating a timeline for the current year's internal assessment activities including the completion of internal (or external when applicable) assessments and other action steps. • Providing the completed assessments to the IA Team including the OCDEL-approved assessor (initial year completing this indicator and every three years thereafter) • IA Team consultation with the OCDEL-approved assessor and Quality Coach for CQI Plan goals (initial year completing this indicator and every three years thereafter) Please see the Keystone STARS Program Manual for additional	N/A	☐ Yes ☐ No	• Completed IAP template located in the Keystone STARS Program Manual • Completed internal assessments • Meeting notes from consultation with a member of PQA Team • Copy of updated CQI Plan reflecting the addition of goals related to work on practices identified for growth	*Would you share your prior experience with classroom observations? What did you learn from those experiences?* *If you have previously had an external assessment, did that experience help you in planning for your IAP?* *How have you used feedback about current classroom practices to plan for and make improvements.* *How are staff involved in planning for and completing the internal assessment process?* *What type of information is shared with staff when internal assessments are completed?* *How does the IA Team and individual teachers use the IA information to create CQI goals for individual classrooms and program-wide growth?* *Based on your most recent internal assessments, what do you see as your program's strengths? Areas for improvement?* *Have you considered using an additional POI for internal and/or external assessment to inform coaching and professional development planning?*

PA pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

	information and an Internal Assessment Process Template. **Clarification**: PAS and BAS which support LM 3.4.9 cannot be used as a POI for this quality indicator.				
EC 3.4.6	The program is invested in Continuous Quality Improvement and: • Includes within the IAP Plan required in EC 3.4.5. a minimum of one additional POI for internal assessment **OR** requests an external assessment for CQI completed by an OCDEL-approved assessor to support creating goals for growth and planning for professional development • carries out all other IAP activities as outlined in EC 3.4.5. Please see the Keystone STARS Program Manual for additional information and an Internal Assessment Process Template. **Clarification**: PAS and BAS which support LM 3.4.9 cannot be used as a POI for this quality indicator.	2	☐ Yes ☐ No (2 pts.)	• Copy of completed IAP Template with activities for the selected additional POI(s) included in the plan • Copy of completed internal assessment(s) and/or external assessment feedback • Meeting notes from consultation with a member of PQA Team • Copy of updated CQI Plan reflecting the addition of goals related to work on practices identified for growth.	*What aspects of your program quality have you identified as areas for additional growth?* *What other POI has your program used to inform your CQI Plan?* *What information led your program to choose this additional POI?* *How will you use the results from this additional observation to identify long-term and short-term goals?* *How did the consultation with a member of the PQA Team help to interpret and evaluate results of the internal assessment(s)?*

pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Partnerships with Families and Communities					
FC 3.4.1	A plan is written and implemented describing procedures to refer families to social, mental health, educational, wellness, and medical services when appropriate.	1	☐ Yes ☐ No (1 pt.)	• Policy regarding referrals to community agencies • Evidence of collaboration with local agencies including mental, social, educational, and medical	*Describe the process for referring families to social, mental health, educational, wellness, and medical services.* *Provide an example of a time when a family in your program was referred to a community agency.* *To what types of local agencies have you referred families?* *How does your program use the results of developmental screenings and observation-based assessments to help families connect with relevant community resources?*
FC 3.4.2	A minimum of two family conferences are offered per year to discuss children's strengths, progress, behavioral, social, and physical needs, and the family's goals for their child.	2	☐ Yes ☐ No (2 pts.)	• Policy on family conferences included in Family handbook • Evidence of conference offerings • Completed conference forms	*At what times of the year does your program offer conferences?* *Describe a typical family conference.* *To what extent are families engaged as partners in their child's development and learning during the conference? at other times?* *What types of information is exchanged during a family conference?* *What program staff routinely participate in family conferences?* *How do you strive to understand and work with families to assure participation in the offered conferences?*

PA pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

FC 3.4.3	Program implements practices that support continuity of care that help ensure children and families are engaged in continued, high-quality early learning experiences through stable relationships with caregivers and seeks to minimize the number of transitions children experience over the course of a day, week, program year, and to the extent possible, during the course of their participation with special emphasis on children aged birth to age three.	3	☐ Yes ☐ No (3 pts.)	• Continuity of care policy in Family Handbook • Documentation of assigning a specific caregiver who is mainly responsible for an infant/toddler from care entry to at least age 3 when the child would move to a preschool classroom. • Documentation of mixed age groups in which children of different ages remain with the same teacher over time during which time the care that they receive is designed to meet their individual needs and the environment is adjusted to meet their developmental needs.	*How does your program define continuity of care for children and families?* *Does your program include any type of "looping"? If so, describe how that process works.* *Does your program offer additional practices that promote stable relationships between children and caregivers? Between children and other children? Between families and caregivers?* *How does your program seek to minimize the number of transitions children experience in a day? Week? Program year?* *How does your program pay special attention to children aged birth through age 3 in continuity of care practices?*
FC 3.4.4	Families are engaged in ways that demonstrate their participation in shaping the policies and procedures of the program and encourages family networking.	3	☐ Yes ☐ No (3 pts.)	• Family engagement policy in Family Handbook • Family group meeting agendas • Sign-in sheets from family networking activities • Examples of networking opportunities offered to families	*How are policies and procedures shaped by your families? Provide an example(s) of a policy or procedure that has been shaped through family involvement.* *How does your program encourage family networking?* *What activities have you found to be most successful in engaging families?* *How has your program utilized the **Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework** to help shape your family engagement policy and practices?*
FC 3.4.5	Opportunities for families to attend education workshops are provided on topics such as: early literacy; adult/family literacy; positive family-child interactions; cultural	2 or 3	☐ Yes ☐ No (2 pts.)	• Communications regarding workshops • Agendas and sign-in sheets	*In the past year, what educational workshop opportunities have been offered to families?*

PA pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

	awareness; substance misuse, developmental issues; health and safety; and/or other topics that address the identified needs and interests of enrolled families. Translation/Interpreters are provided for families as needed. • 1x per year = 2 pts. • 2x per year = 3 pts. Ongoing, the program evaluates these activities in terms of participation and, as appropriate, develops and adds new goals to their CQI Plan aimed at improving family participation.		☐ Yes ☐ No (3 pts.)	• List of topics and/or presenters for workshops	*What topics do you feel are the most timely and relevant for your current families? How do you know?* *What types of services do you offer to encourage participation in these workshops (e.g. translation services, child care, transportation, meals)?* *Describe a workshop that was well attended by families. What could you do to build upon that workshop topic in the future?* *Tell me about a time when you offered a workshop for families and there was a low attendance rate. What did you or might you do differently in the future to engage more families in attending?*
Quality Indicator #	**Quality Indicator**	**# of Points**	**Meets Standard?**	**Possible, but Not Required, Evidence**	**Thoughtful Questions for Quality Coaches & Providers**
Partnerships with Families and Communities					
FC 3.4.6	The Strengthening Families Protective Factor Framework or a similarly focused evidence-based tool is used to assess engagement of and interactions with families. The results of the self-assessment are used to inform the program's CQI plan.	4	☐ Yes ☐ No (4 pts.)	• Strengthening Families Self-Assessment Tool Results • CQI Plan which show evidence of being informed by the Strengthening Families Framework Self-Assessment results	*Explain how your program has used the Strengthening Families or other similar evidence-based tools to assess family engagement.* *What types of trainings have helped program staff implement the Strengthening Families Protective Framework?* *How often does your program complete a self-assessment?* *Who reviews the results of the self-assessment and incorporates the findings into CQI goals and planning?* *How has your program utilized the* ***Pennsylvania Family Engagement Birth***

					through College, Career, Community Ready Framework to help shape your family engagement policy and practices?
FC 3.4.7	A current community resource handbook or materials are available to all families and includes community and school-based resources and/or information about direct services to promote child/family safety, health, and stability.	1	☐ Yes ☐ No (1 pt.)	• Current community resource handbook and materials • Documentation of collaboration with community partners who serve as resources	*What types of community resources are most important and relevant for your currently enrolled families? Explain why they are most relevant.* *How often are the community resource handbook or materials reviewed for accuracy? How do you ensure families are aware of the updated information contained in the handbook?* *Tell me about your current working relationships with community agencies. How do you help create new working relationships?* *How do families know about the community resources offered in your program?*
FC 3.4.8	To support learning at home, a variety of methods are used to communicate with families about curriculum objectives, early childhood education goals, and effective strategies for supporting their child's development.	3	☐ Yes ☐ No (3 pts.)	• Evidence of communication strategies, e.g., newsletters, letters, family workshops, flyers	*Describe your program's communication strategies used with families.* *What communication methods do you feel work best with your currently-enrolled families? How do you assess the success of the communication strategies that you use?* *How do you and your teaching staff help families learn about curriculum objectives and goals?*

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Leadership and Management (*Refer to Glossary of Terms for definitions of Leadership Team, Group Supervisor/Lead Teacher and Teaching Staff)					
LM 3.4.1	A member of the program's onsite leadership team* is enrolled in or holds a current PA Director's Credential or equivalent. **Clarification for FCCHs and GCCHs**: This indicator is N/A for FCCH and GCCH programs. FCCHs and GCCHs will automatically receive 3 points for meeting this indicator.	3	☐ Yes ☐ No (3 pts.)	• PD Registry report, *Staff Report* • *Facility Staff Qualifications Grid*, (located in Keystone STARS Program Manual) • Documentation of enrollment • Certificate of Completion	*Which leadership team staff holds or is enrolled in the PA Director's Credential?* *Does your program have other staff who are interested in obtaining their PA Director's Credential?* *Who acts in place of the Director in his/her absence? Does this person hold a Director's Credential?*
LM 3.4.2	Group Supervisors/Lead Teachers* are provided paid curriculum and lesson planning/preparation time away from children. • 1 hour per month = 2 points • 2 - 3 hours per month = 3 points • 4+ hours per month = 4 points	2, 3 or 4	☐ Yes ☐ No (2 pts.) ☐ Yes ☐ No (3 pts.) ☐ Yes ☐ No (4 pts.)	• Documentation of schedule for planning and preparation time	*How often are group supervisors/lead teachers afforded opportunities for lesson planning and preparation? Are these planning times scheduled on a consistent basis?* *Who covers for group supervisors/lead teachers in the classrooms when they have scheduled planning times?* *Does your program have resources that group supervisors/lead teachers can use when lesson planning and prepping?* ***For FCCH and GCCH**: How do you ensure that you are compensated for planning time during hours that children are not in your care?*

| LM 3.4.3 | Annually, at least two classroom/group observations are conducted, and feedback is provided to teaching staff* regarding job performance and instructional strategies based on the observations.

Clarification for FCCH and GCCHs: FCCHs and GCCHs document how they use self-reflection activities, peer support networks, or communities of practice to inform their classroom practices. | 4 | ☐ Yes

☐ No
(4 pts.) | • Copies of observations

• Policy regarding classroom observations in staff handbook | *How often are classroom observations conducted? Are all observations conducted at similar times every year?*

What tools/assessments are used to conduct the classroom observations?

Which teaching staff are observed in classrooms?

Who conducts the classroom observations? Are peer observations ever completed?

Describe how staff receive feedback from the observations and an opportunity to discuss the feedback.

***For FCCHs and GCCHS:** Describe how you use self-reflection activities, peer support networks and/or communities of practice in order to evaluate your program.* |
| LM 3.4.4 | Annual performance evaluations based on job descriptions are provided in writing to all teaching staff*. The evaluations can utilize written feedback from enrolled families, quality coaches and technical assistance providers, certification representatives, peer support network, instructional observations, and their community of practice. Teaching staff receive opportunities to discuss their areas of strengths and opportunities for growth with supervisors and/or peers. Annual performance evaluations are used to shape teaching staff's* PDPs.

Clarification for FCCHs and GCCHS: FCCHs and GCCHs document how they use self-reflection activities, peer support networks, or communities of | 4 | ☐ Yes

☐ No
(4 pts.) | • Description of the annual performance evaluation process

• Copy of evaluation

• Policy shared with teaching staff | *What areas of the performance evaluation do you feel are most important for teaching staff?*

What types of feedback are used when completing performance evaluations for your teaching staff?

Tell me about how a typical performance evaluation is implemented.

How are teaching staff allowed to contribute to their own evaluations?

Explain how teaching performance evaluations are used to inform the staff's PDPs.

Describe how teaching staff evaluations are used to discover program patterns |

	practice to inform their classroom practices.				*and needs that might be addressed in the program's CQI plan.* ***For FCCHs and GCCHs:*** *How do you use peer support networks or communities of practice to help in your reflection practices and inform your practices?*
LM 3.4.5	Employee benefits are available to full time staff (pro-rated for PT staff) and are explained in the program's policy and procedure manual. • 1 benefit = 1 pt. • 2 benefits = 2 pts. • 3 or more benefits = 3 pts. Employee benefits may include health insurance, paid time off, child care, education compensation, etc. **Clarification for FCCHs and GCCHs**: **FCCHs and GCCHs** should be able to demonstrate paid benefits for owner/operators such as paid planning time, vacation time, health benefits, and retirement.	1, 2 or 3	☐ Yes ☐ No (1 pt.) ☐ Yes ☐ No (2 pts.) ☐ Yes ☐ No (3 pts.)	• Information on benefits offered • Information regarding benefits in Staff Handbook	*How does your program decide upon employee benefits?* *How do staff learn about employee benefits?* *Has your program had to change benefits offered due to rising costs? How did you manage this transition of benefits?* *What benefits do staff consider to be the most important to them? How do you know?* ***For FCCHs and GCCHs***: *Explain how you are compensated for paid planning time, paid days off, etc.* ***For FCCHs and GCCHs:*** *Do you have paid health insurance through your work as a Family Child Care/Group Child Care Provider?*

| LM 3.4.6 | Staff meetings are held at least once per month with the expectation that all teaching staff* are in attendance for a portion of the meetings. Agendas are focused on professional development activities, consistency in best practices and quality.

Clarification for FCCHs and GCCHs: FCCHs and GCCHs document how they use self-reflection, peer support networks, communities of practice, and family engagement to consider program's strengths and challenges to inform improvement. | 1 | ☐ Yes

☐ No
(1 pt.) | • Evidence of meetings

• Agendas from meetings

• Sign in sheets from meetings | *How often are staff meetings conducted in your program?*

Who is required to attend these staff meetings?

If meetings are conducted during program hours, how do you ensure staff who are not able to attend receive the information?

How are meeting topics decided upon?

Do staff have opportunities to share with each other and network at these meetings?

Outside of staff meetings, how is information conveyed to all staff?

For FCCHs and GCCHS: *Explain how regular activities such as self-reflection, peer support networks, and communities of practice are used to inform your quality practices.*

Tell me about a time when you made changes to your practices or procedures because of information received from self-reflection, peer support networks, or a community of practice. |
| LM 3.4.7 | A salary scale based on level of education/training and experience is utilized.

Clarification for FCCHs and GCCHS: FCCHs and GCCHs demonstrate budget considerations that support fair compensation. | 2 | ☐ Yes

☐ No
(2 pts.) | • Copy of salary scale that shows increases in pay based on education, training, and experience | *How is your program's salary scale calculated?*

How often are program staff eligible for raises?

What are staff raises based upon?

For FCCHs and GCCHs: *How do you ensure that you are compensated fairly to include benefits such as paid time off and insurance?* |

LM 3.4.8	All staff members are offered daily regular personal breaks. **Clarification for FCCHs and GCCHs: FCCHs and GCCHs** have a plan in place to ensure children are safe and supervised when staff are taking care of personal needs.	2	☐ Yes ☐ No (2 pts.)	• Copy of break schedule • Policy statement on staff breaks in personnel handbook	*How are program staff offered routine daily breaks?* *What is done to ensure proper ratios and supervision is in place during teaching staff breaks?* *Explain how you ensure staff are able to take care of personal needs outside the times of regularly scheduled breaks.* **For FCCHs and GCCHs**: *How do you ensure that children are safe and supervised when taking care of personal needs?*
LM 3.4.9	Programs utilize PAS or BAS as an internal assessment to reflect on business and administrative practices. • Program adds the PAS/BAS to their IAP Plan for the year and works with the IAP Team including the Quality Coach and OCDEL-approved assessor to carry out all IAP activities as outlined in EC 3.4.5. using this additional POI.	4	☐ Yes ☐ No (4 pts.)	• Copy of completed Internal Assessment Process Template with PAS/BAS activities included in the plan • Meeting notes from consultation with a member of PQA Team • Copy of updated CQI Plan reflecting the addition of goals related to work on business/administrative practices.	*What information did you hope to discover through the use of PAS/BAS as an internal assessment tool?* *Were you surprised by anything you discovered through using PAS/BAS as an internal assessment?* *How did the PAS/BAS internal assessment results help to inform your CQI Plan?*
LM 3.4.10	Program utilizes a licensed or certified health professional or health care consultant to establish and maintain health policies above those required by certification.	3	☐ Yes ☐ No (3 pts.)	• Copy of work agreement • Description of services offered by health care professional/consultant • Evidence that information from health care professional/consultant has been used to improve practices • Documentation of ongoing emails, phone calls,	*How did your program identify the health care professional/consultant that you currently use?* *What types of questions do you refer to the health care professional/consultant for guidance?* *Explain how a health care professional/consultant has helped guide policy and procedures in your program.* *How do you ensure that your teaching staff receive information from a health*

pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

				• meetings between program and health care professional/consultant • Evidence that information from health care professional/consultant is used to engage/communicate with families	*care professional/consultant that can help them in their classroom practices?* *Tell me about a time when you reached out to a health care professional/consultant for guidance. How did the information received help inform your program's practices or policies?* *How often do you and a health care professional/consultant communicate?*
LM 3.4.11	Program participates in shared services opportunities which support cost savings, greater efficiencies related to operations, and/or program quality enhancements.	3	☐ Yes ☐ No (3 pts.)	• Copy of shared services agreement • Evidence of shared services activities	*What types of shared services is your program currently participating in?* *Explain how shared services has helped support cost savings or greater operational efficiency.* *What other types of shared services would you hope to find in the future?*

Required STAR 3 & 4 Indicators Met:

SQ.3.4.1 ☐ Yes ☐ No **If no, Designation = STAR 2**

EC 3.4.5 ☐ Yes ☐ No **If no, Designation = STAR 2**

pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

Keystone STARS Bonus Point Quality Initiatives for STAR 3 and 4 Programs

At STAR 3 and 4, programs can also earn up to 2 Bonus Points to be applied to specific Performance Standards categories. **Programs can earn a maximum of 2 points in each of the Performance Standard categories.** The table below indicates the current quality initiatives that have been approved for use as bonus points and the Performance Standard category in which the points would be applied. For more information on each of these quality initiatives, please refer to the Keystone STARS Program Manual or the PA Keys website at www.pakeys.org

Bonus Points – (2 pts. Each) Bonus points are applicable ONLY to the Performance Standard Category specified. Programs can earn a maximum of 2 points within each Bonus Point category; (i.e. a program who participates in both Farm to ECE and NAP SACC would not be eligible to receive 4 points within the Partnerships with Families and Communities Bonus Points Category)	
Performance Standard Category & Related Quality Initiative	**Bonus Pts. Earned**
Early Childhood Education Program - Program participates in the implementation of Positive Behavioral Interventions and Supports (PBIS) and has been recognized for fidelity Implementation by the PA PBIS Network	
Leadership and Management - Program utilizes the After-School Quality (ASQ) Team Approach to develop a CQI Plan	
Leadership and Management - Program participates in an organized effort to promote environmental health improvements in their early learning program, making their facility and program healthier and less likely to negatively affect the health of children and early learning program staff. (PA Eco Healthy Child Care)	
Partnerships with Families and Communities - Program participates in an organized effort to promote nutritional health for children. [Farm to Early Childhood Education (ECE), PA Nutrition and Physical Activity Self-Assessment for Child Care (PA NAP SACC), and Child and Adult Care Food Plan (CACFP]	

Keystone STARS Scoring Rubric

Required Quality Indicators

        Required STAR 1 Indicator Met: ☐ Yes ☐ No

        Required STAR 2 Indicators Met: ☐ Yes ☐ No (If no, program will be designated as a STAR 1)

        Required STAR 3 and STAR 4 Required Indicator SQ 3.4.1 Met: ☐ Yes ☐ No (If no, program will be designated as a STAR 2)

        Required STAR 3 and STAR 4 Required Indicator EC 3.4.5 Met: ☐ Yes ☐ No (If no, program will be designated as a STAR 2)

STAR 3 and 4 Optional Points Based Quality Indicators

        STAR 3 = minimum of 70% of total points in each Standard Category

        STAR 4 = minimum of 85% of total points in each Standard Category

Performance Standard	Total Points Available	Total Points Earned	Percentage Total Points Available	Percentage Total Points Earned	STAR 3 Minimum Pts. Required	Y/N	STAR 4 Minimum Pts. Required	Y/N
Staff Qualifications and Professional Development	35		32%		24		29	
Early Childhood Education Program	20		19%		14		17	
Partnerships with Families and Communities	20		19%		14		17	
Leadership and Management	33		30%		23		28	
TOTAL	108		100%		75		91	

Bonus Points – (2 pts. Each) Bonus points are applicable ONLY to the Performance Standard Category specified. Programs can earn a maximum of 2 points within each Bonus Point category; (i.e. a program who participates in both Farm to ECE and NAP SACC would not be eligible to receive 4 points within the Partnerships with Families and Communities Bonus Points Category)	
Early Childhood Education Program - Program participates in the implementation of Positive Behavioral Interventions and Supports (PBIS) and has been recognized for fidelity Implementation by the PA PBIS Network	
Leadership and Management - Program utilizes the After-School Quality (ASQ) Team Approach to develop a CQI Plan	
Leadership and Management - Program participates in an organized effort to promote environmental health improvements in their early learning program, making their facility and program healthier and less likely to negatively affect the health of children and early learning program staff. (PA Eco Healthy Child Care)	
Partnerships with Families and Communities - Program participates in an organized effort to promote nutritional health for children. [Farm to Early Childhood Education (ECE), PA Nutrition and Physical Activity Self-Assessment for Child Care (PA NAP SACC), and Child and Adult Care Food Plan (CACFP]	

PA pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING