



Standards for Classroom-Based Programs

PERFORMANCE STANDARDS:

Standard 1: Education, Qualifications, and Training (*assessed by documentation*)

Standard 2: Interactions (*assessed by observation using CLASS*)

Standard 3: Structure (*assessed by documentation*)

Standard 4: Environment and Instruction (*assessed by observation using Environment Rating Scales- ERS and documentation*)

- ❖ In order to achieve Star Level 1 or higher, participating programs must be in good standing with all requirements of the regulating authority (e.g., Virginia Department of Social Services (VDSS) Licensing Standards, Virginia Board of Education (VBOE) Regulations, Head Start Performance Standards) including, but not limited to, those set forth in this document. In good standing indicates that while there may be noncompliance with one or more standards that represent a minor or minimal risk or violation, compliance clearly and obviously exists with the standards as a whole.
- ❖ In all standard areas, if minimum requirements of the regulating authority are more stringent than those set forth by the Star Quality Initiative, those set forth by the regulating authority supersede the Star Quality Initiative requirements.
- ❖ Each Star level builds upon the previous level; unless otherwise specified, each successive level includes requirements listed in the previous level.

STANDARD 1: EDUCATION, QUALIFICATIONS AND TRAINING (Assessed by documentation)

Part 1: Staff Education and Qualifications

	Rising Star	1 ★☆☆☆☆	2 ★★☆☆☆	3 ★★★☆☆	4 ★★★★☆	5 ★★★★★
Director Qualifications	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VA Board of Education Regulations, Head Start Performance Standards)	In good standing with requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	At least 50% with a: <ul style="list-style-type: none"> One-year community college certificate in a child-relevant field with a minimum of 30 total credit hours AND <ul style="list-style-type: none"> Minimum of 2 years programmatic experience with 1 year in a supervisory capacity in a child-related environment 	At least 50% with an: <ul style="list-style-type: none"> Associate degree or higher in relevant field w/minimum of 12 credit hours of child-related coursework AND <ul style="list-style-type: none"> Minimum of 2 years programmatic experience with 1 year in a supervisory capacity in a child-related environment 	At least 50% with a: <ul style="list-style-type: none"> B.S./B.A. degree or higher in relevant field w/minimum of 12 credit hours of child-related coursework AND <ul style="list-style-type: none"> Minimum of 2 years programmatic experience with 1 year in a supervisory capacity in a child-related environment 	At least 50% with a: <ul style="list-style-type: none"> Master's degree or higher in relevant field with a minimum of 12 credit hours of child-related coursework AND <ul style="list-style-type: none"> Minimum of 2 years programmatic experience with 1 year in a supervisory capacity in a child-related environment
Teacher Qualifications	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	At least 75% with a: <ul style="list-style-type: none"> Child Development Associate or equivalent 120-clock-hr credential OR <ul style="list-style-type: none"> Community college certificate in child-related field with a minimum of 12 total credit hours 	At least 75% with a: <ul style="list-style-type: none"> One-year community college certificate in child-related field with a minimum of 30 total credit hours AND at least 50% of these teachers with an: <ul style="list-style-type: none"> Associate degree or higher in child-related field 	At least 75% with an: <ul style="list-style-type: none"> Associate degree or higher in child-related field AND at least 50% of these teachers with a: <ul style="list-style-type: none"> B.S./B.A. degree or higher in child-related field 	At least 75% with a: <ul style="list-style-type: none"> B.S./B.A. degree or higher in child-related field
Assistant Teacher Qualifications	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	At least 75% with a: <ul style="list-style-type: none"> Minimum high school program completion or equivalent AND <ul style="list-style-type: none"> 20 clock hours or more of approved training 	At least 75% with a: <ul style="list-style-type: none"> 48 clock hours or more of approved training, AND at least 50% of these assistant teachers with a: <ul style="list-style-type: none"> Child Development Associate or equivalent 120-clock-hour credential 	At least 75% with a: <ul style="list-style-type: none"> Child Development Associate or equivalent 120-clock-hour credential OR <ul style="list-style-type: none"> Community college certificate in child-related field with a minimum of 12 total credit hours 	At least 75% with a: <ul style="list-style-type: none"> One-year community college certificate in child-related field w/minimum of 30 total credit hrs, AND at least 50% of these assistant teachers with an: <ul style="list-style-type: none"> Associate degree or higher in a child-related field

Part 2: Ongoing Training/Professional Development						
	Rising Star	1	2	3	4	5
		★ ☆ ☆ ☆ ☆	★ ★ ☆ ☆ ☆	★ ★ ★ ☆ ☆	★ ★ ★ ★ ☆	★ ★ ★ ★ ★
All Staff (Directors, Teachers, and Asst. Teachers) Professional Development	Working to comply with requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> • 28 annual clock hours of approved training¹ • New Staff Orientation training completed by all new staff within 30 days of start of employment • Annual training plan is developed for the program and/or each staff member based on needs identified 	<ul style="list-style-type: none"> • 32 annual clock hours of approved training¹ 	<ul style="list-style-type: none"> • 36 annual clock hours of approved training, including training¹ 	<ul style="list-style-type: none"> • 40 annual clock hours of approved training¹
Director Professional Development	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> • 30 points – Annual professional development activities (outlined in Appendix A) 	<ul style="list-style-type: none"> • 60 points – Annual professional development activities (outlined in Appendix A) 	<ul style="list-style-type: none"> • 90 points – Annual professional development activities (outlined in Appendix A) 	<ul style="list-style-type: none"> • 120 points – Annual professional development activities (outlined in Appendix A)
All Instructional Staff (Teachers and Assistant Teachers) Professional Development	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> • One staff member in each classroom has current first aid and CPR certification, appropriate for the ages of children in care 	<ul style="list-style-type: none"> • All instructional staff have current CPR and First Aid certification, appropriate for the ages of children in care 	<ul style="list-style-type: none"> • All instructional staff have current CPR and First Aid certification, appropriate for the ages of children in care 	<ul style="list-style-type: none"> • All instructional staff have current CPR and First Aid certification, appropriate for the ages of children in care
Teacher Professional Development	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> • 30 points - Annual professional development activities (outlined in Appendix A) 	<ul style="list-style-type: none"> • 60 points - Annual professional development activities (outlined in Appendix A) 	<ul style="list-style-type: none"> • 90 points - Annual professional development activities (outlined in Appendix A) 	<ul style="list-style-type: none"> • 120 points – Annual professional development activities (outlined in Appendix A)
Assistant Teacher Professional Development	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> • 30 points – Annual professional development activities (outlined in Appendix A) 	<ul style="list-style-type: none"> • 60 points - Annual professional development activities (outlined in Appendix A) 	<ul style="list-style-type: none"> • 90 points - Annual professional development activities (outlined in Appendix A)

¹Approved training topics include, but are not limited to: child development, interactions with children, behavior management, observation and assessment, developmentally-appropriate curriculum, inclusive practices, family involvement and communication, transition practices, health and safety (including medication administration, immunization requirements, daily health observation, and compliance with OSHA blood borne pathogens regulations, disease prevention, emergency preparedness), nutrition, and child abuse detection and prevention.

STANDARD 2: INTERACTIONS (Assessed by observation using CLASS)

	Rising Star	1	2	3	4	5
		★ ☆ ☆ ☆ ☆	★ ★ ☆ ☆ ☆	★ ★ ★ ☆ ☆	★ ★ ★ ★ ☆	★ ★ ★ ★ ★
<p>Emotional Support (ES)</p> <ul style="list-style-type: none"> • Positive Climate (T, PreK-3) • Negative Climate (T, PreK-3) • Teacher Sensitivity (T, PreK-3) • Regard for Student Perspectives (T, PreK-3) 	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> • CLASS ES Scale Score of 3 or higher 	<ul style="list-style-type: none"> • CLASS ES Scale Score of 4 or higher 	<ul style="list-style-type: none"> • CLASS ES Scale Score of 5 or higher 	<ul style="list-style-type: none"> • CLASS ES Scale Score of 6 or higher
<p>Classroom Organization (CO)</p> <ul style="list-style-type: none"> • Behavior Management (PreK-3), Behavior Guidance (T) • Productivity (PreK-3) • Instructional Learning Formats (PreK-3), Facilitation of Learning and Development (T) 	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> • CLASS CO Scale Score of 3 or higher 	<ul style="list-style-type: none"> • CLASS CO Scale Score of 4 or higher 	<ul style="list-style-type: none"> • CLASS CO Scale Score of 5 or higher 	<ul style="list-style-type: none"> • CLASS CO Scale Score of 6 or higher
<p>Instructional Support (IS)</p> <ul style="list-style-type: none"> • Concept Development (PreK-3) • Quality of Feedback (PreK-3) • Language Modeling (T, PreK-3) 	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> • CLASS IS Score of 3 or higher 	<ul style="list-style-type: none"> • CLASS IS Score of 4 or higher 	<ul style="list-style-type: none"> • CLASS IS Score of 5 or higher 	<ul style="list-style-type: none"> • CLASS IS Score of 6 or higher

STANDARD 3: STRUCTURE (Assessed by documentation and observation)

	Rising Star	1	2	3	4	5
	☆☆☆☆☆	★☆☆☆☆	★★☆☆☆	★★★☆☆	★★★★☆	★★★★★
Staff to Child Ratio And Group Size	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	INFANTS Birth to 12 mos. <ul style="list-style-type: none"> • 1:4 • Max group size of 8 YOUNG TODDLERS 12-24 mo. <ul style="list-style-type: none"> • 1:5 • Max group size of 10 TODDLERS 24-36 mos. <ul style="list-style-type: none"> • 1:6 • Max group size of 12 THREE-YR- OLDS <ul style="list-style-type: none"> • 1:9 • Max group size of 18 FOUR-YR-OLDS <ul style="list-style-type: none"> • 1:10 • Max group size of 20 FIVE-YR-OLDS <ul style="list-style-type: none"> • 1:12 • Max group size of 24 	INFANTS Birth to 12 mos. <ul style="list-style-type: none"> • 1:4 • Max group size of 8 YOUNG TODDLERS 12-24 mo. <ul style="list-style-type: none"> • 1:5 • Max group size of 10 TODDLERS 24-36 mos. <ul style="list-style-type: none"> • 1:6 • Max group size of 12 THREE-YR- OLDS <ul style="list-style-type: none"> • 1:8 • Max group size of 16 FOUR-YR-OLDS <ul style="list-style-type: none"> • 1:9 • Max group size of 18 FIVE-YR-OLDS <ul style="list-style-type: none"> • 1:11 • Max group size of 22 	INFANTS Birth to 12 mos. <ul style="list-style-type: none"> • 1:3 • Max group size of 6 YOUNG TODDLERS 12-24 mo. <ul style="list-style-type: none"> • 1:4 • Max group size of 8 TODDLERS 24-36 mos. <ul style="list-style-type: none"> • 1:5 • Max group size of 10 THREE-YR- OLDS <ul style="list-style-type: none"> • 1:7 • Max group size of 14 FOUR-YR-OLDS <ul style="list-style-type: none"> • 1:9 • Max group size of 18 FIVE-YR-OLDS <ul style="list-style-type: none"> • 1:10 • Max group size of 20 	INFANTS Birth to 12 mos. <ul style="list-style-type: none"> • 1:3 • Max group size of 6 YOUNG TODDLERS 12-24 mo. <ul style="list-style-type: none"> • 1:4 • Max group size of 8 TODDLERS 24-36 mos. <ul style="list-style-type: none"> • 1:4 • Max group size 8 THREE-YR-Olds <ul style="list-style-type: none"> • 1:7 • Max group size of 14 FOUR-YR-OLDS <ul style="list-style-type: none"> • 1:8 • Max group size of 16 FIVE-YR-OLDS <ul style="list-style-type: none"> • 1:10 • Max group size of 20

STANDARD 4: ENVIRONMENT AND INSTRUCTION (Assessed by observation using ERS and documentation)

Overall Learning Environment Subscales: space & furnishings; personal care routines; activities; language-reasoning; interaction; program structure; and parents and staff	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> • Minimum average Environmental Rating Scale score of 3 with no classroom scoring below 2 	<ul style="list-style-type: none"> • Minimum average Environmental Rating Scale score of 4 with no classroom scoring below 3 	<ul style="list-style-type: none"> • Minimum average Environmental Rating Scale score of 5 with no classroom scoring below 4 	<ul style="list-style-type: none"> • Minimum average Environmental Rating Scale score of 6 with no classroom scoring below 5
Transition Practices	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> • Orientation to the program for families • Policy or Written plan for supporting individual children with special needs (medical, educational, or behavioral) • General information to parents on transitioning children to another setting (information on kindergarten registration, school readiness activities, etc) 	<ul style="list-style-type: none"> • Group meeting for parents to provide information regarding a child's transition to another setting, including how parents can support this process • Age appropriate activities to prepare children for transitions (sharing stories, reading books about transitions, visiting another classroom, visiting public school, etc) 	<ul style="list-style-type: none"> • Individual meetings with families to share specific information regarding the child's transition to another setting • Coordination with families and schools, programs, or agencies to transfer child records, including written information concerning child's abilities, learning styles, medical/safety concerns 	<ul style="list-style-type: none"> • Transition-related training for all teaching staff involved in child's transition

Annual Professional Development Options for Classroom-Based Providers

*Reference - Standard 1: Education, Qualifications, and Training
Part 2: Ongoing Training/Professional Development*

Option	Point Value Assignment
1. College Credit	<ul style="list-style-type: none"> • 40 points per credit hour
2. Professional Development Training	<ul style="list-style-type: none"> • For annual hours between 28 and 32, 32 and 36, or 36 and 40 <u>or</u> for annual hours over 40, 5 points per contact hour
3. Leadership Development <ul style="list-style-type: none"> • Teaching a College Level Course • Conducting Training • Mentorship or Peer Evaluation • Managing Lead Teachers' Meeting 	<ul style="list-style-type: none"> • 60 points per credit hour taught • 5 points per contact hour of training • 5 points per contact hour spent mentoring or conducting peer evaluation • 5 points per hour of meeting
4. Professional Conference	<ul style="list-style-type: none"> • Participation – 5 points per day • Presentation – 15 points per presentation
5. Early Childhood Professional Association Membership	<ul style="list-style-type: none"> • Membership - 5 points per association • Association Officer – 25 points (e.g. President, Vice President) • Contribute article to association newsletter – 5 points per original article, up to 20 points
6. Professional Advisory or Task Force Membership	<ul style="list-style-type: none"> • 10 points per membership
7. Personal and Professional Reflections <ul style="list-style-type: none"> • Working with a mentor • Completing a journal of observation 	<ul style="list-style-type: none"> • 5 points per contact hour • 1 point per entry, up to 15 points
8. Publications: Article, Textbook Review, or Book	<ul style="list-style-type: none"> • 30 points per article, narrative, or report in a journal or other scholarly publication • 30 points per textbook review • 120 points per book