



Texas Rising Star 4-year Review State Workgroup Conference Call #8





Agenda

- Draft Revised Measures
 - Category 3
- Proposed Group Size Revision
- Moving Measures (Nutrition and IFAL)
- Category 5 Revisions
- Draft Screening Forms
- Draft Guidelines specific to Nationally Accredited Programs
- Next Steps

Draft Measure: Instructional Formats for Approaches to Learning



Facility Type/ Age	Proposed Measure	Description and/or supporting evidence or clarification for TSM
All Ages	<p>Revise the current measure into 2 measures</p> <p>P-IFAL-02a: Intentional instructional activities that are both caregiver and child initiated are balanced <u>observed</u> throughout the planned daily activities <u>observation</u>.</p> <p>Score of 0: No or rare evidence Score of 1: There is some evidence of intentional instructional activities. Score of 2: There is moderate evidence or consistent evidence, but no balance of teacher and child-initiated activities. Score of 3: There is consistent evidence and a balance of both teacher and child-initiated activities.</p>	<p>Rare, Some, and consistent would be defined.</p> <p>Teacher implements intentional instructional activities consistently during the observation. These can be teacher-initiated or activities that the teacher has set up for the children to do.</p> <p>Evidence: Assessor will list activities that are observed in the observation and note whether teacher or child-initiated. Then compare the list to the lesson plan. Assessor can consider any of the weeks of the lesson plans. Interviewing may be allowed to determine why implementation may not be occurring as planned.</p>



Draft Measure: IFAL continued

Facility Type/ Age	Proposed Measure	Description and/or supporting evidence or clarification for TSM
All Ages	<p>Adding the following measure</p> <p>P-IFAL-02b: Intentional instructional activities <u>Daily schedule demonstrates</u> a balance that are of both caregiver teacher and child initiated are balanced throughout the planned daily activities.</p> <p>Score of 0: there is no schedule posted Score of 1: Schedule does not show a balance of activities Score of 2: Schedule shows a balance of teacher and child-initiated activities, but teacher is inconsistently following it. Score of 3: Schedule shows a balance of teacher and child-initiated activities, and teacher is consistently following it.</p>	<p>Teacher plans and schedules the daily routine/activities to provide a balance of teacher- and child-initiated activities.</p> <p>Documentation of daily schedule is reviewed for compliance.</p> <p>Consistent and inconsistent would be defined.</p> <p>Assessor should note the times of the settings (e.g, whole group, transition, meal time, outdoor time, etc.) and compare to the written daily schedule to see if it is being implemented. Assessor will also need to determine whether there is a balance of teacher and child-initiated activities. Interviewing may be allowed to determine why implementation may not be occurring as planned.</p>



Proposed Group Size Revision

- Group Size Concern
 - Crosswalk results show that the following noted group sizes could be adjusted to better align

Age group	Common Range	TRS Range
0-12 months	8	8-10
12-17 months	8-10	8-12
18-24 months	8-10	10-12
24-35 months	10-12	12-14
3 years	16-18	16-24
4 years	20	18-32
5 years	18-20	20-32
6-10 years	20-24	22-34
10-12 years	22-24	22-34



Moving of Measures

- Category 4 Nutrition measures
 - P-N-01 through P-N-06

- Category 3 Instructional Formats and Approaches to Learning measures
 - IFAL-02 through -06



Moving Nutrition Measures

- Category 4 Nutrition measures
 - P-N-01: Dining Opportunities (all ages)
 - P-N-02: Caregiver models dining etiquette (Toddler and older)
 - P-N-03: Infants held/talked to (0-12 months)
 - P-N-04: Infants have needs met (0-12 months)
 - P-N-05: Caregiver engages in conversation/sits with children (Toddler and older)
 - P-N-06: Family–style serving (Preschool)



Moving IFAL Measures

- Category 3 Instructional Formats and Approaches to Learning measures
 - IFAL-02: Balance of activities
 - IFAL-03: Incidental learning in transitions
 - IFAL-04: Planned transitions
 - IFAL-05: Repeated exposure
 - IFAL-06: Scaffolding instruction



Category 5

- Remove S-PE-02: Parent Communication

- Rename the Category to Program Administration
 - Subcategories:
 - Family Education
 - Family Involvement
 - Program Management

- New Measure:

PM-01	Program offers staff formal compensatory supports to encourage staff retention. Score of 0: no additional supports offered Score of 1: 1 additional support is offered Score of 2: 2 additional supports are offered Score of 3: 3 or more additional supports are offered	Supports include, but not limited to: <ul style="list-style-type: none">- Having a written wage/salary scale when hiring- Providing benefits (Medical, Dental, 401K, EAP and/or Life insurance)- Paid planning time- Paid time off (holiday, sick, and/or personal)- Educational Assistance
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Proposed Categories

- Revised titles:
 - Category 1: Director and Staff Qualifications and Training
 - Category 2: Teacher-Child Interactions
 - ~~▪ Category 3~~
 - Category 4: Indoor/Outdoor Learning Environments
 - Category 5: Program Administration

- Revised number → 4 categories



Draft Screening Forms

- Centers, Homes and School-age
 - Changes in terminology
 - Moved standards
- Process to review 6-month history instead of 12-month

TEXAS RISING STAR ~~PROVIDER CERTIFICATION~~ SCREENING FORM
Licensed Child Care Centers

~~Provider-Facility~~ Name: _____ Address: _____
Director Name: _____ License #: _____

Initial Applicants (Sections 1a–5)	TRS Monitoring/Recertification (Sections 1b–5)
<p>1a. Applicant has CCL licensing history for the 12-month period prior to the date of application? <input type="checkbox"/> Yes <input type="checkbox"/> No Date of Application: _____ Stop process if “No”</p>	<p>1b. Provider-Facility has CCL licensing history for the 12-month period prior to the date of the TRS monitoring/recertification visit? <input type="checkbox"/> Yes <input type="checkbox"/> No Date of TRS Monitoring/Recertification Visit: _____ Review the provider’s program’s 12-month CCL licensing history.</p>
<p>2a. On Corrective or Adverse Action with CCL? <input type="checkbox"/> Yes <input type="checkbox"/> No On Corrective Action with Board? <input type="checkbox"/> Yes <input type="checkbox"/> No On Notice of Freeze With TWC? <input type="checkbox"/> Yes <input type="checkbox"/> No Stop process if “Yes”</p>	<p>2b. On Corrective or Adverse Action with CCL? <input type="checkbox"/> Yes <input type="checkbox"/> No On Corrective Action with Board? <input type="checkbox"/> Yes <input type="checkbox"/> No On Notice of Freeze With TWC? <input type="checkbox"/> Yes <input type="checkbox"/> No Repeat TRS certification if “Yes”</p>
<p>3a. Stop process if the applicant has received any of the following CCL DeficienciesViolations listed below <u>within the most recent 6-months.</u></p>	<p>3b. Provider-Facility is reduced one-star level if the certified provider-facility has any of the CCL DeficienciesViolations listed below (2-Star lose TRS certification) <u>within the most recent 6-months.</u></p>
<p>CRITICAL DEFICIENCIESLEVEL 1 VIOLATIONS: Check Yes or No</p>	



Draft Guidelines: Nationally Accredited Programs

- Allowance of Head Start programs
- All must have a modified initial assessment to include Child- Teacher Interactions and Environment (Indoor/Outdoor)

Questions





Next Steps

❖ Follow Up / Questions

Next Call:

Friday, December 13

11:30 am

In-Person Meeting

December 17th at 10:00 am

Main Building – Room 151

TRS4YearReview@twc.state.tx.us