

Texas Rising Star Four Year Review 2023

State Workgroup Meeting – December 6, 2023



Texas 
Rising Star

Agenda

Review and Consider Summary of Input

- Categorical
Measures



New Category 3 Measure - Checklists

Required Structural Measure (Met/Not Met)

Facility Type	Proposed Revised Measure	Description and/or supporting evidence or clarification for TSM
All Facilities except School Age-Only Programs	<p>DEVELOPMENTAL MILESTONE CHECKLISTS</p> <p>The program uses developmental milestone checklists to support identifying developmental delays for children ages 0-5 years and shares those checklists with families.</p> <p>Evidence: Developmental Milestone Checklists (sample completed for each age group served)</p>	<p>Aligns with the added procedure for using developmental milestone checklists and requires them to complete and share with families to support identifying developmental red flags.</p> <p>Free checklists from CDC, ECI, Pathways and/or CLI can be accessed/used.</p> <p>Guidance will be added to support mentor/assessor understanding; as well as to public facing documents (links to FREE checklists)</p>



Remove Category 3 Measures

Combine into one new measure

P-PM-05: Program supports the use of assessments (formal and/or informal) that measure children's developmental progress

P-PM-06: Program encourages and supports teachers' use of assessments to guide their instructional planning for the children in their class.



New Category 3 Measure - Assessment

Facility Type	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Facilities except School-Age-Only Programs	Program supports the use of child progress monitoring (formal and/or informal assessment) to guide their instructional planning for classrooms serving children 0-5 years.	<input type="checkbox"/> Program utilizes only informal child assessment tools for observing child progress, and it does not inform instruction.	<input type="checkbox"/> Program utilizes only informal child assessment tools for observing child progress, and it is used to inform instruction.	<input type="checkbox"/> Program uses a combination of informal and/or formal assessment tools for observing child progress, and both types of tools are used to inform instruction.	<input type="checkbox"/> Program uses a combination of informal and/or formal assessment tools for observing child progress. These tools are used to inform instruction and a system is in place to support children's transitions between age groups/classrooms and/or into kindergarten.



New Category 2 Measure - Assessments

Facility Type	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Facilities except School-Age-Only Programs	<i>Classroom uses assessment tools to guide their instructional planning for the children in their class.</i>	<input type="checkbox"/> Classroom does not use assessments (formal or informal) to inform instruction. Developmental milestone checklists are used only to identify child growth and developmental concerns.	<input type="checkbox"/> Classroom uses informal assessment tools to inform instruction.	<input type="checkbox"/> Classroom uses a formal assessment tools to inform instruction.	<input type="checkbox"/> Classroom uses a combination of formal and informal assessment tools to inform instruction.

- Within the Instructional Formats and Approaches to Learning sub-category
- Classroom utilization instead of across age groups



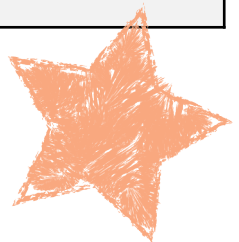
Other Category 3 Revisions

- P-FE-01: Parent Orientation
 - Exclude School-Age only (new specified measure for them)
- P-FI-02: Conferences
 - Exclude School-Age only programs and clarify information about child
 - Clarify score of 3 to be consistent with building on score of 2
- P-PFI-03: Family Events
 - Clarify as being annual events
- P-PM-04: Curriculum supports
 - Add supporting use of child progress monitoring tools




Revised Category 1 Measure: Training

Facility Type	Proposed Revised Measure	Description and/or supporting evidence or clarification for TSM
School Age-Only Programs	<p>STAFF TRAINING PLANS</p> <p>FULL-TIME An individualized written annual training plan for each full-time teaching staff provides for a minimum of 20 clock hours of training (with a minimum of 12 hours of the 20 hours to be in school-age development and curriculum).</p> <p>PART-TIME An individualized written annual training plan for each part-time teaching staff provides for a minimum of 15 clock hours of training (with a minimum of 10 hours of the 15 hours to be in school-age development and curriculum).</p> <p>Evidence: Annual Staff Training Plans</p> <p><i>N/A allowed if program has all new staff (less than 90 days on the job) at the time of assessment.</i></p>	<p>Focus on training plan to be created for each teaching staff (whether full-time or part-time)</p> <p>Individual staff can be N/A, but the measure as a whole can only be N/A for the specified reason</p> <p>Guidance will be added to support mentor/assessor understanding; as well as to public facing documents</p>

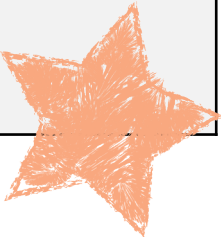


Revised Category 1 Measure: Training

Facility Type	Proposed Revised Measure	Description and/or supporting evidence or clarification for TSM
School Age-Only Programs	<p>STAFF TRAINING HOURS</p> <p>FULL-TIME Each staff has obtained at minimum 20 clock hours of training (with a minimum of 12 clock hours in school-age development and curriculum) within the previous or current training year. Of the 20 hours, a minimum of 8 hours must be instructor-led trainings. The training certificates align with the individualized written annual training plan.</p> <p>PART-TIME Each staff has obtained at minimum 15 clock hours of training (with a minimum of 10 hours in school-age development and curriculum) within the previous or current training year. Of the 15 hours, a minimum of 8 hours must be instructor-led trainings. The training certificates align with the individualized written annual training plan.</p> <p>Evidence: Annual Staff Training Certificates</p> <p><i>N/A allowed if program is an initial applicant or has all new staff (less than 12 months on the job) at the time of assessment.</i></p>	<p>Focus on training hours obtained for each teaching staff (whether full-time or part-time)</p> <p>Individual staff can be N/A, but the measure as a whole can only be N/A for the specified reasons</p> <p>Guidance will be added to support mentor/assessor understanding; as well as to public facing documents</p> 

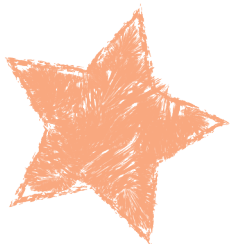
Revised Category 1 Measure

Facility Type	Proposed Revised Measure	Description and/or supporting evidence or clarification for TSM
School Age-Only Programs	<p>TEACHER QUALIFICATIONS Not counting the center <u>operation or program</u> director, all teacher <u>any teaching</u> staff must <u>that</u> meets one of the following measures <u>is counted in scoring</u>:</p> <p>A. Have a Child Development Associate (CDA) credential, <u>MACTE-approved Montessori Teaching Credential</u>, or Child Care Professional (CCP) credential or be working toward a CDA or CCP credential or an Associate's in a related field</p> <p>B. Be <u>presently</u> working toward <u>a CDA or CCP and has 2 years of full-time/4 years part-time paid experience in a school-age program or working with children in a licensed child care program</u></p> <p>C. an Associate's or Bachelor's degree or a <u>Have successfully completed 12 college credit hours in child development or a related field at an accredited university and has 2 years of full-time/4 years part-time paid experience in a school-age program or working with children in a licensed child care program</u></p> <p>D. Have 2 years <u>full-time/4 years part-time</u> paid experience in a school-age program <u>or working</u> Have 2 years paid experience working with children in a licensed child care program</p> <p>E. Have successfully completed 100 training clock hours within the last 5 years in child development, early childhood education, or a related field and 2 years of full-time/<u>4 years of part-time</u> paid experience <u>in a school-age program or as a teacher working with children in a licensed or registered child care facility</u></p> <p>F. Have a Bachelor's or Associate's degree <u>in child development or a related field</u></p> <p>G. <u>Have 10 years of full-time paid experience as a teacher in a Texas Rising Star-certified program or TWC-recognized nationally accredited center</u></p>	<p>Aligns with the Center-Based qualifications but allows for some specificity to SAPs</p> <p>Site Director would be included in this measure</p> <p>Guidance will be added to the last pages of the FARF to support understanding; as well as to public facing documents.</p>



Other Category 1 Revisions

- Defined the Director for School-Age Only programs to be the Operation or Program Director. Site Director will be considered in “teaching staff” measures.
- Split all Training measures into 2 for each facility type
- P-DEQT-01, -02, & -03: Director Qualifications: added MACTE-approved Montessori Teaching Credential (score of 2); if coupled with an AA/AS or BS/BA and business hours (score of 3)
- P-DEQT-05: School-Age Director Experience: clarified full- or part-time experience accepted
- New points-based Workforce Registry measure
- Clarified Training Hours allowance for currently enrolled staff (page 28)
- Defined Full-time (page 28)
- Clarified Related Fields of Coursework to include youth development and special education
- Defined Related Field of Degree and included those with state teaching credential (page 29)
- Identified MACTE-approved credentials (page 29)



Category 2 Revisions Overview

- Revised scoring criteria to mimic other measures (never, rarely, sometimes, consistently)
 - P-WRS-06, P-SCR-01, P-SCR-07, P-IFAL-02, P-IFAL-04, P-IFAL-05
- Minor revisions to support measure clarification and/or scoring criteria
 - P-LFS-01, P-LFS-08, P-SCR-01, P-SCR-06, P-IFAL-02, P-IFAL-03
- Revised P-LFS-10 Extends and Models to focus on modeling language
- Removed P-SCR-05 Flexibility for Mishaps (captured in WRS-05)





Category 4 Revisions Overview

- P-ILE-05 Real Items: Revised scoring criteria to define quantity of evidence
- P-OLE-03 Active Play: Minor revisions to support measure clarification



Proposed Revisions Overview

- Screening Forms
 - Initial Screening Form process
 - Certified
 - Probation B process
 - Added deficiency (ratios) and revised deficiency (director responsibilities)
 - Reinstatement after impact process (Rule Change)
 - Automated screening process
- Category 1: Director/Staff Qualifications/Training
 - Split Training Measures, Defined School-Age Director, and Revised allowable qualifications
- Category 2: Interactions
 - Revised scoring criteria for consistency & measures for clarification and removed a duplicative measure
 - NEW measure related to classrooms utilizing child assessment tools
- Category 3: Program Administration
 - Excluded School-Age only programs for specific measures and added NEW orientation measure
 - NEW measure related to required developmental screenings (0-5 years)
 - Revised Parent Policy measure to omit duplication and added developmental screening and early intervention support, as well as condensing challenging behaviors
 - Removed 3 measures: Challenging behaviors (condensed into Parent Policy) and 2 Child Assessment
 - NEW combined Child Assessment measure
 - Revised 3 measures for clarification
- Category 4: Learning Environments
 - Revised 2 measures for clarification
- Facility Change Process: retaining certification with initial permit (up to 6 months); assessment within 3-months



Next Steps

Final meeting is December 20th at 10:00 AM – 12:00 PM

TRS4YearReview@twc.Texas.gov

Late January/February 2024 will be public feedback on proposed revisions

