

# Spark Quality Improvement Phase Part 2

Module 4  
New Quality Improvement Specialist  
Training

# Welcome



- Feel free to open the standards document to follow along [oregonspark.org](http://oregonspark.org)
- Please type your name in the chat

# Module 3 review



- Quality Improvement Plan
- Spark supports
  - Support and Incentive funds
  - Web resources (QRIS Resources)
  - The Quality Improvement Specialist



Capirsi Francesco Giordano 10/2009  
"Capirsi / To Understand Each Other" by [Francesco G](#) is  
licensed under [CC BY-SA 2.0](#)

# Module Series



1. Introduction to Spark: Oregon's QRIS
2. Engaging Early Learning Programs in Spark
3. Spark Quality Improvement Phase, part 1
4. Spark Quality Improvement Phase, part 2: Spark Standards and Portfolio
5. Spark Quality Improvement Phase, part 3: The Standards and Portfolio
6. Spark Quality Rating Phase
7. Spark Continuous Quality Improvement Phase



# Module 4 Objectives



- Participants will examine the Spark standards in the *Children's Learning and Development* domain
- Participants will examine the evidence associated with the Spark standards in the *Children's Learning and Development* domain



# Reflection



- How familiar do you feel with the Spark *Children's Learning and Development* Standards?
- How comfortable are you in supporting early educators in understanding the standards in this domain?

# Spark Oregon's Quality Rating and Improvement System Participation Phases



|                        | Commitment to Quality Phase   | Quality Improvement Phase  | Quality Rating Phase   | Continuous Quality Improvement Phase  |
|------------------------|---|--|--|---|
| Enter this phase when: | <ul style="list-style-type: none"> <li>· Licensed program</li> <li>· Interested in Spark</li> <li>· Meet C2Q compliance requirements</li> </ul>   | <ul style="list-style-type: none"> <li>· Achieved C2Q</li> <li>· Program uses QIP/SA to identify areas for CQI</li> <li>· Need Spark resources to improve program</li> </ul>   | <ul style="list-style-type: none"> <li>· Achieved C2Q</li> <li>· Best practices implemented</li> </ul>   | <ul style="list-style-type: none"> <li>· Have submitted a complete portfolio</li> <li>· Received initial rating and feedback</li> </ul>   |
| Steps and materials:   | <ul style="list-style-type: none"> <li>· Attend Spark Orientation</li> <li>· Apply for C2Q by submitting: <ul style="list-style-type: none"> <li>▪ Application</li> <li>▪ MOU</li> </ul> </li> <li>· Receive C2Q rating and Welcome Kit</li> <li>· Use Quality Improvement Plan (QIP) and Self Assessment (SA) to decide next steps in Spark</li> </ul> | <ul style="list-style-type: none"> <li>· Complete personalized action plan using the QIP</li> <li>· Request financial supports by submitting: <ul style="list-style-type: none"> <li>▪ Request for Supports form</li> <li>▪ WOU W-9 form</li> </ul> </li> <li>· Work individually or with Quality Improvement Specialist</li> <li>· Implement quality improvements in programs using QIP as a guide</li> </ul> | <ul style="list-style-type: none"> <li>· Document evidence in Spark portfolio</li> <li>· Clearly label evidence and place in appropriate section of portfolio</li> <li>· Use score sheet and other Spark resources to make sure evidence is well documented and complete</li> <li>· Apply for 3-4-5 star quality rating by submitting complete Spark portfolio for review</li> </ul> | <ul style="list-style-type: none"> <li>· Receive financial incentive at 3-4-5 star levels</li> <li>· Create an action plan using the QIP to address any standards not initially met at desired level</li> <li>· Document updated evidence in portfolio as needed</li> <li>· Resubmit Spark portfolio as needed</li> <li>· Maintain Spark quality and compliance requirements</li> </ul> |

# Quality Improvement Phase



QIS will spend the most time supporting programs through this phase

- Help implementing quality improvements
- Supporting programs as they gather evidence for their portfolio



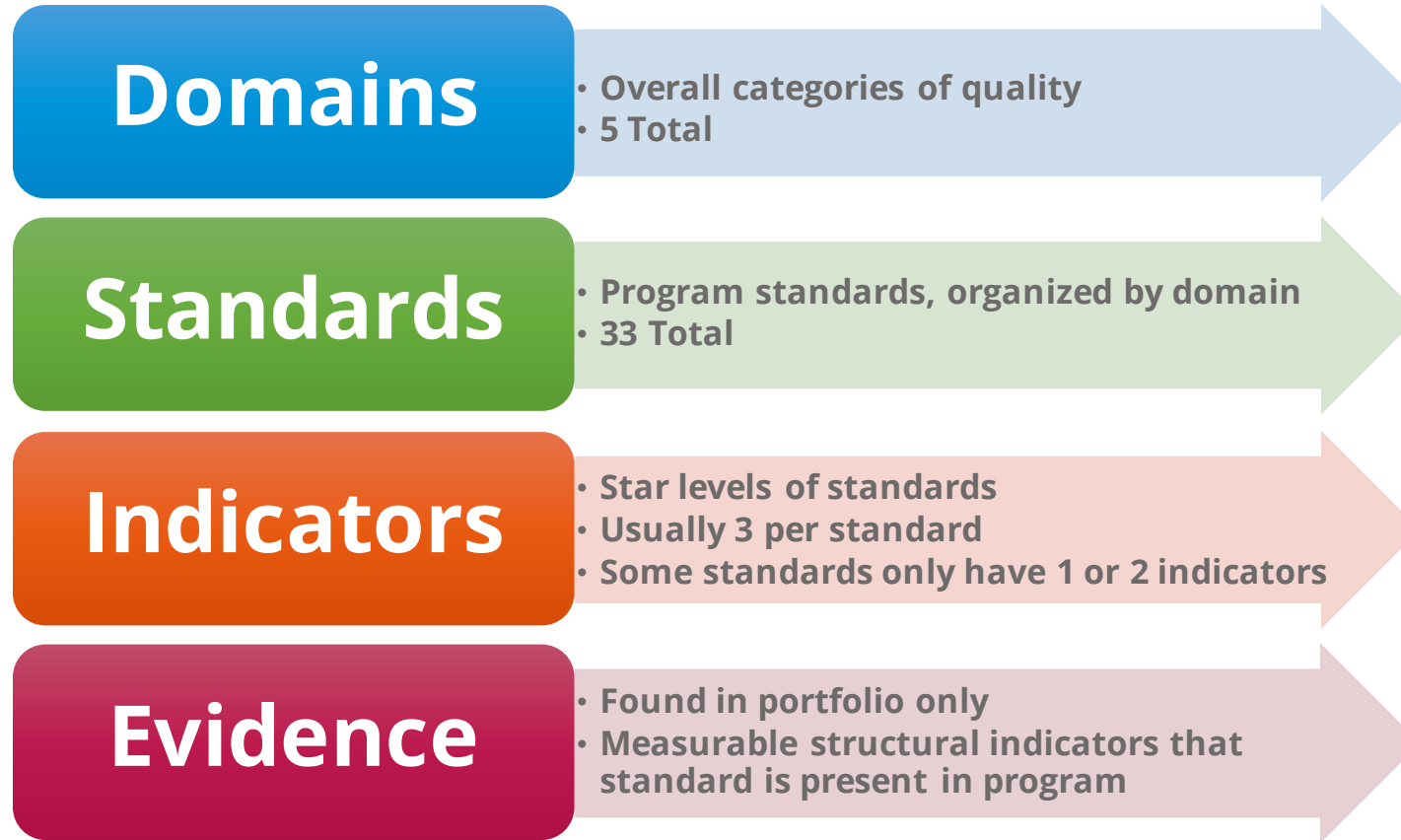
# Role of QIS



- Understand the Spark Standards, so you can answer questions
- Support programs as they make improvements
- Connect program with resources including the QRIS Resources website, Spark website, and Spark helpline
- Work with early educators as they compile evidence

# Spark Standards

# Spark Standards Structure



# Children's Learning and Development





# Evidence types in the Learning and Development Domain



- Documentation
- Written Description
- Written Example
- Captioned Photos
- Program Policy





**Standard LD1** The program is guided by a written statement of philosophy.



The program has a written philosophy that is available to staff, families, and visitors that states the program's values, beliefs, and program goals for:

- children
- families

**Evidence:**

- ☐ Copy of the program's philosophy, which demonstrates the criteria above.
- ☐ Average score of 3 or higher on question #10 on the Family Survey.

**Standard**

**Indicator**

**Evidence**



The program's philosophy explicitly ensures the inclusion of all children.

**Evidence:**

- ☐ Copy of program's philosophy that ensures the inclusion of all children.
- ☐ Written example of how the program has implemented its inclusive philosophy.



The program's philosophy is used to guide decisions, including decisions related to:

- curricular activities
- activities to promote partnerships with families
- professional development
- hiring of staff, if applicable

**Evidence:**

- ☐ Written description of how the program uses its philosophy to guide program decisions in the areas listed above.

# Example, Documentation

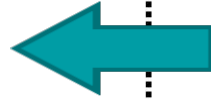


**Standard LD1** The program is guided by a written statement of philosophy.

- ★ The program has a written philosophy that is available to staff, families, and visitors that states the program's values, beliefs, and program goals for:
  - children
  - families

**Evidence:**

- ☐ Copy of the program's philosophy, which demonstrates the criteria above.
- ☐ Average score of 3 or higher on question #10 on the Family Survey.



## Busy Bees Program Philosophy

Our goal is to help children become life long learners. All children are welcome in our home. We believe parents are the primary teachers of their children and welcome their input and help at Busy Bees.

## Standard LD 1

### The program is guided by a written statement of philosophy.



At Butterfly House, we believe that the goals of early childhood care and education are to:

- **Encourage** children in becoming lifelong lovers of learning, creative thinkers and confident, secure human beings
- **Support** all aspects of each child's development ... physical, social, creative, emotional, larger and fine motor and cognitive
- **Nurture** each child's self esteem
- **Foster** a sense of community between parent's, teachers and children
- **Provide** a wonderful place for childhood
- **Include** all children and families regardless of ability, gender, ethnicity or sexual orientation. We make every effort to accommodate children with special health and developmental needs. We currently contract with the Douglas County Educational Service District to provide a high quality preschool experience to children with special needs. ESD provides resources, adaptive materials and consulting to assist us in meeting the needs of differently abled children

# Original

Standards Page - Children's Learning and Development (LD)

**Standard LD2** The program uses a curriculum that supports all children's learning and development.

The program uses a curriculum that supports all children's learning and development that:

- is based on theory and research
- produces positive child outcomes
- specifies outcomes for key areas of development
- specifies instructional details for care and education provider/teacher to follow
- specifies adult-child interaction details for care and education provider/teacher to follow
- balances adult-directed and child-initiated activities

## Evidence:

☐ Complete the Curriculum Description Worksheet in the Appendix and insert after this page.

None

None

# Alt. evidence

## Alternative Evidence for Standard LD2 3, 4, and 5 star levels

Program Name: \_\_\_\_\_ License Number: \_\_\_\_\_

My curriculum supports the learning development of:

|                        | Fully                    | Partially                | Somewhat                 | Not at all               | N/A                      |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Infant-Toddler         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Preschool-Age Children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School-Age Children    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The curriculum used by my program is:

- ☐ A published curriculum
- ☐ Developed using aspects of different curriculums
- ☐ Created by the program
- ☐ Other \_\_\_\_\_

Comments:

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## More About the Standard

Programs may approach the use of curriculum in a variety of ways while meeting this standard. Programs may use a published curriculum, different aspects of a variety of published curriculums and materials, or a curriculum created by the program. Curriculum categories used in this standard are: infant-toddler (infant through 30 months), preschool (30 months through kindergarten), school-age (first grade through age 12), and mixed age groups.

# Updated

**Standard LD2** The program uses a curriculum that supports all children's learning and development.

The program uses a curriculum that supports all children's learning and development that:

- is based on theory and research
- produces positive child outcomes
- specifies outcomes for key areas of development
- specifies instructional details for care and education provider/teacher to follow
- specifies adult-child interaction details for care and education provider/teacher to follow
- balances adult-directed and child-initiated activities

## Evidence: (Choose A or B)

☐ **A.** Complete the Curriculum Description Worksheet in the Appendix and insert after this page.

or

☐ **B.** Answer the following two questions about the curriculum.

1. The curriculum used by the program is: (choose one)

☐ A published curriculum Name: \_\_\_\_\_

☐ Developed by using aspects of different curriculums

☐ Created by the program

☐ Other Describe: \_\_\_\_\_

2. The curriculum supports the learning and development of children in these age groups:

|  | Group not served         | Fully                    | Partially                | Somewhat                 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Infant-Toddler<br>6 weeks – 30 months          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Preschool<br>30 months – Kindergarten          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School-Age<br>1 <sup>st</sup> grade – 12 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

None

None

## Standard LD3

The program provides an appropriate indoor environment that supports children's learning and development and is accessible to all children enrolled in the program.



The program uses a basic indoor environmental arrangement that supports children's learning and development, including physical space that:

- is accessible to all children enrolled in the program
- is divided or arranged into interest or play areas
- can be arranged into quiet and active play areas as needed
- has a place for children to be alone
- allows children and adults to move around freely
- has enough room for equipment needed by children with disabilities

### Evidence:

- ☐ Written description of the indoor environmental arrangement that demonstrates all the criteria above and accounts for all classrooms/age groups in the program.
- ☐ Captioned photograph(s) from each classroom in the program supporting the written description.



The program's indoor environment includes at least one place to display materials related to learning. These displays:

- are at child's eye level
- reflect current activities
- are age appropriate
- reflect a majority of child generated (not commercially- or adult-created) materials
- contain some three-dimensional items (for example, sculptures, textured collages, popsicle stick art, mobiles)

### Evidence:

- ☐ Written description of the indoor environmental arrangement that demonstrates all the criteria above that accounts for all classrooms/age groups in the program.
- ☐ Captioned photograph(s) from each classroom in the program supporting the written description.



The program's indoor environment includes displays that:

- represent various cultures, ethnic groups, and races
- represent different ages, genders, and various abilities
- show children and adults in non-stereotypical roles

### Evidence:

- ☐ Written description of the indoor environmental arrangement that demonstrates all the criteria above and accounts for all classrooms/age groups in the program.
- ☐ Captioned photograph(s) from each classroom in the program supporting the written description.

# Written Description



Description is written for the portfolio

## Tips

- Describe how, not just repeating the standard/indicator/criteria
- No specific length necessary
- Provide sufficient detail to meet criteria
- Writing quality not assessed





### Standard LD3

The program provides an appropriate indoor environment that supports children's learning and development and is accessible to all children enrolled in the program.



The program uses a basic indoor environmental arrangement that supports children's learning and development, including physical space that:

- is accessible to all children enrolled in the program
- is divided or arranged into interest or play areas
- can be arranged into quiet and active play areas as needed
- has a place for children to be alone
- allows children and adults to move around freely
- has enough room for equipment needed by children with disabilities

#### Evidence:

- ☐ Written description of the indoor environmental arrangement that demonstrates all the criteria above and accounts for all classrooms/age groups in the program.
- ☐ Captioned photograph(s) from each classroom in the program supporting the written description.



## Example Written Description LD 3

At Butterfly House, we have **plenty of room** where all children can play. The toys and other materials are on **shelves that they can reach**. We have an **area for art, blocks, and dress up**. We also have a **place for reading quietly if a child wants to be by themselves**. We **do not have any children with special equipment** right now but could rearrange our furniture if needed.



Provide evidence after this page, making sure to clearly label the standard number and star level.

### **Standard LD3 Tips**

- Written description needs to address how the criteria is met in the program, and must demonstrate the criteria by using specific information about practices.
- Written description and photographs need to work together to demonstrate the criteria.
- Remember, programs with multiple classrooms/age groups need to include clearly labeled evidence for each classroom/age group. Portfolio must explain how any shared space or equipment is used by each classroom/age group in an age-appropriate way.
- At a minimum, photos must be labeled with standard number and indicator (e.g., "LD6, 3-star"). You may also add additional information for clarity (e.g., "This is the closet where we store the toys we rotate as children's interests change").



# Captioned Photos



## Tips

- Photos captioned and labeled
  - Photos support written description
  - Pictures of children not needed
- These items together must address the criteria
  - Do not need photo for each of the criteria
  - Do not need multiple photos of same criteria item
  - Single photo may show multiple items

### Standard LD3

The program provides an appropriate indoor environment that supports children's learning and development and is accessible to all children enrolled in the program.

★ The program uses a basic indoor environmental arrangement that supports children's learning and development, including physical space that:

- is accessible to all children enrolled in the program
- is divided or arranged into interest or play areas
- can be arranged into quiet and active play areas as needed
- has a place for children to be alone
- allows children and adults to move around freely
- has enough room for equipment needed by children with disabilities

#### Evidence:

- ☐ Written description of the indoor environmental arrangement that demonstrates all the criteria above and accounts for all classrooms/age groups in the program.
- ☐ Captioned photograph(s) from each classroom in the program supporting the written description.

★ The program's indoor environment includes at least one place to display materials related to learning. These displays:

- are at child's eye level
- reflect current activities
- are age appropriate
- reflect a majority of child generated (not commercially- or adult-created) materials
- contain some three-dimensional items (for example, sculptures, textured collages, popsicle stick art, mobiles)

#### Evidence:

- ☐ Written description of the indoor environmental arrangement that demonstrates all the criteria above that accounts for all classrooms/age groups in the program.
- ☐ Captioned photograph(s) from each classroom in the program supporting the written description.

★ The program's indoor environment includes displays that:

- represent various cultures, ethnic groups, and races
- represent different ages, genders, and various abilities
- show children and adults in non-stereotypical roles

#### Evidence:

- ☐ Written description of the indoor environmental arrangement that demonstrates all the criteria above and accounts for all classrooms/age groups in the program.
- ☐ Captioned photograph(s) from each classroom in the program supporting the written description.

# Example, Captioned Photo

LD3, 4-Star

Child-generated art displays at child's eye level.



## Standard LD4

The program provides appropriate indoor furnishings that support children's learning and development.



★ The program uses basic indoor furnishings that support children's learning and development, including:

- sufficient furnishings available for routine care
- sufficient furnishings available for play
- sufficient furnishings available for relaxation/comfort
- sufficient furnishings available for learning
- furnishings in good repair
- shelves or containers with toys, books, etc., organized and within the reach of children
- shelves or containers with toys, books, etc., labeled with words

### Evidence:

- ☐ Written description of the indoor furnishings that demonstrates all the criteria above that accounts for all classrooms/age groups in the program.
- ☐ Captioned photograph(s) from each classroom supporting the written description.

★ The program uses indoor furnishings that support children's learning and development, including:

- shelves or containers with toys, books, etc., labeled with words in the languages of all children in the classroom, as appropriate.

### Evidence:

- ☐ Written description of the indoor furnishings that demonstrates all the criteria above that accounts for all classrooms/age groups in the program.
- ☐ Captioned photograph(s) from each classroom supporting the written description.

★ The program uses indoor furnishings that support children's learning and development, including:

- shelves and/or containers with toys, books, etc., labeled with words in the languages of all the children in the program, as appropriate
- shelves and containers labeled with pictures

### Evidence:

- ☐ Written description of the indoor furnishings that demonstrates all the criteria above that accounts for all classrooms/age groups in the program.
- ☐ Captioned photograph(s) from each classroom supporting the written description.



## Standard LD5

The program provides an appropriate and well-maintained outdoor gross motor area with equipment that is accessible to all children in the program.



### Outdoor gross motor equipment:

- addresses a variety of skills (for example, climbing, balancing, throwing, catching, pedaling, and steering)
- is appropriate for the ages and abilities of all children in the program

#### Evidence:

- ☐ Written description of outdoor gross motor equipment that demonstrates the criteria above.
- ☐ Captioned photograph(s) supporting the written description for all age groups and classrooms, if applicable.



Portable gross motor equipment for play is available (for example, balls, sports equipment, tricycles, jump ropes, hula hoops, etc.).

#### Evidence:

- ☐ Written description of portable equipment.
- ☐ Captioned photograph(s) supporting the written description for all age groups and classrooms, if applicable.



The program has adequate space for indoor gross motor activities when weather doesn't permit going outdoors.

#### Evidence:

- ☐ Written description of indoor space.
- ☐ Captioned photograph(s) supporting the written description for all age groups and classrooms, if applicable.

# Questions and Comments



"Things that make you go hum..." by [arvtpei](#) is licensed under [CC BY-NC-ND 2.0](#)





# Break



"People talking during break" by [TEDxMonterey](#) is licensed under [CC BY-SA 2.0](#)



## Standard LD6

The program uses materials that support children's learning and development.



The program uses basic materials that support children's learning and development. These materials:

- support children's development (including cognitive, language, motor, social, and emotional)
- are accessible
- are in sufficient quantity
- are rotated periodically
- include a variety of books
- include writing utensils and materials (for example, pencils, markers, chalk, paper, chalkboards, small dry erase boards, etc.)

### Evidence:

- ☐ Written description of materials that demonstrates all the criteria above.
- ☐ Captioned photograph(s) supporting the written description for all age groups and classrooms, if applicable.



The program uses a variety of materials with enhancements that support children's learning and development. These materials (for example, play figures, puzzles, visuals, and pictures):

- show ethnic groups in non-stereotypical roles
- represent the culture of the community
- provide opportunities for self-direction and choice

### Evidence:

- ☐ Written description of materials that demonstrates all the criteria above.
- ☐ Captioned photograph(s) supporting the written description for all age groups and classrooms, if applicable.



The program uses a wide selection of materials that support children's learning and development. These materials (for example, dress-up clothes, play foods, pictures, and other displays):

- represent two or more cultures
- show similarities in day-to-day routines and activities
- include some written materials in the children's home language

### Evidence:

- ☐ Written description of materials that demonstrates all the criteria above.
- ☐ Captioned photograph(s) supporting the written description for all age groups and classrooms, if applicable.



Standard LD7

The program uses planned curriculum activities that support children's learning and development.



- The program uses basic curriculum activities that support children's learning and development that include:
- adaptations that allow all children, including those with disabilities, to participate
  - activities designed to promote understanding of cultures represented in the program
  - opportunities for children to use books independently
  - reading by adults to groups of children daily
  - opportunities for children to use writing materials

Evidence:

- ☐ Written description of activities that demonstrates all the criteria above.
- ☐ Copy of lesson plan or schedule that supports the written description for all age groups and classrooms, if applicable.
- ☐ If a child with disabilities attends the program, written description of curriculum activities developed in consultation with the IFSP/IEP team to meet the needs of a child with disabilities.



- The program uses a variety of curriculum activities that support children's learning and development that include:
- activities that promote understanding of cultures beyond those represented in program
  - activities that address content areas (math, science, social studies, etc.)
  - adults reading one-to-one with children daily
  - adults writing what children say and taking dictation from children

Evidence:

- ☐ Written description of activities that demonstrates all the criteria above.
- ☐ Copy of lesson plan or schedule that supports the written description for all age groups and classrooms, if applicable.



- The program uses a wide selection of curriculum activities that support children's learning and development that include:
- interactions with persons who are culturally or linguistically diverse (these can be program staff, parents, or community members invited into the program)
  - some activities in children's home languages, such as singing or storytelling

Evidence:

- ☐ Written description of activities that demonstrates all the criteria above.
- ☐ Copy of lesson plan or schedule that supports the written description for all age groups and classrooms, if applicable.



## Standard LD7

The program uses planned curriculum activities that support children's learning and development.



The program uses basic curriculum activities that support children's learning and development that include:

- adaptations that allow all children, including those with disabilities, to participate
- activities designed to promote understanding of cultures represented in the program
- opportunities for children to use books independently
- reading by adults to groups of children daily
- opportunities for children to use writing materials

### Evidence:

- ☐ Written description of activities that demonstrates all the criteria above.
- ☐ Copy of lesson plan or schedule that supports the written description for all age groups and classrooms, if applicable.
- ☐ If a child with disabilities attends the program, written description of curriculum activities developed in consultation with the IFSP/IEP team to meet the needs of a child with disabilities.

## Written Description

We plan activities for all the child under our care. Currently we do not have any children with disabilities enrolled in our program but we would be willing to make any accommodation necessary to so they could participate. Our lessons discuss the cultures around the world. We talk about how we respect everyone.

Adults read to children everyday. Writing is fundamental to children's learning. We plan activities for the ages of all the children in our program. We have planned activities to help the children with writing. We have a station in one room where children can practice writing their name and get support from me and my staff writing, like on how to hold a pencil. The toddlers have large crayons and chalk for coloring.

# Example of a Daily Schedule or Lesson Plan



## Butterfly House Daily Schedule

|              |   |
|--------------|---|
| 8:00-8:30    | Arrival, quiet play, handwashing, Breakfast   |
| 9:00-9:15    | morning circle time - Stories, singing, and movement  |
| 9:15-10:15   | Free choice for toddlers and preschoolers including art, blocks, house play, table toys<br><br>Tummy time for infants, feeding, diapering, and naps when they are ready |
| 10:15- 10:45 | Handwashing, snack  |
| 10:45-11:30  | outdoor play  |
| 11:30-12:15  | handwashing, lunch, independent reading   |
| 12:15-2:30   | Naps, quiet play  |
| 2:30-3:00    | Handwashing, snacks   |

Standard LD8

The program uses daily routines that support children's learning and development.



- The program uses basic daily routines, including:
- child-initiated activities balanced with adult-directed activities
  - one-on-one activities
  - activities that are done in small groups of children
  - daily planned activities for outdoor play, or similar activities indoors when weather or air quality does not permit outdoor play

Evidence:

- ☐ Copy of lesson plan or schedule that demonstrates all the criteria above for all age groups and classrooms.



- The program uses a variety of daily routines, including:
- whole-group activities (gatherings such as circle time) that are held for short periods of time appropriate for the age and individual needs of children
  - many opportunities for children to be part of self-selected small groups

Evidence:

- ☐ Copy of lesson plan or schedule that demonstrates all the criteria above for all age groups and classrooms.



- The program uses a wide selection of daily routines, including:
- extended blocks of time for children to engage in sustained interactions and explorations with adults and peers
  - few whole-group transitions
  - minimal waiting time
  - planning for outdoor activities

Evidence:

- ☐ Copy of daily schedule that demonstrates all the criteria above for all age groups and classrooms.





Standard LD9

The program uses information from screening and assessment to measure children's learning and development in order to make referrals and do program planning.



A developmental screening, using the Ages and Stages Questionnaire (ASQ), is conducted on each child

- within 45 days of when the child enters the program
- on an annual basis
- includes information to refer children for specialized assessment when indicated.

Evidence:

- ☐ Not applicable. The program only serves school-age children.
- ☐ Program policy on conducting screening and referring children for additional, specialized assessment that addresses the criteria above.
- ☐ Copy of one completed ASQ screening with child's name removed.



The program conducts assessment of learning and development for each child at least two times during the year and plans learning activities based on assessment information.

Evidence:

*If different assessment tools are used in different classrooms or for different age groups, please provide the following evidence for each tool.*

- ☐ Copy of one completed assessment with child's name removed.
- ☐ Written description of how the daily schedule and weekly plan are tied to assessment information.
- ☐ For programs that only serve school-age children: Written description of child assessment procedures.

Check assessment(s) used:

- ☐ Teaching Strategies Gold
- ☐ The Creative Curriculum Developmental Continuum
- ☐ Assessment, Evaluation and Programming System (AEPS)  
or
- ☐ If the assessment used is not listed above, a written description of how the assessment aligns with Oregon's Early Learning and Kindergarten Guidelines and/or Head Start Early Learning Outcomes, which are available in the Appendix.



Samples of children's work, written accounts of specific observations, and information from family members are collected on an ongoing basis to supplement assessment.

Evidence:

- ☐ Written description of supplemental assessment information collected on children.

# Program Policy



## Tips


- Used in program operations
  - Readily accessible to families and/or staff
  - Comes from another document (policy manual, employee or family handbook)
  - Copy of the program policy manual/handbook should be included in the portfolio
- Border, page numbers, footers, headers
  - “Your child...” “You will...” (family directed speech)
  - Policy manual included

Evidence Page - Children's Learning and Development (LD)

Provide evidence after this page, making sure to clearly label the standard number and star level.

**Standard LD9 Tips**

- More information about the ASQ is available in the Appendix.
- Please note that the ASQ and the ASQ-SE are two different screenings. Although the ASQ-SE is a valuable resource, it will not be accepted as evidence for this standard.



A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy in your portfolio evidence, copy the policy directly from your handbook.

# Example, Program Policy



## Butterfly House screening Policy – LD 9, 3-Star

At Butterfly House we are anxious to provide the best possible early learning experience for you child to assist us with understanding each child. We conduct a developmental screening on each child during their first month of school using the Ages and Stages Questionnaire (ASQ) . This tool offers us insight on your child's skills. This information is tremendously helpful to us as we plan learning experiences for your child. Parents are given a copy of the results after the screening is completed. All individual screening results are confidential.

## Butterfly House, Parent Handbook Page 10





## Standard LD9

The program uses information from screening and assessment to measure children's learning and development in order to make referrals and do program planning.



A developmental screening, using the Ages and Stages Questionnaire (ASQ), is conducted on each child

- within 45 days of when the child enters the program
- on an annual basis
- includes information to refer children for specialized assessment when indicated.

### Evidence:

- ☐ Not applicable. The program only serves school-age children.
- ☐ Program policy on conducting screening and referring children for additional, specialized assessment that addresses the criteria above.
- ☐ Copy of one completed ASQ screening with child's name removed.



At Butterfly House we are anxious to provide the best possible early learning experience for you child to assist us with understanding each child. We conduct a developmental screening on each child during their first month of school using the Ages and Stages Questionnaire (ASQ). This tool offers us insight your child's skills. This information is tremendously helpful to us as we plan learning experiences for your child. Parents are given a copy of the results after the screening is completed. All individual screening results are confidential.

# LD9



**ASQ-3** Ages & Stages Questionnaires®  
33 Month Questionnaire

31 months 16 days through 34 months 15 days

Please provide the following information. Use black or blue ink only and print legibly when completing this form.

Date ASQ completed: 6/17/19

Child's information

Child's first name: [redacted] Middle initial: [redacted] Child's last name: [redacted]

Child's date of birth: 8/31/16

Person filling out questionnaire

First name: [redacted] Middle initial: [redacted] Last name: [redacted]

Relationship to child: ☐ Parent ☐ Guardian ☐ Teacher ☐ Child care provider ☐ Grandparent or other relative ☐ Foster parent ☐ Other: [redacted]

Street address: [redacted]

City: CG State/Province: [redacted] ZIP/Postal code: 71424

Country: [redacted]

Home telephone number: [redacted] Other telephone number: [redacted]

E-mail address: [redacted]

Names of people assisting in questionnaire completion: [redacted]

Program Information

Child ID #: [redacted]

Program ID #: [redacted]

Program name: [redacted]

Ages & Stages Questionnaires®, Third Edition (ASQ-3™), Squires & Bricker  
© 2009 Paul H. Brookes Publishing Co. All rights reserved.

E101330100

**ASQ-3** 33 Month Questionnaire 31 months 16 days through 34 months 15 days

On the following pages are questions about activities children may do. Your child may have already done some of the activities described here, and there may be some your child has not begun doing yet. For each item, please fill in the circle that indicates whether your child is doing the activity regularly, sometimes, or not yet.

Important Points to Remember:

- Try each activity with your child before marking a response.
- Make completing this questionnaire a game that is fun for you and your child.
- Make sure your child is rested and fed.
- Please return this questionnaire by [redacted]

Notes: [redacted]

**COMMUNICATION**

1. When you ask your child to point to his nose, eyes, hair, feet, ears, and so forth, does he correctly point to at least seven body parts? (He can point to parts of himself, you, or a doll. Mark "sometimes" if he correctly points to at least three different body parts.) YES ☒ SOMETIMES ☐ NOT YET ☐

2. Does your child make sentences that are three or four words long? Please give an example: [redacted] YES ☒ SOMETIMES ☐ NOT YET ☐

3. Without giving your child help by pointing or using gestures, ask her to "put the book on the table" and "put the shoe under the chair." Does your child carry out both of these directions correctly? YES ☒ SOMETIMES ☐ NOT YET ☐

4. When looking at a picture book, does your child tell you what is happening or what action is taking place in the picture (for example, "bark ing," "running," "eating," or "crying")? You may ask, "What is the dog (or boy) doing?" YES ☒ SOMETIMES ☐ NOT YET ☐

5. Show your child how a zipper on a coat moves up and down, and say, "See, this goes up and down." Put the zipper to the middle, and ask your child to move the zipper down. Return the zipper to the middle, and ask your child to move the zipper up. Do this several times, placing the zipper in the middle before asking your child to move it up or down. Does your child consistently move the zipper up when you say down, and down when you say "down"? YES ☒ SOMETIMES ☐ NOT YET ☐

6. When you ask, "What is your name?" does your child say his first name or nickname? YES ☒ SOMETIMES ☐ NOT YET ☐

COMMUNICATION TOTAL: 10

page 2 of 3

E101330200

**ASQ-3** 33 Month Questionnaire page 3 of 3

**GROSS MOTOR**

1. Does your child run fairly well, stopping herself without bumping into things or falling? YES ☒ SOMETIMES ☐ NOT YET ☐

2. Without holding onto anything for support, does your child kick a ball by swinging his leg forward? YES ☒ SOMETIMES ☐ NOT YET ☐

3. Does your child jump with both feet leaving the floor at the same time? YES ☒ SOMETIMES ☐ NOT YET ☐

4. Does your child walk up stairs, using only one foot on each step? (The left foot is on one step, and the right foot is on the next.) She may hold onto the railing or wall. (You can look for this at a store, on a playground, or at home.) YES ☒ SOMETIMES ☐ NOT YET ☐

5. Does your child stand on one foot for about 1 second without holding onto anything? YES ☒ SOMETIMES ☐ NOT YET ☐

6. While standing, does your child throw a ball overhead by raising his arm to shoulder height and throwing the ball forward? (Dropping the ball or throwing the ball underhand should be scored as "not yet.") YES ☒ SOMETIMES ☐ NOT YET ☐

GROSS MOTOR TOTAL: 60

**FINE MOTOR**

1. After your child watches you draw a line from the top of the paper to the bottom with a pencil, crayon, or pen, ask her to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a vertical direction? YES ☒ SOMETIMES ☐ NOT YET ☐

Count as "yes" [redacted]  
Count as "not yet" [redacted]

FINE MOTOR TOTAL: 45

page 3 of 3

E101330300

**ASQ-3** 33 Month Questionnaire page 4 of 7

**FINE MOTOR**

2. Can your child string small items such as beads, necklaces, or pasta "wagon wheels" onto a string or shoelace? YES ☐ SOMETIMES ☒ NOT YET ☒

3. After your child watches you draw a line from one side of the paper to the other side, ask him to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a horizontal direction? YES ☒ SOMETIMES ☐ NOT YET ☐

Count as "yes" [redacted]  
Count as "not yet" [redacted]

4. After your child watches you draw a single circle, ask her to make a circle like yours. Do not let her trace your circle. Does your child copy you by drawing a circle? YES ☒ SOMETIMES ☐ NOT YET ☐

Count as "yes" [redacted]  
Count as "not yet" [redacted]

5. Does your child turn pages in a book, one page at a time? YES ☒ SOMETIMES ☐ NOT YET ☐

6. Does your child try to cut paper with child-safe scissors? (He does not need to cut the paper but must get the blades to open and close while holding the paper with the other hand. (You may show your child how to use scissors. Carefully watch your child's use of scissors for safety reasons.) YES ☐ SOMETIMES ☒ NOT YET ☐

FINE MOTOR TOTAL: 45

**PROBLEM SOLVING**

1. When looking in the mirror, ask, "Where is \_\_\_\_?" (Use your child's name.) Does your child point to her image in the mirror? YES ☒ SOMETIMES ☐ NOT YET ☐

2. While your child watches, line up four objects like blocks or cans in a row. Does your child copy or imitate you and line up four objects in a row? (You can also use spoons of thread, small boxes, or other toys.) YES ☒ SOMETIMES ☐ NOT YET ☐

3. If your child wants something he cannot reach, does he find a chair or box to stand on to reach it (for example, to get a toy on a counter or to "help" you in the kitchen)? YES ☒ SOMETIMES ☐ NOT YET ☐

PROBLEM SOLVING TOTAL: 30

E101330400

**ASQ-3** 33 Month ASQ-3 Information Summary 31 months 16 days through 34 months 15 days

Child's name: [redacted] Date ASQ completed: 6/17/19

Child's ID #: [redacted] Date of birth: 8/31/16

Administering program/provider: [redacted]

1. **SCORE AND TRANSFER TOTALS TO CHART BELOW:** See ASQ-3 User's Guide for details, including how to adjust scores if item responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add item scores, and record each area total. In the chart below, transfer the total scores, and fill in the circles corresponding with the total scores.

| Area            | Cutoff | Total Score | 0 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |
|-----------------|--------|-------------|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Communication   | 25.36  |             |   |   |    |    |    |    |    |    |    |    |    |    |    |
| Gross Motor     | 34.80  |             |   |   |    |    |    |    |    |    |    |    |    |    |    |
| Fine Motor      | 12.28  |             |   |   |    |    |    |    |    |    |    |    |    |    |    |
| Problem Solving | 26.92  |             |   |   |    |    |    |    |    |    |    |    |    |    |    |
| Personal Social | 28.96  |             |   |   |    |    |    |    |    |    |    |    |    |    |    |

2. **TRANSFER OVERALL RESPONSES:** Bolded uppercase responses require follow-up. See ASQ-3 User's Guide, Chapter 6.

1. Hears well? Comments: [redacted] YES NO

2. Talks like other toddlers his age? Comments: [redacted] YES NO

3. Understand most of what your child says? Comments: [redacted] YES NO

4. Others understand most of what your child says? Comments: [redacted] YES NO

5. Walks, runs, and climbs like other toddlers? Comments: [redacted] YES NO

6. Family history of hearing impairment? Comments: [redacted] YES NO

7. Concerns about vision? Comments: [redacted] YES NO

8. Any medical problems? Comments: [redacted] YES NO

9. Concerns about behavior? Comments: [redacted] YES NO

10. Other concerns? Comments: [redacted] YES NO

3. **ASQ SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP:** You must consider total area scores, overall responses, and other considerations, such as opportunities to practice skills, to determine appropriate follow-up. If the child's total score is in the **RED** area, it is above the cutoff, and the child's development appears to be on schedule. If the child's total score is in the **YELLOW** area, it is close to the cutoff. Provide learning activities and monitor. If the child's total score is in the **GREEN** area, it is below the cutoff. Further assessment with a professional may be needed.

4. **FOLLOW-UP ACTION TAKEN:** Check all that apply. Provide activities and rescreen in \_\_\_\_ months. Share results with primary health care provider. Refer for (circle all that apply) hearing, vision, and/or behavioral screening. Refer to primary health care provider or other community agency (specify \_\_\_\_). Refer to early intervention/early childhood special education. No further action taken at this time. Other (specify): \_\_\_\_.

5. **OPTIONAL:** Transfer item responses (Y = YES, S = SOMETIMES, N = NOT YET, X = response missing).

|                 | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------------|---|---|---|---|---|---|
| Communication   |   |   |   |   |   |   |
| Gross Motor     |   |   |   |   |   |   |
| Fine Motor      |   |   |   |   |   |   |
| Problem Solving |   |   |   |   |   |   |
| Personal Social |   |   |   |   |   |   |

E101330800

Standard LD10

Group size, child-staff ratios, and staffing patterns are appropriate for the children's ages and positively affect children's emotional development, cognitive development, safety, and health.



Children spend a majority of their day with a consistent care provider.

Evidence:

- ☐ Program policy or written description of how the program establishes and maintains a consistent caregiver for children.



The program's enrollment practices exceed licensing standards.

Evidence:

- ☐ Program policy or written description of the program's ratios that demonstrate how the program's staffing and enrollment practices exceed licensing standards.



None







Standard LD11

The program facilitates and supports appropriate adult-child interactions in the areas of social and emotional support, organization and management of children's behavior and instructional support.



The program has a written policy for adult-child interactions that support children's social and emotional needs and that specifically encourage adults to:

- use open-ended questions to engage in frequent conversations with children
- be in close physical proximity to children
- join children's activities
- use positive comments and encouragement with children
- acknowledge and validate children's emotions
- focus interactions on children's activities and interests

Evidence:

- ☐ Copy of program's policy for adult-child interactions that demonstrates all the criteria above.



The program has a written policy for adult-child interactions that support children's learning, language, and concept development and that specifically encourage adults to:

- provide feedback on children's ideas, comments, and work
- use repetition and extension
- use self-talk and parallel talk
- use scaffolding to help children understand concepts, answer questions, or complete activities

Evidence:

- ☐ Copy of program's policy for adult-child interactions that demonstrates all the criteria above.



Adults who interact with children make use of appropriate emotional support, classroom organization, and instructional support.

Evidence:

On-site observation(s) will be conducted by The Research Institute as part of the portfolio review after the portfolio has met a sufficient number of standards at the 5-star level. The Research Institute will contact you to discuss and arrange the observation at a mutually agreeable time. If you would like more information about these observations, please contact the Helpline.



## Standard LD11

The program facilitates and supports appropriate adult-child interactions in the areas of social and emotional support, organization and management of children's behavior and instructional support.



The program has a written policy for adult-child interactions that support children's social and emotional needs and that specifically encourage adults to:

- use open-ended questions to engage in frequent conversations with children
- be in close physical proximity to children
- join children's activities
- use positive comments and encouragement with children
- acknowledge and validate children's emotions
- focus interactions on children's activities and interests

### Evidence:

- ☐ Copy of program's policy for adult-child interactions that demonstrates all the criteria above.



Butterfly House staff use the guidelines in our curriculum source The Creative Curriculum for Family Child Care. Each staff member is given a copy of this at their orientation and trained in following its guidelines. Additionally, as new staff are trained, the expectations for interactions are shared and discussed at length. We consider Butterfly House to be a relationship based program. Our policy is to make our time with children the highest priority and our goal is to be alongside them, engaging them in conversation and sharing their discoveries.

## Standard LD12 The program facilitates and supports children's positive social and emotional development.

- ★ The program has a written policy on behavior management that encourages the use of:
- clear expectations
  - proactive/preventative strategies
  - redirection of misbehavior

### Evidence:

- ☐ Copy of program's policy on behavior management that demonstrates all the criteria above.

- ★ The program provides direct instruction and support on children's social skills, including:
- empathy
  - self-regulation
  - problem solving

### Evidence:

- ☐ Written description of how the program provides instruction on social skills.



- ★ Adults who interact with children make use of appropriate adult-child interactions that support children's positive social and emotional development.

### Evidence:

On-site observation(s) will be conducted by The Research Institute as part of the portfolio review after the portfolio has met a sufficient number of standards at the 5-star level. The Research Institute will contact you to discuss and arrange the observation at a mutually agreeable time. If you would like more information about these observations, please contact the Helpline.

## Standard LD12

The program facilitates and supports children's positive social and emotional development.



The program has a written policy on behavior management that encourages the use of:

- clear expectations
- proactive/preventative strategies
- redirection of misbehavior

### **Evidence:**

- ☐ Copy of program's policy on behavior management that demonstrates all the criteria above.



At Butterfly House, we view guidance as an opportunity to help children develop an awareness of their actions, make appropriate choices, develop self control and respect for others. Guidance strategies include verbal reminders about rules, redirection, quiet time with a teacher to talk about the problem and taking a break from a situation that may be causing difficulties. We try to prevent problems by having verbal and picture reminders about rules, having doubles of popular toys, and staying close to where children are playing. At no time will any form of corporal punishment, ridicule, isolation, withholding of food or confinement be used as a method of disciplining children. (Butterfly House Parent Handbook, page 11)

**Standard LD12** The program facilitates and supports children's positive social and emotional development.

- ★ The program has a written policy on behavior management that encourages the use of:
- clear expectations
  - proactive/preventative strategies
  - redirection of misbehavior

**Evidence:**

- ☐ Copy of program's policy on behavior management that demonstrates all the criteria above.

- ★ The program provides direct instruction and support on children's social skills, including:
- empathy
  - self-regulation
  - problem solving

**Evidence:**

- ☐ Written description of how the program provides instruction on social skills.

- ★ Adults who interact with children make use of appropriate adult-child interactions that support children's positive social and emotional development.

**Evidence:**

On-site observation(s) will be conducted by The Research Institute as part of the portfolio review after the portfolio has met a sufficient number of standards at the 5-star level. The Research Institute will contact you to discuss and arrange the observation at a mutually agreeable time. If you would like more information about these observations, please contact the Helpline.

# Example, Written Description



LD12, 4 star

I teach children empathy by talking with them about their feelings and when another child is upset, we help them to discuss how that child is feeling and why. I teach self-regulation by having children check in on their feelings a few times a day and see if they need anything. I teach children about problem solving by modeling ways to solve their problems during our morning circle time.



# Questions and Comments



"Things that make you go hum..." by [arvtpei](#) is licensed under [CC BY-NC-ND 2.0](#)

# Professional Action



- Go to the QIS portal on the Spark website and locate the Spark Appendix. In the Appendix, locate the Assessment worksheets. *oregonspark.org QIS Portal Early Educator materials, (choose language)*
- Review the Spark standards in the *Health and Safety, Personnel Qualifications, Family Partnerships, and Administration and Business Practices* domains

# Preview Module 5



- Participants will explore the Health and Safety, Personnel Qualifications, Family Partnerships, and Administration and Business Practices Domains and those Standards
- Participants will examine the evidence associated with the Spark standards Health and Safety, Personnel Qualifications, Family Partnerships, and Administration and Business Practices

# Closing and Final Thoughts



- Evaluation
- Type your name in the chat