KEYSTONE STARS Internal Assessment Process Guide

August 1, 2020

Contents

About Keystone STARS

Keystone STARS is a program of Pennsylvania's Office of Child Development and Early Learning (OCDEL) and is the state's Quality Rating Improvement System (QRIS). Keystone STARS has four primary goals:

1. To improve the quality of early childhood education (ECE);
2. To support ECE providers in meeting their quality improvement goals;
3. To recognize programs for continuous quality improvement and meeting higher quality standards; and
4. To provide families a way to choose a quality ECE program.

OCDEL's Keystone STARS Program supports all early childhood education programs to improve program quality. We encourage programs to think about the Keystone STARS Performance Standards as a tool to support continuous quality improvement (CQI) that impacts services to the children and families in your care.

Program Quality Assessment in Keystone STARS

Program Quality Assessment (PQA) refers to the process of observing classroom practices and/or classroom environments, and program leadership and management practices. Objective observation helps early childhood and school- age professionals review their program's practices to see what they are doing well and identify areas for growth. PQA feedback is used to inform CQI goals.

The COVID-19 pandemic necessitated changes to the role of PQA within Keystone STARS in the 20/21 fiscal year. The specific changes include the temporary suspension of formal external PQA visits for STAR 3 and 4 programs. ***Changes to temporarily suspend the requirement for an external Program Quality Assessment (PQA) using ERS or CLASS in the 2020-21 STARS Performance Standards are related to best practices in the mitigation of the spread of COVID-19. Future Keystone STARS designations may require an external PQA to move up or maintain a STAR 3 or 4 designation***.

Programs in Keystone STARS are required to complete internal assessment at STAR 2. As programs work toward STAR 3 and 4, they are required to create an Internal Assessment Process (IAP) plan that outlines the key elements in successfully observing program practices and using feedback to inform goals for classroom and leadership/management practice growth. Programs are not required to achieve reliability or certification on the Program Observation Instrument (POI) selected and the information gathered through internal assessment may differ from the information collected through reliable assessment.

Partnership with the program's Quality Coach and a Pennsylvania Key Program Quality Assessor is integrated into the Internal Assessment Process to support meaningful use of internal assessment for CQI goal setting.

Internal assessment and moving to web-based PQA support reflects the high priority of reducing exposure to COVID-19 until a safe return to onsite work becomes possible. However, internal assessment is an ongoing process that can be used at any time to enhance your program's commitment to growth and improvement. Developing a process for your internal assessments will help you prepare for a meaningful experience that builds on your program's philosophy, priorities, and culture.

The Keystone STARS Internal Assessment Process (IAP) uses evidence-based program observation instruments (POI) to objectively measure the quality of program leadership and management practices, observed classroom practices, environments, and experiences for children. Internal assessment for continuous quality improvement (CQI) often happens in the classroom while children are present – some instruments consider practices and systems outside the classroom - and is most meaningful when the observer is familiar with the instrument being used. Results from internal assessment do not confer a definitive or permanent status of high or low program quality; they are a guide to support goal setting within a program-driven plan for growth.

A well-developed internal assessment plan created collaboratively by program leadership and teachers and with the support of Keystone STARS partners is an essential tool in guiding the development of CQI across all areas of the program. The data-collection and goal-setting steps of the CQI process guide early learning and school-age programs toward achieving and maintaining high quality environments and experiences. CQI is an ongoing process that includes:

- evaluating the program's current environment and/or practices;
- reviewing objective sources of evidence that indicate program quality;
- planning measurable and specific achievable goals for growth and implementing strategies that move learning programs toward best practices.

The Internal Assessment Process (IAP) Guide has been developed to support programs in selecting a focus for Continuous Quality Improvement (CQI) and planning how to use the information collected through internal assessment. The IAP Guide is aligned with the required *Keystone STARS Internal Assessment Process Initial Cycle Planning Document* and highlights each of the areas necessary for IAP planning. The IAP Guide supports the effective use of POI and the ongoing CQI cycle of developing, implementing, and evaluating.

Continous Quality Improvement Cycle

Develop

Improve

Implement

Evaluate
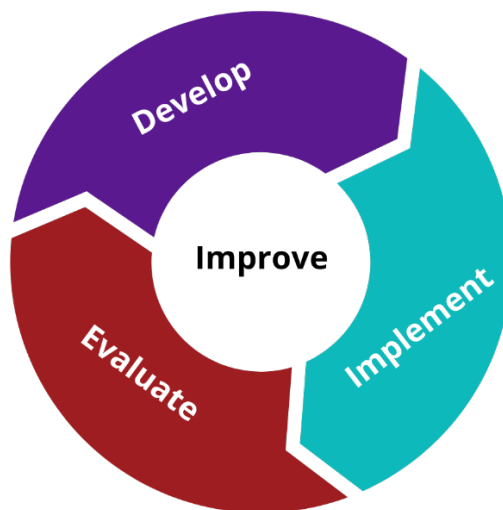
Preparing for the quality journey

Preparation for internal assessment for CQI begins with building the program's Internal Assessment (IA) Team and identifying the focus for internal assessment and CQI. The program's IA Team will be a sounding-board for ideas, lend support to implementing the Internal Assessment Process (IAP), and enrich CQI planning. The team should reflect the program's culture for shared leadership and build on the unique skills and interests of staff. The IA Team will often be led by a program administrator (director, assistant director, education coordinator) and might include:

- An age-group Master Teacher,
- A classroom representative from each classroom that will be assessed,
- A teacher with an interest in the focus of your CQI plan, or
- A teacher with experience using POI feedback to set goals for improvement.

The IA Team, the program's Quality Coach, and an OCDEL-approved PA Key Program Quality Assessor (Assessor) will review the POI choices, discuss what the program wants to learn about classroom and/or program practice, and the program's priorities for growth. The POI choices for Keystone STARS (see Appendix C) include evidence-based, reliable tools used to measure early and school-age care program quality. The information collected with a POI can be used to inform decision-making on all or part of a program's services and support the ongoing CQI cycle of developing, implementing, and evaluating.

- ❖ If the program has a STARS goal of meeting Keystone STARS quality indicator 3.4.5, the program's IA Team will partner with their Quality Coach and an Assessor to plan and document the Internal Assessment Process. The Quality Coach-Assessor-Program team can also come together for next steps on applying the information collected to CQI planning and goal-setting.
- ❖ If the program has a Keystone STARS goal that includes the optional Keystone STARS quality indicator 3.4.6, the program's IA Team will partner with an Assessor to identify an additional Program Observation Instrument (POI) and plan and implement the Internal Assessment Process for that additional assessment. After completing the internal assessment(s) planned at EC 3.4.5 and the additional internal assessment cycle for 3.4.6, the program will work closely with an Assessor reliable on the POIs used to apply the information to CQI planning and goal setting.

Develop: Creating the Internal Assessment Process Plan

The program's IA Team will decide if they will use the Internal Assessment Process (IAP) Planning Document Template (Appendix A of this guide) or create their own IAP Planning Document. The provided IAP template outlines the basic elements that programs will use to guide their decision-making, classroom observations, feedback conversations, and CQI goal setting. If the program's IA Team designs their own IAP Planning Document it must address, at a minimum, all the information outlined in the IAP template. Assistance in creating and implementing the Internal Assessment Process Plan is available from the Early Learning Resource Center and the PA Key Program Quality Assessment team.

The following are elements for the IA Team to discuss during the development of the program's process:

Create the Team and "Plan to Plan"
- Internal Assessment (IA) Team members are selected and identified on the IAP Planning Document.
- IA Team sets realistic timelines for completing IAP planning and for completing internal assessments.

- o Don't underestimate the time needed for the planning process. The IA Team's timeline should allow for thorough exploration of the POI options.
- o Include time, if necessary, to purchase POI materials and complete professional development.
- o Build in time for those schedule "hiccups" that could cause a delay.
- The IA Team discusses the goals the program already has for growth and improvement - the POI used for internal assessment should support the program's known goals and priorities.

Selecting an Appropriate POI

- Programs may opt to use the POI used at EC 2.1 for the quality improvement work outlined in STARS quality indicator 3.4.5. If the program feels the instrument used for EC 2.1 no longer supports their CQI goals, the IA Team's conversations with their Quality Coach and Assessor will be a starting point for selecting a POI.
  - The "Thoughtful Questions for Quality Coaches & Providers" found in the STARS Standards can help facilitate the IA Team's discussions about POIs and the focus of the CQI plan. (see Appendix B of this guide for STARS quality indicators EC 3.4.5 and EC 3.4.6)
  - Refer to Appendix C of the Resources Section of this Guide for more information on POI options for EC 3.4.5 and EC 3.4.6.
  - Pay attention to the age recommendations for each POI, not all instruments can be used across all age groups; however, a suite of instruments may include age-specific scales.
    - A program serving infants, toddlers, preschoolers, and school-age children identifies teaching interactions as their focus. The program's IA Team selects the CLASS which includes instruments for each of those age groups.
    - A program serving infants, toddlers, preschoolers, and school-age children would like to learn more about their current practices to support preschoolers with special needs. The program's IA Team selects the ICP for their preschool internal assessment and ITERS-R and SACERS-U for the other age groups.
- When a classroom-based POI is selected for the IAP, the IAP Team will determine which classrooms will be observed during the IA cycle being planned:
  - The IA Team considers each classroom's strengths and the teacher's or teaching team's goals for growth to determine the POI used to inform the CQI plan and prepare for discussions with the program's Quality Coach and an Assessor.
- Programs are encouraged to annually assess all classrooms using the internal assessment process; however, each internal assessment cycle does not need to include all classrooms.
- The IA Team creates an annual plan that identifies when each classroom will have the opportunity to participate in the assessment and CQI planning process. STARS quality indicator 3.4.5 relates to the program's initial cycle of the annual Internal Assessment Process (IAP).
- On the IAP Planning Document, the program notes the POI to be used in each classroom and the overall goal behind selecting that instrument.
  - REMINDER: When the selected POI is classroom-based and age-specific (i.e. ICP, SPQA), a POI for the other ages served must also be selected.

If the selected POI does not provide information for setting CQI goals related to the program's health and safety practices, the IA Team considers and integrates plans for ongoing improvement in Health & Safety practices based upon their Child Care Facility COVID-19 Health and Safety Plan in the Internal Assessment process.

Preparing to Conduct Internal Observations

- In partnership with the program's Quality Coach and an Assessor, the IA Team discusses how the staff member(s) completing the internal assessment will learn to effectively use the POI selected. Programs are not expected to achieve reliability in using the selected POI. Internal Assessment is an opportunity to learn about objective assessment, viewing current program practices, environments, and policies through the lens of best practice, and using the information gathered for authentic CQI work.
  - The assessment materials for some POI are not available for public purchase and can only be accessed by a trained reliable assessor. If the program's CQI focus aligns with the focus of a POI that is not publicly available, alternate approaches include:
    - Virtual assessment completed by a reliable Pennsylvania Key Assessor
    - Internal assessment supports as defined and approved by the POI author
  - Consider the time needed for learning about the POI when setting the projected timelines for planning and implementation.
  - The program's IA Team creates a plan for the teacher/teaching team in the observed classroom to learn about the POI being used and how the instrument connects to prioritized CQI goals.
- The IA Team determines how and when dedicated time for the internal assessments to be conducted will be set aside
  - Each POI will have its own guidance for time sampling, documentation of practices, and gathering information. If the instrument's guidance is not practical or within the program's current capacity, the IA Team consults with their Quality Coach and an Assessor about alternate approaches to objectively and effectively gather valid information.

Documenting IAP Planning

- The IA Team documents the process developed on the IAP Planning Document (Appendix A of this guide) or can elect to create their own written process if it includes at minimum the elements included in that document.
- Prior to implementation of the IAP, the IA Team reviews projected timelines and adjusts as appropriate.
- The assessor will document the program – coach – assessor planning conversation(s) and share the written IAP Consultation Summary with the program.

Implement: Completing the internal assessment process

There are many elements to consider as the IA Team implements the completed plan and moves on to the task of completing the assessments.

- Being prepared, objective, and accurate during the Internal Assessment Process is essential. Disorganized or inaccurate assessment feedback can misdirect goal setting and quality improvement efforts.
- Assures that the POI selected will be used with validity.
  - The program has all materials necessary to use the POI selected. Utilize Appendix C and Appendix D of this Guide to find sources for purchasing POI manuals and supporting materials and accessing Professional Development.

- o The Assessor can support the IA Team in verifying the documentation necessary to accurately assess and guide the organization of internal assessment notes.
  - o The IA Team member(s) implementing the internal assessment will thoroughly review the POI being used, print any scoresheet(s) needed, and check the publisher or author's website and the Program Quality Assessment (PQA) pages of the Pennsylvania Key website for additional guidance on effective use of the POI selected (For example, the PA Position Statements for the Environment Rating Scales), updates or clarifications from the POI authors. (See Appendix D of this guide)
- Whenever possible, all program staff will engage in PQAS approved and/or POI author approved professional development for the POI used prior to conducting the assessments.
  - o Professional development (PD) includes all education, technical assistance, and coaching activities that support an individual's or program's continuous quality improvement. When bringing teachers together for traditional training is challenging, the IA Team talks with the Quality Coach and Assessor about appropriate alternatives.
  - o Some POI specific PD is available through the PD Registry; however, PD for several POI options is only available through external sources. Talk with your Quality Coach and Assessor about the resources available to your IA Team.
- Review of the time dedicated for the completion of internal assessments
  - o Adjustments may need to be made to support accurate gathering of information on current practices. Each POI will have its own guidance for time sampling, documentation of practices, and gathering information. IA Team decision-making on any needed adjustments to the established IA Plan will support the results in accurately informing goals.
  - o REMINDER: It is critical to base internal assessment findings on what is observed or, when allowed by the POI, documented. Do not complete the POI using historical knowledge about practices, systems, or classroom environments.
- The IA Team member completing the internal assessment will use their observation notes to create feedback to be shared with each classroom observed and the IA Team.
  - o POI scoring and observation notes should reflect only what was observed or documented.
  - o The internal assessment is not a test to be passed, it's an opportunity to learn more and plan for growth in ways that align with the program's culture and priorities.
  - o If there are concerns about a program's IA Team and/or the observed teachers being overwhelmed by a POI score, the Quality Coach and Assessor can consult with the Internal Assessor about options for keeping any numerical score separate from the feedback shared.
  - o If the program's STARS goal includes optional STARS quality indicator 3.4.6, the program's IA Team will schedule a post-observation meeting with an Assessor to discuss the assessment outcome.
- The IA Team will make note of the internal assessment results that inform goals and action steps for ongoing improvement in health & safety practices as required in STARS quality indicator 3.4.5.

- Once the data-collection and/or scoring is complete and the information from the internal assessment has been shared with the teaching staff that were observed, the IA Team will begin planning for next steps by answering the Next Steps questions on the IAP Planning Document.
- The Next Steps section of the IAP Plan act as a starting point for building the program's CQI plan and establishing measurable achievable goals that connect to priorities for quality growth.
  - CQI Planning templates can be found in the STARS Program Manual and on the PA Keys website (see the Resources section of this guide) to help the program organize improvement goals and plan for measuring progress toward those goals.

Evaluate: Measuring progress toward CQI goals

Internal assessment provides insight into program practices, celebrates a program's strengths, ensures that providers are well prepared to meet the needs of children and families, demonstrates a commitment to best practice and CQI, and increases positive outcomes for all children. The information gathered through internal assessment guides CQI goal setting so programs can allocate resources according to their priorities for improvement. Objective feedback from thoughtful internal assessments set the foundation for the on-going cycle of CQI.

The program's IA Team and partners can build on the work done during the IAP planning and implementation through follow-up observations to measure progress toward data-informed goal(s) for improvement. The program's Quality Coach and Assessor are available to support refinement of CQI goals based on measured progress and facilitate conversations about additional internal assessment planning.

Appendix: IAP Planning Template and Resources

Appendix A: Keystone STARS Internal Assessment Process Initial Cycle Planning Document – Template

Facility Name

M**PI**

Team for Internal Assessment Process Creation	
Team Member Role:	**Name**:
Program's Process Lead (internal observer)	
ELRC Quality Coach	
Pennsylvania Key Program Quality Assessor	
Other Colleagues	

Projected completion date for Internal Assessment Process development:

Projected date for completion of initial round of internal assessments (classroom observations) using the established process:

Complete the chart for each classroom being assessed during this internal assessment cycle (at least one classroom in each age group served should be observed).				
Classroom	Teaching team	Age group	POI Selected	How does this POI support our CQI goals? (i.e. *classroom environment, intentional teaching, inclusive practices*)

Note: Programs are encouraged to assess all classrooms annually using their Internal Assessment process. Internal assessment should be completed on a typical day for the classroom being observed. Avoid days when special events are planned and try to avoid days when the regular teaching team is not present. Observe during the most active part of the day when most children are present.

Next Steps:

After completing the classroom observation step of the Internal Assessment Process schedule a time to review the feedback with the Internal Assessment Process Team listed above. After that meeting consider the following questions and capture the team's reflections prior to creating goals for improvement to add to the program's CQI Plan.

Because it relies on utilizing information from completed internal assessment(s), this section of the IAP plan might be incomplete at the time it is submitted as a Source of Evidence for EC 3.4.5.

What strengths were observed in current classroom practices?
What areas for growth did the observations reveal?
Who should be included in the goal creation conversation/process and why?

Name of Person Completing Internal Assessment Process Document:

Appendix B

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
Early Childhood Education Program					
EC 3.4.5	**REQUIRED STAR 3 & 4 INDICATOR** In partnership with a Quality Coach and an OCDEL-approved assessor, the program creates an Internal Assessment Process that includes: • Use of the approved program observation instrument(s) (POI) selected in EC 2.1 for assessment of practices in each classroom or enrolled age-group • Addition of goals to CQI Plan based on information gathered during the internal assessment(s) that reflect the program's priorities for growth **(must include goals and action steps for ongoing improvements to health and safety practices)**	N/A	☐ Yes ☐ No	• Copy of the created Internal Assessment Process • Additional goals for classroom practices and health and safety practices added to CQI Plan • Child Care Facility COVID-19 Health and Safety Plan	*When did your program have their last external PQA? How did your classrooms score?* *Tell me about how you used the results of your most recent external and internal assessment results to make improvements in your practices.* *What type of information is shared with staff when internal assessments are completed?* *Based on your most recent internal assessments, what do you see as your program's strengths? Areas for improvement?* *Have you considered using a different POI during your next internal assessment cycle?*

KEYSTONE STARS PROGRAM PERFORMANCE STANDARDS

	• Additional elements as outlined by OCDEL *Please see the Keystone STARS Program Manual for additional information and an Internal Assessment Process Template.				
EC 3.4.6	The program is invested in Continuous Quality Improvement and: • Uses an additional POI, beyond the one used in EC 2.1 to inform their CQI Plan goals for classroom practice improvements. (A list of approved POIs can be found on page 37) • Consults with an OCDEL-approved assessor after completing internal assessments to review results for alignment with POI scoring rubric and PA specific classroom quality practice guidelines	2	☐ Yes ☐ No (2 pts.)	• Copy of CQI Plan • Copy of internal assessment used • Meeting notes from consultation with member of PQA Team	*What other POI has your program used to inform your CQI Plan?* *What information led your program to choose this POI?* *How did the results of using this POI help 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)?*

Appendix C –
Classroom Practice and Leadership/Management POI Choices:

Program Observation Instruments for Classroom Practice			
Center-Based Programs (Birth to 5 years)			
Assessment Instrument	Age / Setting	Target Area(s)	For more Information
Infant Toddler Environment Rating Scale – Revised (ITERS-R)	Infant and Toddler Classrooms	Comprehensive Overview of practices related to: ■Space and furnishings ■Personal care routines ■Language-reasoning ■Activities ■Interaction ■Program structure ■Families and staff	www.ersi.info
Early Childhood Environment Rating Scale – Revised (ECERS-R)	Preschool Classrooms		
Early Childhood Environment Rating Scale – Third Edition (ECERS-3)	Preschool Classrooms		
Infant Classroom Assessment Scoring System (Infant CLASS)	Birth to One Year Classrooms	Teacher-Child Interactions related to: ■Responsive caregiving	www.teachstone.com
Toddler Classroom Assessment Scoring System: (Toddler CLASS)	One to Three-Year-Old Classrooms	Teacher-Child Interactions related to: ■Emotional and behavioralsupport ■Engaged Support for Learning	
Pre-K Classroom Assessment Scoring System (Pre-K CLASS)	Three to Five-Year-Old Classrooms	Teacher-Child Interactions related to: ■Emotional support ■Classroom organization ■Instructional support	
Inclusive Classroom Profile (ICP)	Two to Five Years of Age	Daily inclusive practices for children with IEP/IFSP related to: ■ Adaptations of space and materials ■ Adult involvement in peer interactions ■ Adults' guidance of children's free choice activities and play ■ Conflict resolution ■ Membership ■ Relationship between adults and children ■ Support for communication	www.youtube.com/watch?v=2eZh4vaqcG0 (Author's YouTube overview of the ICP) products.brookespublishing.com/The- Inclusive-Classroom-

Program Observation Instruments for Classroom Practice			
Center-Based Programs (Birth to 5 years)			
Assessment Instrument	Age / Setting	Target Area(s)	For more Information
Inclusive Classroom Profile (ICP)	Two to Five Years of Age	■ Adaptations of group activities ■ Transitions between activities ■ Feedback ■ Family-professional partnerships ■ Monitoring children's learning	Profile-ICP- Set-Research- Edition-P969.aspx
Parenting Interactions with Children: Checklist of Observations linked to Outcomes (PICCOLO)	10 -47 Months	Positive Interactions and behaviors related to: ■ Affection ■ Responsiveness ■ Encouragement ■ Teaching NOTE: Designed to observe parenting behaviors, there is research that indicates appropriate for use to observe teacher interactions with children.	www.brookespublishing.com/resource-center/screeni ng-and- assessment/piccolo/
Climate of Healthy Interactions for Learning and Development	Preschool Classrooms enrolling children ages 2-5	Teacher support for children social/emotional development related to: ■ Transitions ■ Directions and rules ■ Social and emotional learning ■ Staff awareness ■ Staff affect ■ Staff cooperation ■ Staff-child interactions ■ Individualized and developmentally appropriate pedagogy ■ Child behaviors	medicine.yale. edu/childstudy/ policy/zigler/fo cusareas/child/
Developmental Environment Rating Scale (DERS)	2.5 to 6 years	Environmental and teacher support for children's development related to: ■ executive functioning skills ■ literacy ■ social/emotional functioning.	www.ders-app.org/
Rating Observation Scale for Inspiring Environments (ROSIE)	Not specified, but most appropriate for preschool classrooms	Classroom aesthetics related to: ■ Nature ■ Color ■ Furnishings ■ Textures ■ Displays ■ Lighting ■ Focal Points	www.youtube.com/watch?v=O-SDG-8kRLE prezi.com/g5d dqnpmenws/ro sie-rating-observation-scale-for-

Assessment Tool	Age Level	Target Area(s)	Resources
			inspiring-environments/
Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)	Birth to 36 months	Teacher implementation of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children	www.youtube.com/watch?v=cbMabJw57TU brookespublishing.com/product/tpitos/
Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT)	Preschool classrooms enrolling children aged 2-5 years	Teacher implementation of the Pyramid Model teaching practices	brookespublishing.com/product/tpot/

Family/Group Child Care Homes			
Assessment Tool	Age Level	Target Area(s)	Resources
Family Child Care Environment Rating Scale – Revised (FCCERS-R)	Birth to School-age	Comprehensive Overview of practices related to: ■ Space and furnishings ■ Personal care routines ■ Listening and talking ■ Activities ■ Interaction ■ Program structure ■ Families and providers	www.ersi.info
Parenting Interactions with Children: Checklist of Observations linked to Outcomes (PICCOLO)	10 - 47 Months	Positive Interactions and behaviors related to: ■ Affection ■ Responsiveness ■ Encouragement ■ Teaching NOTE: Designed to observe parenting behaviors, there is research that indicates appropriate for use to observe teacher interactions with children.	www.brookespublishing.com/resource-center/screenin g-and- assessment/piccolo/

School-Age Child Care (Center-Based and/or SACC Only)			
Assessment Tool	Age Level / Setting	Target Area(s)	Resources
School-Age Care Environment Rating Scale - Updated (SACERS-U)	School-age (ages 5 to 12 years)	Comprehensive Overview of practices related to: ■ Space and furnishings ■ Health and safety ■ Activities ■ Interactions ■ Program structure ■ Staff development ■ Special needs	www.ersi.info
Classroom Assessment Scoring System (CLASS) K-3	School- age	Teacher-Child Interactions related to: ■ Emotional support ■ Classroom organization ■ Instructional support	www.teachstone.com
School-Age Program Quality Assessment (SPQA)	School-age (grades K-6)	Teacher practices and child experiences related to: ■ Safe Environment ■ Supportive Environment ■ Interaction ■ Engagement ■ Organization-level policies and procedures	cypq.org/assessment

IMPLEMENTATION NOTE: When a POI for Leadership/Management Assessment is selected, the following apply:

- The PAS (center-based programs) or BAS (home-based programs) can be selected for Internal Assessment Process (IAP) Planning to meet the expectations of STARS Quality Indicator EC 3.4.5.
  - The PAS or BAS will not apply to other STARS Quality Indicators **until the assessment has been completed**.

- If PAS or BAS is selected for the IAP Plan developed at EC 3.4.5, **completing** the PAS or BAS assessments to inform CQI planning can then also meet the expectations of STARS Quality Indicator LM 3.4.9.
- When the PAS or BAS is completed to meet the expectations of STARS Quality Indicator LM 3.4.9, it can then also be selected to enhance the internal assessment completed from the IAP Plan and used to meet the expectations of STARS Quality Indicator EC 3.4.6.
- When the PAS or BAS is selected to meet the expectations of STARS Quality Indicator EC 3.4.6, applying the completed PAS or BAS assessment in CQI planning will also meet the expectations of STARS Quality Indicator LM 3.4.9.

Program Observation Instruments for Leadership/Management Assessment			
Assessment Tool	Age Level / Setting	Target Area(s)	Resources
Business Administration Scale for Family Child Care (BAS)	Family Child Care/Group Child Care homes that serve various ages	■Qualifications and professional development ■Income and benefits ■Work environment ■Fiscal management ■Recordkeeping ■Risk management ■Provider-family communication ■Community resources ■Marketing and public relations ■Provider as employer	mccormickcenter.nl.edu/library/business- administration-scale-for-family-child-care-bas/
Program Administration Scale (PAS)	Center-based, Group Child Care Homes located outside a home setting or prekindergarten programs in elementary schools	■Human resources development ■Personnel cost and allocation ■Center operations ■Child assessment ■Fiscal management ■Family partnerships ■Program planning and evaluation ■Marketing and public relations ■Technology ■Staff qualifications	mccormickcenter.nl.edu/library/program- administration-scale-pas-2nd-ed/

Appendix D: Internal Assessment Process & Program Observation Instrument Resources

www.pakeys.org

The Program Quality section of the Pennsylvania Key website offers a variety of resources that support improvement at all points of a program's quality journey:

- Certification – Pennsylvania Child Care Regulations represent the foundation for growing quality practices. Clarification about the regulatory process and regulatory guidance is found in this section.

- Keystone STARS – Current Keystone STARS Standards and the Keystone STARS Program Manual along with several templates and resources to support a program's STAR level goal can be found in this section. This document offers a variety of helpful links: Resources-To-Support-Achievement-Of-Keystone-STARS-Quality-Standards-8.1.2020.pdf

- Program Quality Assessment (PQA Pages)
    - Links to more information about the Program Observation Instrument (POI) options for internal assessment can be found in the Program Observation section of the PQA Pages.
    - Details about professional development that supports internal assessment, available courses on Program Observation Instruments, and steps to request virtual PD events can be found in the Professional Development section of the PQA Pages.
    - Links to Pennsylvania-specific clarifications and scoring guidance for some POIs can be found in the Resources section of the PQA Pages.
    - The PQA Pages, link to the *Let's Talk Quality!* Blog and subscribe for weekly posts