

Allowable Quality Activities Related to TRS Certification

- Director or Caregiver Orientation, Qualifications, and Training
 - Assessing qualifications to determine career lattice level
 - Professional development to achieve TRS-required clock hours for directors
 - Developing a formal staff training plan
 - Developing an individual director training plan
 - Obtaining college credit hours
 - Obtaining an early childhood education degree or credential
 - Professional development in infant/toddler and prekindergarten guidelines
 - Developing a caregiver orientation plan
 - Professional development to achieve TRS-required clock hours for caregivers

- Caregiver–Child Interactions
 - Activities to assist in achieving required group size
 - Activities to achieve staff ratios
 - Mentoring on:
 - Warm and responsive style
 - Language facilitation and support
 - Play-based interactions and guidance
 - Support for children’s regulation

- Curriculum
 - Developing age group–appropriate lesson plans and curriculum in the following areas:
 - Physical activity and motor development
 - Social and emotional development
 - Language and communication
 - Cognitive development
 - Emergent literacy
 - Mathematics
 - Science
 - Social studies
 - Fine arts
 - Technology
 - Health and well-being
 - Planning for special needs and responding to diversity
 - Bilingual/English as a Second Language
 - Children with disabilities
 - Children from culturally diverse backgrounds
 - Instructional formats and approaches to learning
 - Hands-on manipulation of objects
 - Teacher- and child-initiated instruction
 - Using transition times
 - Teaching new concepts in various contexts
 - Targeted benchmarks

- Parent Education and Involvement
 - Developing facility policies and procedures to provide to parents
 - Developing a system for communicating with parents
 - Ensuring daily schedules, menus, and notices are available to parents
 - Implementing policies for addressing challenging behaviors

- Other Allowable Activities
 - Improving indoor arrangements and equipment
 - Arrangements to facilitate interest areas
 - Using non-stereotypical materials and equipment
 - Displaying materials
 - Using equipment reflecting children's interests
 - Encouraging hands-on manipulation
 - Facilitating social interactions
 - Reinforcing indoor learning environment
 - Using natural environments
 - Motivating children for physical activity
 - Supporting social/emotional development
 - Encouraging infants to experience environment through all five senses
 - Conducting parent orientation
 - Providing information to families on children's growth and development
 - Conducting parent-teacher conferences
 - Providing opportunities for parents to give input to the program
 - Providing opportunities for parent involvement in program activities
 - Developing nutrition policies and menu planning
 - Providing nutrition education and community resources
 - Making observations of child behavior and activities during mealtime
 - Modeling appropriate dining etiquette
 - Practicing appropriate feeding of infants