

## Assessment Instrument

**Provider Name:**

**County:**

**FEIN:**

**Type of Care:**

**Date of Initial Scheduling Call:**

**Date of Virtual Visit:**

**Category chosen:**

**Licensing Program Evaluator Name:**

**OVERALL SCORE:**

### **Guidance on Items/Elements-July 1, 2020:**

This tool will be used to satisfy the program assessment requirement for licensed agencies in Tennessee in conjunction with the remaining report card components through December 31, 2021 or until QRIS redesign is fully implemented.

To maximize efficiency of staff operations and to minimize disruption of child care agency operations and health exposure, Child Care Licensing Staff will use this tool as part of their annual licensing evaluation. It is an objective tool and everyone will be able to read and refer to the guidance and examples provided within this document. This tool will be applied to all age levels served at the agency and will apply to at least 50% of the classrooms in each licensed agency. For example, if the agency has six (6) classrooms, three (3) will be selected and the Licensing Program Evaluator will conduct interviews with the educator and/or director in order to validate whether elements meet the scoring component within the chart/rubric.

### **Item/ Element Categories**

An agency will be scored in one of four Item/Element Categories. The agency will choose which Item/Element Category will be applied to the classrooms and scored. The four Item/Element Categories that the agency will choose from are:

- National Accreditation
- Curriculum/Daily Planning
- Developmental Assessment (This component is used for classrooms serving children ages infant through preschool only.)
- Emergent Literacy and Language

**Scoring Rubric for Annual Assessment of Licensed Child Care Agency**

**National Accreditation Component**

Item/Element	0-Needs Improvement	1-Developing*	2-Practicing*	3-Achieving
<b>National Accreditation</b>	___ National accreditation not obtained/ No evidence observed.	___ Agency has applied for and is working towards accreditation.	___ Agency has documentation of accreditation from a nationally recognized outside agency but has expired within current year.	___ Has documentation of current accreditation from a nationally recognized outside agency.  ___ Accreditation certificate is posted in a conspicuous location within the agency where parents can observe.

**\*Anecdotally include evidence observed and include recommendations to help educator or director earn higher scores.**

Curriculum/Daily Planning Component

Classroom:

Date Chosen:

Item/Element	0-Needs Improvement	1-Developing*	2-Practicing*	3-Achieving
<p><b>Review of Curriculum/Daily Planning</b></p>	<p>No planning documentation and daily schedules can be provided.</p>	<p>The educator interview and documentation demonstrate some use of curriculum and/or planning and preparation to enhance the learning environment, although not consistent.</p> <p>___ Health/Safety content is introduced.</p> <p>___ TN-ELDS is evident in planning.</p>	<p>The educator interview and documentation demonstrate acceptable use of curriculum and/or planning and preparation to enhance the learning environment.</p> <p>The following content is evident in planning:</p> <p>___ Health/Safety</p> <p>___ TN-ELDS</p> <p>___ Literacy</p> <p>___ Developmental Milestones</p> <p>___ Developmentally Appropriate Practices</p>	<p>The educator interview and documentation provided demonstrates strong use of curriculum and/or planning and preparation to enhance the learning environment.</p> <p>The following content is evident in planning:</p> <p>___ Health/Safety</p> <p>___ TN-ELDS</p> <p>___ Literacy</p> <p>___ Developmental Milestones</p> <p>De Developmentally Appropriate Practices</p> <p>Par Parent involvement</p>

is a regular practice.

The evaluator will ask for the agency to provide planning documentation and daily schedules for 50 % of the classrooms from two random dates in the prior month. Using the documentation, the evaluator will conduct an educator interview using the interview questions below.

Interview Questions:

1. Tell me why you chose to introduce this topic.
2. What were your goals for the children?
3. What did you do to prepare for this topic?
4. How did you incorporate the TN-ELDS and Development milestones into your planning?
5. How did you incorporate Health/Safety into your planning?
6. How did you incorporate Literacy into your planning? Give me some examples of open-ended questions you used during the activities.
7. What activities did you incorporate? How did you enhance the learning environment?
8. What worked well? What would you change?
9. How did you involve parents in this planning?

**\*Anecdotally include evidence observed and include recommendations to help educator or director earn higher scores.**

**\*Developmental Assessment Component**

**Classroom:**

**Date Chosen:**

Item/Element	0-Needs Improvement	1-Developing**	2-Practicing**	3-Achieving
<b>Developmental Assessment</b>	___ No developmental tool is used to measure the developmental progress of children.	___ A standardized developmental tool is used to measure the developmental progress of all children in care at least annually.	___ A standardized developmental tool is used to measure the developmental progress of all children in care at least annually.  ___ Results from developmental assessments are used in daily planning.  ___ Results from developmental assessments are shared with parents at least annually.	___ A standardized developmental tool is used to measure the developmental progress of all children in care at least twice a year.  ___ Results from developmental assessments are using in daily planning.  ___ Results from developmental assessments are shared with parents at least twice per year.

The evaluator will select 50% of the classrooms through random selection. Three to four examples of developmental assessment and parent meeting documentation used with infants, toddlers, and/or preschoolers from each of the chosen classrooms should be provided. All documentation should be carefully redacted to remove any child or family specific information.

**\* This component is used for classrooms serving infant through preschool children only and is not intended for school age classrooms.**

**\*\*Anecdotally include evidence observed and include recommendations to help educator or director earn higher scores.**



**Emergent Literacy and Language Component**

**Classroom**

**Date Chosen:**

Item/Element	0-Needs Improvement	1-Developing*	2-Practicing*	3-Achieving
<p><b>Emergent Literacy and Language Component</b></p>	<p>___ No evidence of literacy and language used in the classroom.</p>	<p>___ A space in the classroom is used for reading.</p> <p>___ The documentation provided shows a print-rich environment.</p> <p>___ The documentation provided shows the use of children’s literature ranging across a variety of different topics.</p> <p>___ The educator interview and documentation provided shows children are read to daily.</p>	<p>A d A Dedicated space in the classroom with books present is used by children for reading throughout the day as long as children are interested.</p> <p>Use of worksheets with children is limited or not used at all.</p> <p>Children’s interests are considered when choosing the books available to children.</p> <p>The educator interview and documentation demonstrate some use of language and literacy in planned as well as informal activities.</p>	<p>A dedicated space in the classroom with books and additional literacy materials is used by children throughout the day as long as children are interested.</p> <p>___ The documentation provided shows a print-rich environment and includes individualized work done by children. (N/A for infants)</p> <p>Books and displays are rotated regularly to maintain interest with children.</p> <p>Educator interview and documentation provided shows language used with children is enriching and educational.</p>

**\*Anecdotally include evidence observed and include recommendations to help educator or director earn higher scores.**

The evaluator will choose 50% of the classrooms through random selection. The agency will provide documentation and daily schedules for the classrooms chosen. Documentation provided by the agency must include a daily schedule, list of books within the classroom, photos of classroom spaces depicting any areas of the room used by children for literacy and any display on the walls used for literacy. Using the documentation, the evaluator will conduct an educator interview using the interview questions below.

Educator Interview Questions:

1. Tell me about how you use books in the classroom.
2. How often do you read to the children?
3. How do you select the books that you use with children?
4. Tell me about your display and how you use it with children.
5. How often do you change books and displays?
6. How do you help develop children's language skills?
7. Can you give me some examples of recent conversations you have had with children?

**Points System/ Justification**

<p><b>Level 3-5 points earned</b></p>	<p><b>Achieving</b></p>	<p>Agency demonstrates at the highest standard, implementation, and delivery of early learning development standards for children ages 6 weeks to 5 years old. Expectations are developmentally appropriate for all ages (up to 12 years old).</p>
<p><b>Level 2-4.5 points earned</b></p>	<p><b>Practicing</b></p>	<p>Agency demonstrates practice of implementation and delivery of early learning development standards for children ages 6 weeks to 5 years old. Expectations are developmentally appropriate for all ages (up to 12 years old).</p>
<p><b>Level 1-4.0 points earned</b></p>	<p><b>Developing</b> (Anecdotal include evidence observed and include recommendations to help educator or director earn higher scores.)</p>	<p>Agency demonstrates some ability to develop, implement and delivery early learning development standards for children ages 6 weeks to 5 years old.  Expectations are developmentally appropriate for all ages (up to 12 years old).</p>
<p><b>0 points earned*</b> *If a zero (0) is earned, the entire report card score for the agency will be that of a zero (0). If a score of 1, 2, or 3 are earned, the licensing program evaluator will add the final assessment score into the report score for the assessment component then add all scores to obtain an overall score for the agency. The overall score will be reflected on the agency's report card and license renewal.</p>	<p><b>Needs Improvement</b> (Anecdotal include evidence observed and include recommendations to help educator or director earn higher scores.)</p>	<p>Agency did not demonstrate or deliver examples of early learning development standards for children ages 6 weeks to 5 years old.  Unrealistic expectations were required of children. Agency will be recommended for additional technical assistance from the state's early literacy and Education Technical Assistance (ELE-TA) team.</p>

**Examples of Curriculum Programs - Other curricula may be found acceptable if they are of similar high quality and scope.**

- Creative Curriculum (cost required)
  - <http://www.the-preschool-professor.com/creative-curriculum.html>
- High Scope Curriculum (cost required)
  - <http://www.the-preschool-professor.com/highscope.html>
- Montessori Preschool (training and cost required)
  - <http://www.the-preschool-professor.com/montessori-classroom.html>
- Frog Street Curriculum (cost required)
  - <http://www.frogstreet.com/>
- Gee Whiz Education (not researched- based and cost required)
  - <http://www.geewhizeducation.com>
- Mother Goose Time (cost required)
  - <http://www.mothergoosetime.com>
- ChildCare Education Institute (cost required)
  - <http://www.cceionline.com/curriculum>
- FunShine Express-Early Learning Curricula (not researched- based and cost required)
  - <http://www.funshineexpress.com>

**Other Options that Focus on Teaching Strategies to Help Develop a Classroom Curriculum**

- The Project Approach
  - <http://projectapproach.org/>
- Reggio Emilia Approach-
  - <http://www.the-preschool-professor.com/reggio-emilia-approach.html>
- Theme-Based Model
  - <http://www.the-preschool-professor.com/preschool-themes.html>

### **Resources for Developmental Assessment Tools**

- Ages and Stages Questionnaire: Social Emotional Screening
  - <https://agesandstages.com/about-asq/why-screening-matters/social-emotional-screening/>
- Ages and Stages 3<sup>rd</sup> Edition Questionnaire
  - <https://agesandstages.com/products-pricing/asq3/>
- American Academy of Pediatrics List of Screening Tools
  - <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Screening/Pages/Screening-Tools.aspx>
- CDC Developmental Milestones
  - <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

## Glossary of Terms and Examples

### 1. Accreditation

- a. A child care accreditation is a voluntary process that is designed to improve the quality of-child care programs. Accreditation is an official review process performed by a nationally recognized outside agency. The accrediting agencies have high standards that often go beyond Tennessee’s minimum licensing requirements-
- b. Two most common child care accrediting organizations are The National Association for the Education of Young Children (NAEYC) and the National Association for Family Child Care (NAFCC).

### 2. Curriculum

- a. A high-quality child care curriculum may contain the following elements:

1.	Lessons and activities	(Should be engaging, age-appropriate, sequenced and facilitate progress towards meeting developmental milestones across all domains)
2.	Materials and equipment	(Suggested supplies for constructing and props to use for various activities)
3.	Engaging	(Encouragement of interactions with children as well as with care providers)
4.	Includes core areas of learning	(Literacy, math, science, and arts, music, and movement)
5.	Is researched-based	(A curriculum should align with a researched-based set of standards and TN early learning development standards)
6.	Opportunity for observations and assessments	(Record observations and administer assessments to track children’s progress towards mastering a skill)
7.	Allows for flexibility	(Based on the observations, assessments and children’s interest, ongoing adjustments to the daily plan could be made)
8.	Incorporates developmentally appropriate practices	(Lessons, activities and materials that are age-appropriate and set realistic expectations)
9.	Parent/educator collaboration	(Parents and educator should be able to individualize curriculum and learning expectations for each child based on their unique strengths and needs)

b. In Early Childhood Education, play is the most important part of a curriculum. It is important to find a curriculum that incorporates play for young children as it builds social and emotional skills.

3. Development/Milestone Assessments

- a. Developmental Assessment relies primarily on ongoing observation and documentation of children’s behavior and accomplishments.
- b. Developmental milestones are things most children can do by a certain age. It is important to monitor each child's development is to determine whether a child's development is on track. Refer to the CDC milestone checklist for more information. ([https://www.cdc.gov/ncbddd/actearly/pdf/checklists/all\\_checklists.pdf](https://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf))

4. Developmental Screenings-

- a. Developmental Screenings typically rely on a tool designed specifically to look at development compared to norms across domains to determine if additional evaluation is warranted.
- b. Any potential developmental concerns need to be identified and documented for referral to Early Intervention systems and other systems, as appropriate. Refer to Tennessee Early Intervention Systems for more information. (<https://www.tn.gov/education/early-learning/tennessee-early-intervention-system-teis.html>)

5. Developmentally Appropriate Practices (DAP)

- a. Developmentally Appropriate Practices refers to educators meeting children where they are and helping them reach goals that are challenging and achievable.
- b. The way educators teach young children should be age-appropriate and developmentally appropriate with realistic expectations.

6. Emergent Early Literacy and Language Development

- a. Emergent Early Literacy- During early speech and language development, children learn skills that are important to development of literacy (reading and writing). Children see and interact with print materials.
  - Examples of emergent early literacy include, but are not limited to:
    - 1) Books, menus and magazines
    - 2) Calendars and weather charts
    - 3) Alphabets and shapes
    - 4) Real life pictures of animals, objects and places
    - 5) Children’s work displayed

## 6) Children's names around the classroom

b. Language Development- Language development helps children develop the skills used to communicate with others through languages and connect print to spoken word. Experiences with speech and listening prepare children to learn to read and write. Speaking and reading are related because these skills are dependent upon phonological processing; speech sounds, patterns, etc.

- Examples of language development include, but are not limited to:
  - 1) Singing and rhyming
  - 2) Adding words to child's sentence
  - 3) Gestures that match action words
  - 4) Say, look and point at objects to help children identify
  - 5) Talking during routines
  - 6) Point out words in books, containers, etc. helping children understand how printed and spoken words are connected
  - 7) Using a weather guide or chart, discuss the weather

## 7. Daily Planning

- a. A daily plan is a detailed systematic guide that outlines the educator's objectives for what the children will accomplish during the course of the topic. Creating a daily plan involves setting goals based on early learning development standards, developing activities, and determining the materials utilized.
- b. Educators should be intentional about building upon the activities from the daily plan and carry out children's interests throughout the classroom.

## 8. Daily Schedules

- a. A daily schedule is an agenda of the day's events and activities.
- b. Daily schedules should be flexible to meet the child's interests in order to be developmentally appropriate.
- c. Lengthy group times (more than 10 minutes for toddlers, 15 minutes for preschoolers) should not be a part of a daily schedule. Appropriate group times are engaging and maintain the child's interest.
- d. Infant classrooms should have daily schedules that are flexible to meet the individual routine care needs of this age group.