

Summary of Initial Workgroup Thoughts Around Qualifications for TRS Assessors and Mentors

Note: Qualifications are presented for both assessors and mentors, without distinction between the roles.

Education/Credential:

- Bachelor's Degree
 - in early childhood education or related field.
 - with child psychology, educational psychology, elementary education, or home economics
 - with at least 12 hours in child development.
 - master's desired
- Associate degree
 - with seven years' experience with three years supervising direct delivery of child care services or progressive management at state, board or contractor level.
- A minimum of a CDA
- Credit bearing hours of specialized college-level work addressing both child development and learning from birth through kindergarten.

Experience:

- Five (5) years of early childhood classroom experience
 - with three years in supervisory capacity Demonstrated observation skills, including the ability to use assessment tools.
- Four (4) years of early childhood classroom experience
- Three (3) years of experience teaching young children
- Two (2) years of full-time experience directly delivering child care services.
- Experience in data collection, program assessment, and/or evaluation.

Preferred Qualifications:

- Experience in training, mentoring or coaching in a child-focused program

Other Knowledge:

- Knowledge of best practices in early childhood education.
- Knowledge and understanding of TRS certification guidelines and the minimum standards of Texas Childcare Licensing.
- Demonstrate an understanding of early childhood evaluations, observations and assessments for both teachers and children.
 - Knowledge of ITERS, ECERS-R, FCERS, TBRIS, CLASS and other assessment tools
- Bilingual English and Spanish Speaker
- Ability to relate to individuals from culturally diverse backgrounds.
- Must have knowledge of Microsoft Word, Excel, Internet access, and be comfortable using e-mail and entering data on a PC tablet.
- Must be detail-oriented with strong oral and written communication
- Basic administrative skills, including recordkeeping and use of a computer for data management and professional communication.

Additional comments:

1. Equally as important as the qualifications is the base salary. If the salary is not adequate then the position will not attract qualified applicants.
2. There should also be a stipulation that assessors have minimum, ongoing professional development requirements.

Initial TRS Workgroup Thoughts Around the TRS Structure

Point Structure – 1 in favor

- A point system works well as a program improvement strategy. Programs can easily see what is needed to improve in each category and have more options for moving to a higher level. The structure allows providers to be recognized for varied strengths and the different ways they operate.
- The disadvantages of a point system: require clear and explicit marketing so that parents can better recognize the varied strengths that are represented among programs that may all have the same rating. The members of the workgroup in collaboration with TWC can mitigate the disadvantages.

Hybrid Structure – 7 in Favor

- There should be some minimum requirements that must be met for each level but then points (definitely for the higher levels, and perhaps for all) that give some flexibility for providers in attaining TRS star levels. However, even within the points structure, there should be minimum points for key criteria. There will want some options and flexibility for providers, but on the other hand, we do not want a structure that fails to sufficiently weight criteria that we determine to be critical to quality.
- Continue with present TRS Quality Rating System (points and blocks) and address areas not presently included.
- Recommend the combination of building block and point system in which determines program ratings accurately. The first levels are usually building blocks and a higher level is attained through a point system. The quality rating of a program is usually based on standards that make a difference in the quality of a program which are the education and professional development of teachers/caregivers, ratios of teachers to children and group sizes, the environment, staff child interactions in classroom and parent involvement.
- Using both the building block system and point system would be a good approach to assign quality ratings. All providers that participate in TRS must meet specific basic requirements for a Two (four criteria must be met), Three (five criteria must be met) or Four Star (6 criteria must be met) Certification. That is using the building block system in addition the facility must meet measures for each criteria listed, using the point system.
- Recommend a combination of the block (first being in good standing with licensing) and point system such as the current TRS system and the Colorado Qualistar, which includes quality points for family partnerships, ratios and group sizes, learning environment, child caregiver interactions, and staff qualifications.
- Recommend having points available or acknowledgment to programs that implement emerging practices, such as using state standards in lesson planning or curriculum or programs with parents-as-teachers.
- The structure should be designed so that programs just getting established can see the full range of what quality can be.
- The structure should have start at a basic place that centers will want to participate, while also giving those at the highest levels a meaningful reason to participate and stay involved.

Texas Rising Star Workgroup and Subcommittees

TRS Subcommittees	TRS Criteria	Chair/Lead	Members	
1. Director & Staff Qualifications and Training	II- Director Qualifications III- Caregiver Staff Qualifications IV- Staff Orientation V- Staff Training HB 376 Considerations 1. Professional Development and Training Standards 5. Training Hours for Providers	Elaine Zweig, Ph.D.	Dr. John W. Gasko Doug Watson Sandra Solis Don Titcombe Carrie Brazael	Janet Galantay Rhonda Rakow Susan Hoff Lee Roberts Sue Hancock Julie Galban Marisa Cervantes Staff: Regan.dobbs@twc.state.tx.us
2. Caregiver-Child Interactions	VI- Group Size VIII- Caregiver-Child Interactions	Mary Clare Munger, M.Ed.	Sul Ross Pat Smith Sharon Davis Pattie Herbert April Crawford Laura Bowden	Don Titcombe Lonnie Hutson Susan Landry, Ph.D. Eva Carter Melanie Rubin Stephanie Carter Staff: Adela.esquivel@twc.state.tx.us
3. Curriculum /Physical and Social Activities	VII- Curriculum/Activities IX- Indoor/Outdoor Environment X- Health and Safety XI - Nutrition and Meal Time HB 376 Considerations 3. Early Learning and School Readiness 6. Playground Standards	Dr. John W. Gasko	Reagan Miller Howard Morrison Michele Adams Don Titcombe Susan Landry, Ph.D. Shari Anderson	Jessica Shaw LaShonda Brown Tere Holmes Franciell Farris Denise Woodson Jennifer Volgel Staff: Kimberly.flores@twc.state.tx.us
4. Parent Involvement	XII - Parent Involvement	Patricia Smith	Howard Morrison Don Titcombe Susan Klein Cynthia Pearson Andrea Brauer Shari Anderson	Kristy Guerra Graciela Gonzalez Nelda Frasier Laura Koenig Melissa Ply Melissa Jackson Lynn Payne Staff: Anjali.barnes@twc.state.tx.us

Other staff contacts; Philip.warner@twc.state.tx.us or patricia.gonzalez@twc.state.tx.us

Subcommittee Components and Members DRAFT (9.30.13) – Updated with Workgroup member Lead, TWC support staff names and potential stakeholder subcommittee members.