



TIP SHEET

Keystone STARS Performance Standards Improvement Highlights by STARS Level (Effective 7/1/06)



Note: This Tip Sheet does not include all of the Performance Standards required by the Keystone STARS program. Please see a copy of the Standards for the full list.

General

Director Development/Staff Development

- ★ All annual clock hour requirements have been increased in order to include all Keystone STARS required training (except Pediatric First Aid, Water Safety, and Fire Safety). All trainings “count” towards annual clock hours.

Environment Rating

- ★ Improvement plans are required for all subscales lower than the standard requirement, not just for learning environment subscales

STAR 1 ★

Child Observation/Curriculum Assessment

- ★ Obtain and maintain copies of the appropriate Learning Standards for all age groups in the program

Community Resources/Family Involvement

- ★ At enrollment, public information such as Early Intervention, Children and Youth Services, Mental Health and Mental Retardation Services, County Assistance Office (CAO), Child Care Information Services (CCIS), Child Health Insurance Program (CHIP), Tax back, etc. is shared with families
- ★ A “Getting to know you” meeting w/parents is offered w/in 60 days of enrollment

Transition

- ★ General information is provided to parents regarding transitioning

Business Practices

- ★ Develop and distribute a parent handbook

Continuous Quality Improvement

- ★ Injury/Illness documentation including a plan of action

Staff Communication and Support

- ★ Develop a plan for sharing information about Keystone STARS w/staff

STAR 2 ★★

Director Qualifications

- ★ Attend child abuse mandated reporter training

Director Development

- ★ 15 annual clock hours of training
- ★ Annually participate in 1 professional growth and development activity

Staff Qualifications

<u>(Effective 7/1/08)</u>	STAR 2	STAR 3	STAR 4
Teachers/Group Supervisors	50% at Level V or above on Career Lattice	100% at Level V or above on Career Lattice	25% at Level VI or above on Career Lattice
Assistant Teachers/Assistant Group Supervisors	50% at Level II or above on Career Lattice	75% at Level III or above on Career Lattice and 25% at Level IV or above on Career Lattice	50% at Level IV or above on Career Lattice and 25% at Level V or above on Career Lattice
Aides	100% at Level I or above on Career Lattice	25% at Level II or above on Career Lattice	50% at Level II or above on Career Lattice

Note: Level I = 15 hour orientation training; Level II = 45 hours of training including orientation; Level III = Credential (Certificate or Diploma); Level IV = 30 Credits including 12 ECE credits; Level V = Associate's/AAS including 18 ECE credits; Level VI = Bachelor's including 30 ECE credits.

Staff Development

- ★ 12 annual clock hours of training (Note: Staff working less than 500 hrs per year must take 6 annual clock hours)
- ★ One staff member from each classroom must have current pediatric first aid
- ★ Two hours of common illness training annually
- ★ Attend annual training on Child Observation, Inclusive Practices and/or Environment Rating Scale (ERS)

Child Observation/Curriculum Assessment

- ★ Child Observation completed and shared with parents w/in 45 days of program entry AND once yearly
- ★ Learning Standards are used as a resource in classroom planning and child assessment

Community Resources/Parent Involvement

- ★ Written information on health and human services is given and explained to parents
- ★ Provider requests from parents copies of child's IEP or IFSP

Transition

- ★ List of community/school stakeholders regarding child transition
- ★ Age appropriate activities to prepare children for transition

Staff Communication and Support

- ★ Director meets w/staff sharing the information about Keystone STARS w/in 90 days of start of employment

Employee Compensation

- ★ 2 benefits offered to full-time staff

STAR 3 ★★★

Director Qualifications

- ★ Level V or above on the Career Lattice (A 60/65 credit Associate's or AAS degree with 18 of those credits in ECE) effective 7/1/08

Director Development

- ★ 21 annual clock hours of training
- ★ Annually participate in 2 professional growth and development activities

Staff Development

- ★ 18 annual clock hours of training
 - Note: Staff working less than 500 hrs per year must take 10 annual clock hours
- ★ Attend annual training on curriculum, program or child assessment and/or the Learning Standards

Child Observation/Curriculum Assessment

- ★ Child Observation completed and shared with parents w/in 45 days of program entry AND totaling three times during the calendar year
- ★ Establish and use a curriculum that incorporates Learning Standards

Environment Rating

- ★ EVERY individual classroom/age group must have an ERS score no less than 3.50

Transition

- ★ Letter of introduction to community/school stakeholders outlining transition efforts
- ★ Program participates in community/school transition activities as available

Business Practices

- ★ Program has created a mission statement

Continuous Quality Improvement

- ★ Annual improvement plan include surveys of parents, staff, school-age children, Environment Rating Scale (ERS), License Inspection Summary (LIS), audits, Facility Training/Professional Development (FTPD) plan, etc.

Staff Communication and Support

- ★ Two classroom observations are conducted w/feedback provided to staff member

Employee Compensation

- ★ 3 benefits offered to full-time staff

STAR 4 ★★★★★**Director Qualifications**

- ★ Level VI or above on the Career Lattice (Bachelor's degree including 30 ECE credits) effective 7/1/10

Director Development

- ★ 27 annual clock hours of training
- ★ Annually participate in 3 professional growth and development activities

Staff Development

- ★ 24 annual clock hours of training
 - Note: Staff working less than 500 hrs per year must take 16 annual clock hours

Child Observation/Curriculum Assessment

- ★ Assessment of the child twice per year
- ★ Curriculum and assessment tools are cross-walked to the Learning Standards.

Environment Rating

- ★ EVERY individual classroom/age group must have an ERS score no less than 4.25

Community Resources/Parent Involvement

- ★ Implements activities appropriate to meet IEP or IFSP goals
- ★ Program has policies to partner w/parents in program planning and decision making

Transition

- ★ Program develops and shares a written plan for child transition w/parents and community/school

Staff Communication and Support

- ★ Staff members are offered time away from children for at least 15 minutes for each 4 hour period worked

Employee Compensation

- ★ 4 benefits offered to full-time staff

Research

The improvements to the Keystone STARS Performance Standards have been guided by research within the field of Early Childhood Education. The following are examples of such research.

General: "Child-care quality, operationalized by sensitive and responsible caregiving as well as by cognitive and language stimulation, was a significant predictor of almost all cognitive, language, and preacademic outcomes and of some socio-emotional and peer outcomes. Children who experienced higher quality care over time performed better than other children on tests of cognitive, language, and academic skills at all ages."

NICHD Early Child Care Research Network (2006). Child-care effect sizes for the NICHD study of early child care and youth development. *American Psychologist*, 61(2), 99-116.

Staff Qualifications and Professional Development: "Findings of the first phase of the study suggest that the training and compensation of teachers who work in early care and education settings are important areas to target for improving quality. Our research indicated that the quality of child care was related to both the formal education levels and the specialized early childhood training of the classroom teachers... The findings reported here further underline the need to raise quality, indicating that these child care experiences continue to influence children's development through the early elementary years" (p. 14).

Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M. L., Howes, C., Kagan, S. L., Yazejian, N., Byler, P., Rustici, J., & Zelazo, J. (1999). *The children of the cost, quality, and outcomes study go to school: Executive summary*. Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center.

Early Learning Program: "The design, content, and implementation of an early childhood curriculum is one of the most significant components of high-quality programming. Research has consistently supported the contention that implementation of a curriculum that is sensitive to the developmental capabilities and backgrounds of the individual children, that addresses the multiple domains of children's development, and that supports the view that children are active participants in the learning process will promote positive, long-term achievement in academic settings."

National Association for the Education of Young Children. (2005). Curriculum: A guide to the NAEYC early childhood standard and related accreditation criteria. In *Self Study Kit for Program Quality Improvement through NAEYC Early Childhood Program Accreditation* (p. 57). Washington, DC: NAEYC.

Partnerships: "Creating the sense of trust and communication with family members that enables early childhood educators to build and maintain reciprocal relationships is important for enhancing continuity between home and school settings. Although some rules and expectations will differ between settings, if the jolt of discontinuity is too great, then children will have difficulty adjusting between the two and will be less available to participate in the learning environment or in significant relationships with adults or peers."

National Association for the Education of Young Children. (2005). Families and community partnerships: A guide to the NAEYC early childhood standard and related accreditation criteria. In *Self Study Kit for Program Quality Improvement through NAEYC Early Childhood Program Accreditation* (p. 57). Washington, DC: NAEYC.

Leadership and Management: "Competencies of early childhood leaders that apply to this section: (1) the ability to articulate organizational mission, goals, and direction; (2) communication skills (written and verbal) (3) analytic skills (problem solving) (4) interpersonal skills (e.g., motivate and inspire others, get along with others, collaborate, resolve conflict); (5) attitudes and dispositions (e.g., flexibility, openness to change, ability to accommodate divergent viewpoints); (6) child and family development knowledge; (7) fiscal management and planning; (8) creation and development of organizational culture; (9) staff development; (10) supervision for the creation of coherent, well-understood curriculum" (A. Mitchell, 1997, as cited in NAEYC, 2005).

National Association for the Education of Young Children. (2005). Leadership and Management: A guide to the NAEYC early childhood standard and related accreditation criteria. In *Self Study Kit for Program Quality Improvement through NAEYC Early Childhood Program Accreditation* (p. 63).