## Tools Featured in California’s QRIS Quality Continuum Framework and Professional Development Pathways

Disclaimer: This document was designed to orient the Alameda County Early Learning Challenge Advisory Committee to the tools and resources utilized in California’s QRIS. It is NOT meant as a comprehensive guide. Please visit the weblink for each tool to learn more.

<table>
<thead>
<tr>
<th>TOOL</th>
<th>PURPOSE</th>
<th>EXAMPLE</th>
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</table>
| **1. California Preschool Learning Foundations**  
[[http://www.cde.ca.gov/sp/cd/re/psfoundations.asp](http://www.cde.ca.gov/sp/cd/re/psfoundations.asp)] (has links to Volumes 1 & 2) | The California Preschool Learning Foundations outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide early childhood educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when given the benefits of a high-quality preschool program.  
The foundations were developed using an inclusive and deliberative input process, including statewide stakeholder meetings, public input sessions held throughout the state, public hearings, and public comment. Input from the various review opportunities was considered and incorporated as appropriate.  
**Volume 1** of the *California Preschool Learning Foundations* focuses on the domains of social-emotional development, language and literacy, English-language development, and mathematics. They provide a comprehensive understanding of what children learn in these four domains.  
**Volume 2** focuses on the domains of visual and performing arts, physical development, and health.  
**Volume 3** for history/social science and science is in development (expected release spring 2013). | Physical Development, Fundamental Movement Skills  
1.0 Balance  
At around 48 months of age  
1.1 Maintain balance while holding still; sometimes may need assistance.  
1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.  
At around 60 months of age  
1.1 Show increasing balance and control when holding still.  
1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another. |
| **2. California Preschool Curriculum Frameworks**  
[[http://www.cde.ca.gov/sp/](http://www.cde.ca.gov/sp/)] | Created as companion volumes to the California Preschool Learning Foundations, the California Preschool Curriculum Frameworks present strategies for early childhood educators that enrich | Physical Development, Fundamental Movement Skills  
1.0 Balance |
Developed by the Alameda County Child Care Planning Council  
Latest Draft: October 15, 2012

| cd/re/psframework.asp (has links to Volumes 1& 2) | learning and development opportunities for all of California’s preschool children. The California Preschool Curriculum Frameworks include ideas for how to intentionally integrate learning into children’s play; implement child-directed and teacher-guided activities; plan environments, interactions, routines, and materials that engage children in learning; and individualize curriculum based on children’s knowledge, skills, needs and interests.  
The frameworks were developed using an inclusive and deliberate input process, including statewide stakeholder meetings, public input sessions held throughout the state, public hearings and public comment. Input from the various review opportunities was considered and incorporated as appropriate. |
| Frameworks has seven pages on Balance, including two vignettes and 11 specifics strategies to facilitate this skill like:  
- Provide a variety of sensory cues that facilitate multisensory learning.  
- Modify balance activities to increase participation by children with disabilities and special needs.  
- Use visual aids, foot and handprints, and objects on the floor to promote balancing skills. |
| 3. Ages and Stages Questionnaire (ASQ)  
http://agesandstages.com/asq-products/asq-3/asq-3-at-a-glance/ (this page describes the tool)  
https://asqoregon.com/whatisasq.php?lang=en (this page allows parents to take the ASQ online) | ASQ is a low-cost, reliable tool for screening infants and young children who may be at risk for developmental delays during the crucial first 5 years of life. The Ages & Stages Questionnaires® (ASQ) Third Edition is a questionnaire designed to help parents check their child’s development. Activities discussed in each questionnaire reflect developmental milestones for each age group. Parents can use the results of the ASQ to help talk with pediatricians, teachers or other professionals if they have concerns about their child’s development.  
The core of ASQ is a series of 21 questionnaires that correspond to age intervals from 1 – 66 months. Each questionnaire contains 30 simple questions for parents to answer about activities their child is (or is not) able to do in 5 domains. The answers are scored and help to determine whether the child’s development is on schedule or whether the child should be referred for a developmental checkup with a professional. |
| 4. Ages & Stages Questionnaires®: Social Emotional (ASQ:SE) | The Ages & Stages Questionnaires®: Social Emotional (ASQ:SE) is a first level screening tool that is designed to identify children who may be at risk for social or emotional difficulties.  
For a 16 month questionnaire, Communications section:  
1. Does your child point to, pat, or try to pick up pictures in a book?  
2. Does your child say four or more words in addition to “mama” and “dada?”  
3. When your child wants something, does she tell you by pointing to it?  
4. When you ask your child to, does he go into another room to find a familiar toy or object? (You might ask, “Where is your ball?” or say “Bring me your coat,” or “Go get your blanket.”)  
5. Does your child imitate a two-word sentence? For example, when you say a two-word phrase, such as “Mama eat,” “Daddy play,” “Go home,” or “What’s this?” does your child say both words back to you? (Mark “yes” even if her words are difficult to understand.”)  
6. Does your child say eight or more words in addition to “mama” or “dada?”  
Options for answering are: yes, sometimes, not yet.  
For a 36 month questionnaire, here are five questions:  
1. Does your child look at you when you talk to her?  
2. Does your child like to be hugged or cuddled? |
The ASQ:SE does not diagnose serious social or emotional disorders; rather it should be seen as first step aid in identifying young children who may benefit from more in-depth evaluation and/or preventive interventions designed to improve their social competence, emotional competence, or both.

Behaviors discussed in each questionnaire reflect developmental milestones for each age group. Parents can use the results of the ASQ:SE to help talk with pediatricians, teachers or other professionals if they have concerns about their child's social emotional development.

The core of ASQ:SE is a series of 8 questionnaires that correspond to age intervals from 3 – 66 months.

- Each questionnaire contains anywhere from 19 – 33 simple questions for parents to answer about their child's behavior and social interactions.
- The answers are scored and help to determine whether the child's development appears to be progressing as expected or whether the child should be referred for a professional evaluation.

| 3. | Does your child talk/play well with adults he knows well? |
| 4. | Does your child cling to you more than you expect? |
| 5. | When upset, can your child calm down within 15 minutes? |

Options for answering are: most of the time, sometimes, rarely or never.

6. **Classroom Assessment Scoring System™ (CLASS™)**

   [http://www.teachstone.org/](http://www.teachstone.org/)

The Classroom Assessment Scoring System™ (CLASS™) is an observational tool that provides a common lens and language focused on what matters—the classroom interactions that boost student learning.

Data from CLASS™ observations are used to support teachers’ unique professional development needs, set school-wide goals, and shape system-wide reform at the local, state, and national levels.

Based on research from the University of Virginia's Curry School of Education and studied in thousands of classrooms nationwide, the CLASS™ tool

- focuses on effective teaching
- helps teachers recognize and understand the power of their interactions with students

The CLASS™ tool organizes teacher-student interactions into three broad domains:

- Emotional Support
- Classroom Organization
- Instructional Support

In these three domains there are 10 dimensions. In the Instructional Support domain one of the three dimensions is Quality of Feedback. Within that dimension there are five indicators, including:

Scaffolding (Hints, Assistance)

Low score (1,2): The teacher rarely provides scaffolding to students but rather dismisses responses or actions as...
- aligns with professional development tools
- works across age levels and subjects

CLASS™ Observations break down the complex classroom environment to help educators focus on boosting the effectiveness of their interactions with learners of all ages. Observations rely on categorizing interactions within the CLASS™ framework.

### 7. Environmental Rating Scales

http://ers.fpg.unc.edu/about-environment-rating-scales

There are four environment rating scales, each designed for a different segment of the early childhood field.

- **ECERS-R** The Early Childhood Environment Rating Scale-Revised: A thorough revision of the ECERS, designed to assess group programs for preschool-kindergarten aged children, from 2 through 5 years of age. Total scale consists of 43 items.
- **ITERS-R** The Infant/Toddler Environment Rating Scale-Revised: A thorough revision of the ITERS, designed to assess group programs for children from birth to 2 ½ years of age. Total scale consists of 39 items.
- **FCCERS-R** The Family Child Care Environment Rating Scale-Revised: A thorough revision of the FDCRS, designed to assess family child care programs conducted in a provider’s home. Total scale consists of 38 items.
- **SACERS** The School-Age Care Environment Rating Scale: Designed to assess before and after school group care programs for school-age children, 5 to 12 years of age. The total scale consists of 49 items, including 6 supplementary items for programs enrolling children with disabilities.

Our scales are designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions.

| Incorrect or ignores problems in understanding. |
|-----------------|------------------|
| Middle score (3,4,5): The teacher occasionally provides scaffolding to students but at other times simply dismisses responses as incorrect or ignores problems in understanding. |
| High score (6,7): The teacher often scaffolds for students who are having a hard time understanding a concept, answering a question, or completing an activity. |

Each one of the scales has items to evaluate: Physical Environment; Basic Care; Curriculum; Interaction; Schedule and Program Structure; and Parent and Staff Education.

The scale is from 1 (Inadequate) 3 (Minimal) 5 (Good) to 7 (Excellent). Programs can score anywhere from 1 to 7.

For the FDCERS on the Parents and Providers Section, Item 36 Provisions for parents ranges from (partial list only):

- 1.1 No information concerning program given to parents in writing.
- 1.2 Parents discouraged from observing or being involved in children’s program.

To

- 7.1 Parents asked for an evaluation of the program annually (Ex. Parent questionnaires, group evaluation meeting).
- 7.2 Parents referred to other professionals when needed (Ex. For special parenting help, for health concerns about a child).
- 7.3 Provider and parents have a conference at least yearly to review child’s progress and plan for the future.

with additional ratings of 3 and 5 in between.
interactions.

Our scales define environment in a broad sense and guide the observer to assess the arrangement of space both indoors and outdoors, the materials and activities offered to the children, the supervision and interactions (including language) that occur in the classroom, and the schedule of the day, including routines and activities.

<table>
<thead>
<tr>
<th>7. The Center on the Social and Emotional Foundations for Early Learning (CSEFEL)</th>
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<tbody>
<tr>
<td>The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.</td>
</tr>
</tbody>
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**Excerpt from the 2012 Updated CA CSEFEL Vision Statement**

California envisions an integrated system, connecting early childhood programs, including state and federally funded programs, with trainers versed in the Teaching Pyramid conceptual framework for promoting social and emotional competence in infants and young children. The Teaching Pyramid, adapted by California from the National Center on the Social and Emotional Foundations for Early Learning (National CSEFEL), maximizes collaboration to enhance linkages and methods for local agencies to deliver services and to connect families to appropriate interventions, including children's mental health, Early Start, special education, and medical services.

CSEFEL is a Pyramid Model with the following layers:

1. Effective Workforce
2. Nurturing and Responsive Relationships
3. High Quality Supportive Environments
4. Targeted Social Emotional Supports
5. Intensive Intervention

There are four training modules:

**Module 1: Promoting Children’s Success: Building Relationships and Creating Supportive Environments**

This module addresses strategies for preventing challenging behavior. The module is based on the following principles:

A. Positive relationships with children serve as the foundation for addressing social emotional needs.
B. When children understand routines and the expectations for their behavior, and when they are engaged in activities that are meaningful, they are less likely to engage in challenging behavior.
C. Expectations and routines have to be taught to children using a range of teaching strategies.

Topics included in this module:

- Building positive relationships with children, families, and colleagues
- Designing environments, schedules, and routines
- Establishing expectations
- Implementing activities that promote child engagement
- Modifying and adapting materials and activities to meet the individual needs of all children, including those with disabilities
The Child and Adult Care Food Program (CACFP) provides nutritious meals and snacks to infants and children as a regular part of their day care. A variety of public or private nonprofit child care centers, Head Start programs, outside-school-hours care centers, and other institutions which are licensed or approved to provide day care services participate in CACFP. For-profit centers that serve lower income children may also be eligible. CACFP reimburses centers at free, reduced-price, or paid rates for eligible meals and snacks served to enrolled children, targeting benefits to those children most in need.

**Additional resources:** [Myplate](http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm#Child_Snack) (which replaced the old Food Pyramid) is the most recent set of guidance from 2010. [Lets Move! Child Care](http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm#Child_Snack) program is the newest standard for best practices in child care.

The second edition of [Preventing Childhood Obesity in Early Care and Education Programs](http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm#Child_Snack) is the new set of national standards describing evidence-based best practices in nutrition, physical activity, and screen time for early care and education programs. The standards are for **ALL types of early care and education settings - centers and family child care homes.**

Here’s a [link](http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm#Child_Snack) to a monthly newsletter with ideas about how to meet the guidelines in the healthiest way.

### Infant Meal Pattern

<table>
<thead>
<tr>
<th>Lunch or Supper</th>
<th>Birth - 3 Months</th>
<th>4 - 7 Months</th>
<th>8 - 11 Months</th>
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</thead>
<tbody>
<tr>
<td>4-6 fluid ounces of formula¹ or breast milk²,³</td>
<td>4-8 fluid ounces of formula¹ or breast milk²,³</td>
<td>6-8 fluid ounces of formula¹ or breast milk²,³; 2-4 tablespoons of infant cereal⁴; and/or 1-4 tablespoons of meat, fish, poultry, egg yolk, cooked dry beans or peas; or ½-2 ounces of cheese; or 1-4 ounces (volume) of cottage cheese; or 1-4 ounces (weight) of cheese food or cheese spread; and 1-4 tablespoons of fruit or vegetable or both</td>
<td>0-3 tablespoons of fruit or vegetable or both⁴</td>
</tr>
<tr>
<td>0-3 tablespoons of infant cereal⁴; and 0-3 tablespoons of fruit or vegetable or both⁴</td>
<td>0-3 tablespoons of infant cereal⁴; and/or 0-3 tablespoons of fruit or vegetable or both⁴</td>
<td>0-3 tablespoons of fruit or vegetable or both⁴</td>
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</tr>
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¹ Infant formula and dry infant cereal must be iron-fortified. ² Breastmilk or formula, or portions of both, may be served; however, it is recommended that breast milk be served in place of formula from birth through 11 months. ³ For some breastfed infants who regularly consume less than the minimum amount of breast milk per feeding, a serving of less than the minimum amount of breast milk may be offered, with additional breast milk offered if the infant is still hungry. ⁴ A serving of this component is required when the infant is developmentally ready to accept it.

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**9. California Early Childhood Educator Competencies**

The California Early Childhood Educator (ECE) Competencies describe the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families.

The California ECE Competencies are organized into 12 overlapping...
Developed by the Alameda County Child Care Planning Council  Latest Draft: October 15, 2012  Page 7

| 2MB; 232pp. | areas: (1) Child Development and Learning; (2) Culture, Diversity and Equity; (3) Relationships, Interactions, and Guidance; (4) Family and Community Engagement; (5) Dual-Language Development; (6) Observation, Screening, Assessment, and Documentation; (7) Special Needs and Inclusion; (8) Learning Environments and Curriculum; (9) Health, Safety, and Nutrition; (10) Leadership in Early Childhood Education; (11) Professionalism; and (12) Administration and Supervision. The term early childhood educator includes everyone responsible for the care and education of young children. 

The California ECE Competencies are research-based, and are aligned with the California Preschool Learning Foundations and the California Infant/Toddler Learning & Development Foundations to guide professional development and related quality improvement activities. |
| Here’s the section on Communication with Families: Supporting Early Learning and Development: Interacts with families in a timely and professional manner to establish relationships that encourage mutual exchange of information about children. Maintains confidentiality and ensures privacy in communications regarding children, families, and staff and colleagues.  

Planning and Guiding Early Learning and Development: Respects each family’s style and preferred methods of communication and interacts with families in a transparent, accountable manner. 

Creating and Maintaining Program Policies and Practices: Provides professional development for staff on the principles of and strategies for effective communication with families. Ensures confidentiality and privacy in communications throughout the program. 

Advancing the Early Childhood Profession: Works with families, early childhood educators, and community leaders to identify and address systemic barriers to effective communication with families. |
| 10. Program Assessment Rating Scale (PARS)  
http://www.wested.org/cs/we/view/feat/176 | Closely aligned with PITC concepts, practices, and policies, PARS is designed to assess quality of care before and after PITC training. PARS is available in two versions: one for use in family child care settings, the other for center-based care. Both versions are structured to assess five main components of infant-toddler care, as defined by PITC:  
• The quality of caregivers' interaction with infants  
• Family partnerships, cultural responsiveness, and inclusion of children with disabilities  
• Relationship-based care  
• Physical environment  
• Routines  
  (PARS is being used as an alternative tool to CLASS for children birth to three years old).  

Each of the five components is divided into several items. For example, the quality of caregivers' interactions with infants is assessed by measuring such things as the caregivers' responsiveness and sensitivity to children, respect for infants' initiatives and choices, and facilitation of language development and communication. The quality of family partnerships is measured by the extent to which the program promotes positive communication with families as well as care that is culturally consistent with and supportive of children's home environments. Relationship-based care is assessed by considering the quality of primary caregiving, the continuity of care, and a caregiver's ability to follow a child's individual schedule. |
Finally, each item consists of four sub-items, each of which is scored as either "met" or "not met," depending on information gained through observation and interview. To measure a caregiver’s responsiveness and sensitivity to children, for instance, an evaluator must determine whether or not a caregiver responds promptly to children's distress cues. To do so, the evaluator must watch for instances in which children exhibit signs of distress (such as crying, fearful expressions, or agitation) and then rate the consistency and timeliness of the caregiver's responses.

| 11. Program Administration Scale | The Program Administration Scale (PAS) is designed to reliably measure the leadership and management practices of center-based early childhood organizations. Using a 7-point rating scale (inadequate to excellent), this easy-to-use assessment instrument measures:  
- Leadership functions relating to helping an organization clarify and affirm values, articulate a vision, set goals, and chart a course of action to meet those goals over time.  
- Management functions pertaining to the actual orchestration of tasks and the development of systems to carry out the organizational mission.  
The instrument looks at 25 items grouped in 10 categories that include: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications. |
| [Link](http://cecl.nl.edu/evaluation/pas.htm) | The scale is from 1(Inadequate) 3 (Minimal) 5 (Good) to 7(Excellent). Programs can score anywhere from 1 to 7.  
In the Personnel Cost and Allocation section, the Compensation item ranges from (partial list only):  
1.1 A written salary scale is not available.  
1.2 A salary scale is based on role without regard to education and specialized training.  
1.3 Staff did not receive a salary increase within the last two years.  
To  
7.1 The written salary scale is reviewed at least every three years for internal and external equity.  
7.2 Staff with comparable education, specialized training, and experience are paid comparable wages for comparable work.  
7.3 The center has a compensation plan that provides for merit increases in addition to annual salary increases.  
with additional ratings of 3 and 5 in between. |

| 12. Business Administration Scale | The Business Administration Scale for Family Child Care (BAS) is a reliable and easy-to-administer tool for measuring the overall quality of business and professional practices in family child care settings. |
| [Link](http://cecl.nl.edu/evaluation/bas.htm) | The scale is from 1(Inadequate) 3 (Minimal) 5 (Good) to 7(Excellent). Programs can score anywhere from 1 to 7.  
The Recordkeeping item ranges from (partial list only):  
1.1 A written salary scale is not available.  
1.2 A salary scale is based on role without regard to education and specialized training.  
1.3 Staff did not receive a salary increase within the last two years.  
To  
7.1 The written salary scale is reviewed at least every three years for internal and external equity.  
7.2 Staff with comparable education, specialized training, and experience are paid comparable wages for comparable work.  
7.3 The center has a compensation plan that provides for merit increases in addition to annual salary increases.  
with additional ratings of 3 and 5 in between. |
The BAS includes 37 indicator strands clustered in ten items. The instrument was constructed to complement the widely used Family Child Care Environment Rating Scale-Revised (FCCERS-R) by Harms, Cryer, and Clifford (2007). Both the BAS and the FCCERS-R measure quality on a 7-point scale and both generate a profile to guide program improvement efforts. When used together, these instruments provide a comprehensive picture of the quality of the family child care learning environment and the business practices that support the program.

1.1 The provider does not keep track of tuition, fees, and other income received.
1.2 The provider does not keep track of meals and snacks served to children.
1.3 The provider does not keep track of caregiving hours in the home.
1.4 The provider does not keep track of business expenses.

To

7.1 The provider gives parents receipts for each payment of tuition/fees.
7.2 The provider keeps track of meals and snacks that are not reimbursed but are served to children.
7.3 The provider keeps track of business hours worked in the home when children are not present (e.g.; paying bills, cleaning, curriculum planning)
7.4 The provider has reported the Time-Space Percentage for shared expenses associated with the business use of the home.

with additional ratings of 3 and 5 in between.