

TEXAS RISING STAR (TRS) WORKGROUP
DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT
MARCH 11, 2014
Contents

Subcommittee 1: Director and Staff Qualifications and Training	I-1
Director Qualifications and Training	I-1
Structural Requirements (Must Be Met)	I-1
Caregiver Qualifications, Orientation and Training	I-3
Structural Requirements (Must Be Met)	I-3
Subcommittee 2: Caregiver-Child Interactions	II-1
Group Size: Age-Related Groups (non-mixed age groups)	II-1
Structural Requirements (Must Be Met)	II-1
Group Size: Mixed Age Groups	II-2
Structural Requirements (Must Be Met)	II-2
Warm and Responsive Style	II-3
Process Measures – Points (0-3)	II-3
Language Facilitation and Support	II-5
Process Measures – Points (0-3)	II-5
Play-based Interactions and Guidance	II-9
Process Measures – Points (0-3)	II-9
Support for Children's Regulation	II-11
Process Measures – Points (0-3)	II-11
Subcommittee 3: Curriculum, Nutrition, and Indoor/Outdoor Environment	III-1
Curriculum	III-1
Process Measures – Points (0-3)	III-1
Nutrition	III-15

Structural Requirements (Must Be Met) III-15

Process Measures – Points (0-3) III-17

Indoor Learning Environment III-19

 Structural Requirements (Must Be Met) III-19

 Process Measures – Points (0-3) III-20

Outdoor Learning Environment III-23

 Structural Requirements (Must Be Met) III-23

 Process Measures – Points (0-3) III-24

Subcommittee 4: Parent Education and Involvement IV-1

 Parent Education IV-1

 Structural Requirements (Must Be Met) IV-1

 Parent Education IV-2

 Process Measures – Points (0-3) IV-2

 Parent Involvement IV-4

 Structural Requirements (Must Be Met) IV-4

 Parent Involvement IV-5

 Process Measures – Points (0-3) IV-5

DRAFT FOR PUBLIC COMMENT

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Subcommittee 1: Director and Staff Qualifications and Training

Director Qualifications and Training

Structural Requirements (Must Be Met)

Age Group(s)	2-Star Requirement	3-Star Requirement	4-Star Requirement	Applicable to Licensed & Registered Homes
All Ages	<p>FORMAL EDUCATION The facility Director possesses the educational experience to provide developmentally appropriate program for the ages served, and the ability to support caregiver staff in implementing the program goals and activities.</p> <p>1. Valid Child Development Associate (CDA) Credential or Child Care Professional (CCP) Credential with 6 college credit hours in business management</p>	<p>Valid Child Care Administrator's or Child Development Certificate or CDA from an Institution of Higher Education (IHE)</p> <p>With at least 15 hours in ECE and 3 hours in business management</p> <p>OR</p> <p>9 college credit hours in ECE and 9 hours in business management</p>	<p>AA in ECE or closely related field with 12 college credits in ECE and 6 hours in business management</p> <p>OR</p> <p>At least a BA/BS with 12 hours college credit hours in ECE and 6 college credit hours in business management</p>	<p>Day Care Administrator Credential issued by a professional organization or educational institution approved by Child Care Licensing (without CCL waivers) OR 72 clock hours in child development 30 clock hours in business management (Licensed or Registered Family Homes only)</p> <p>(It is recommended the workforce board provide training for rural areas.)</p> <p>Must meet 2-Star Requirement</p>
All Ages	<p>EXPERIENCE The facility Director possesses the experience to provide developmentally appropriate program for the ages served including home based, center based and school age care</p> <p>1. Be at least 21 years old & 2 years of experience in early childhood</p>	<p>Be at least 21 years old & 3 years of experience in early childhood</p>	<p>Be at least 21 years old & 4 or more years of experience in early childhood</p>	<p>3 years of experience for Family Homes (Based on Minimum standards and Education</p>

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	2-Star Requirement	3-Star Requirement	4-Star Requirement	Applicable to Licensed & Registered Homes
				Must meet 2-Star Requirement
All Ages	<p>CAREER LATTICE LEVEL</p> <p>1. The director assesses their education, experience and ongoing education to determine their career lattice level.</p> <p>Level 3</p>	Level 4	Level 6	Must meet 2-Star Requirement
All Ages	<p>DIRECTOR TRAINING</p> <p>The director participates in ongoing professional development to stay abreast of new research, best practices and trends in early childhood.</p> <p>1. An individualized written training plan that contains 36 clock hours of training on an annual basis (of the 36 hours, a minimum of 6 hours need to be in program administration, management and supervision) is observed in the director's staff file.</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	See separate measures below
All Ages	<p>DIRECTOR TRAINING</p> <p>1* TRS Director Certification Course Part 1</p> <p>Similar to model of Taking Charge of Change - TCC Leadership Academy can count towards annual CCL training hour requirements</p> <p>*Based on availability</p>	<p>TRS Director Certification Course Part 2</p> <p>Similar to model of Taking Charge of Change - TCC Leadership Academy can count towards annual CCL training hour requirements</p>	Voluntarily participate in a Professional Learning Community that provides: Peer to Peer Support, Coaching and Mentoring for new TRS Directors	<p>Measures are the same for home-based and center-based care.</p> <p>Must meet 2-Star Requirement</p>
<p>Director Qualifications Notes: Grandfathering provisions under consideration.</p>				

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Subcommittee 1: Director and Staff Qualifications and Training

Caregiver Qualifications, Orientation and Training

Structural Requirements (Must Be Met)

Age Group(s)	2-Star Requirement	3-Star Requirement	4-Star Requirement	Applicable to Licensed & Registered Homes
All Ages	<p>CAREGIVER QUALIFICATIONS</p> <p>1. Not counting the center director, at least 50% of full-time caregiver staff must meet one of the following measures:* (For centers having only 3 or fewer staff and at least one full time staff caregiver)</p> <p>A. Have a Child Development Associate (CDA) credential, a Certified Child Care Professional (CCP) credential, or other TWC-approved child development credential, or an associate or higher degree in child development or early childhood education or;</p> <p>B. Have successfully completed twelve semester hours in child development or early childhood education and two years of full time paid experience as a caregiver working with children in a licensed or registered facility</p> <p>C. Have two years full-time paid experience working with children as a caregiver in a licensed or registered child care facility while presently working toward a CDA or a CCP credential or;</p> <p>D. Have two years full-time paid experience working at the current facility with children as a caregiver in a licensed or registered child care facility while under the supervision* of a staff person who has either: a CDA/CCP or other TWC approved credential; or an associate or higher degree in child development; or a degree in early childhood education or a related field.</p> <p>Provider meets the 50% qualified staff requirement</p>	Provider meets more than 50% but less than 75%	Provider meets 75% or better	Must meet 2-Star Requirement
All Ages	<p>CAREGIVER ORIENTATION</p> <p>1. Before beginning child care duties all caregiver staff receives documented, in-person, interactive orientation with the director/administrator to improve knowledge of the child care operation, specific job responsibilities and needs of children.</p> <p>Orientation documentation is dated on/prior to the date the caregiver starts working in the classroom and is observed in the caregiver's staff file by the TRS assessor and includes the following topics:</p> <p>A. Texas Rising Star (TRS) program and criteria</p> <p>B. Policies of the facility</p> <p>C. An overview of the developmental needs of assigned children</p> <p>D. The planned daily activities of the facility, which reflects the ethnic</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	<p>Registered childcare home has no requirement</p> <p>Licensed child care home-any staff beyond the licensed holder</p> <p>All staff counted in the ratio</p> <p>Must meet 2-Star Requirement</p>

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	2-Star Requirement	3-Star Requirement	4-Star Requirement	Applicable to Licensed & Registered Homes
	background, gender, abilities and makeup of families of the children, as well as the diversity of cultures represented in the community.			
All Ages	<p>CAREGIVER ORIENTATION</p> <p>2. Before beginning child care duties, all volunteers and substitute caregivers are provided orientation that defines the task to which they are assigned. Orientation documentation is observed in the caregiver's staff file by the TRS assessor. It is dated on/prior to the date the caregiver starts working in the classroom.</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	<p>Measures are the same for home-based and center-based care.</p> <p>Must meet 2-Star Requirement</p>
All Ages	<p>CAREGIVER STAFF TRAINING</p> <p>1. The provider has a specific, individualized written training and/or formal education plan for each caregiver. The caregivers and director should develop the plan together.</p> <p>An individualized written training plan based on CDA competencies, CCP Abilities Areas, or Texas Early Childhood Core Competencies for Practitioners and Administrators is observed in the caregiver's staff file.</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	<p>Measures are the same for home-based and center-based care.</p> <p>Must meet 2-Star Requirement</p>
All Ages	<p>CAREGIVER STAFF TRAINING</p> <p>TRS Orientation</p> <p>2.*Trigger to inform TWC interested in TRS</p> <p>Required (if not previously taken)</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	<p>Measures are the same for home-based and center-based care.</p> <p>Must meet 2-Star Requirement</p>
For Programs serving 0-5 years	<p>CAREGIVER STAFF TRAINING</p> <p>1. The plan provides for a minimum of 30 clock hours of child care related training specific to the age of children in their care.</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	<p>LCCH: Required RCCH: required</p> <p>Minimum Standard: The plan provides for a minimum of 24 clock hours of child care related training specific to the age of children in their care for all child care staff.</p> <p>Must meet 2-Star</p>

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	2-Star Requirement	3-Star Requirement	4-Star Requirement	Applicable to Licensed & Registered Homes Requirement
6 – 12 years old (School-age Programs)	<p>FULL -TIME CAREGIVER STAFF TRAINING 1. An individualized written training plan that contains 20 clock hours of training on an annual basis (of the 20 hours, a minimum of 12 hours need to be in school-age development and curriculum) was in the caregiver's staff file.</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	NA
6 – 12 years old (School-age Programs)	<p>PART-TIME CAREGIVER STAFF TRAINING 2. An individualized written training plan that contains 15 clock hours of training on an annual basis (of the 15 hours, a minimum of 10 hours need to be in school-age development and curriculum) was in the caregiver's staff file.</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	NA
All Ages	<p>CAREGIVER STAFF TRAINING 1. All child care staff participates in training according to the approved plan. The training certificates do align to the individualized written training plan.</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	NA
All Ages	<p>CAREGIVER STAFF TRAINING 2. The director ensures that all caregivers meeting minimum training requirements by either arranging or providing for designated training activities. Provider assists caregiver staff in meeting training criteria by arranging or providing training opportunities.</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	NA
All Ages RCCH and LCCH facilities only	<p>CAREGIVER STAFF TRAINING 1. Primary Caregiver has 36 hours of documented training, with a minimum of 12 clock hours of instructor -led training.</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	
All Ages LCCH facilities only	<p>CAREGIVER STAFF TRAINING 1. If applicable, caregivers have 30 hours of documented training, with a minimum of 12 clock hours of instructor -led training.</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	2-Star Requirement	3-Star Requirement	4-Star Requirement	Applicable to Licensed & Registered Homes
All Ages For LCCH facilities only	<p>CAREGIVER QUALIFICATIONS</p> <p>2. Each primary caregiver:</p> <p>A. Meets DFPS Minimum Child Care Licensing Standards</p> <p>B. Has a minimum of one year of experience as a caregiver working with children unrelated to the caregiver in a licensed or registered facility; and has 36 clock hours of child care related training acquired during the previous year of operation or employment. Applicable only to primary caregiver.</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	<p>Primary caregiver does meet the criteria - meets DFPS Minimum Child Care Licensing Standards and has 36 clock hours within the previous 12 months (and does not have more than 6 hours of self-study)</p> <p>Must meet 2-Star Requirement</p>

Subcommittee 2: Caregiver-Child Interactions
Group Size: Age-Related Groups (non-mixed age groups)
Structural Requirements (Must Be Met)

Age Group(s)	2-Star Requirement	3-Star Requirement	4-Star Requirement	Applicable to Licensed & Registered Homes
0-12 months	Maximum Group Size = 10	Must meet 2-Star Requirement	Must meet 2-Star Requirement	Homes must meet minimum licensing standards for group size
13-17 months	Maximum Group Size = 12	Must meet 2-Star Requirement	Must meet 2-Star Requirement	
18-23 months	Maximum Group Size = 14	Must meet 2-Star Requirement	Must meet 2-Star Requirement	
24-35 months	Maximum Group Size = 14	Must meet 2-Star Requirement	Must meet 2-Star Requirement	
Age 3	Maximum Group Size: 18	Must meet 2-Star Requirement	Must meet 2-Star Requirement	
Age 4	Maximum Group Size: 21	Must meet 2-Star Requirement	Must meet 2-Star Requirement	
Age 5	Maximum Group Size: 25	Must meet 2-Star Requirement	Must meet 2-Star Requirement	
Age 6-8 years	Maximum Group Size: 25	Must meet 2-Star Requirement	Must meet 2-Star Requirement	
Age 9-12 years	Maximum Group Size: 30	Must meet 2-Star Requirement	Must meet 2-Star Requirement	

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Subcommittee 2: Caregiver-Child Interactions

Group Size: Mixed Age Groups

Structural Requirements (Must Be Met)

Age Group(s)	2-Star Requirement	3-Star Requirement	4-Star Requirement	Applicable to Licensed & Registered Homes
Age 0-17 months	Maximum Group Size = 10	Must meet 2-Star Requirement	Must meet 2-Star Requirement	Homes must meet minimum licensing standards for group size
Age 13-23 months	Maximum Group Size = 12	Must meet 2-Star Requirement	Must meet 2-Star Requirement	
Age 2-3 years	Maximum Group Size = 16	Must meet 2-Star Requirement	Must meet 2-Star Requirement	
Age 3-4 years	Maximum Group Size = 18	Must meet 2-Star Requirement	Must meet 2-Star Requirement	
Age 3-5 years	Maximum Group Size = 18	Must meet 2-Star Requirement	Must meet 2-Star Requirement	
Age 4-5 years	Maximum Group Size = 21	Must meet 2-Star Requirement	Must meet 2-Star Requirement	
Age 5-8 years	Maximum Group Size = 25	Must meet 2-Star Requirement	Must meet 2-Star Requirement	
Age 9-12 years	Maximum Group Size = 30	Must meet 2-Star Requirement	Must meet 2-Star Requirement	

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Subcommittee 2: Caregiver-Child Interactions
 Warm and Responsive Style
 Process Measures – Points (0-3)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
All ages	1.Provides physical and emotional security (creates a warm, safe, and nurturing environment.) <u>Key behaviors:</u> Refrains from using negative/harsh language, behaviors, and discipline; does not make critical or demeaning comments	Not Met	Moderately Low Quality- Behavior can be typically characterized as neutral with no evidence of harsh negative behaviors; some moderately negative behaviors may be present; positive behaviors are infrequent	Moderately High Quality- Caregiver uses a mix of neutral to positive behaviors with no negative behaviors	High Quality- Behavior is characterized as positive with no negative behaviors		Measures are the same for home-based and center-based care.
	2.Uses frequent positive non-verbal behaviors to increase feelings of acceptance <u>Key behaviors:</u> smiles, sits at child's level, allows child to sit near or with teacher, reassuring touch	Not Met	MLQ- Caregiver does not use negative non-verbal behaviors, never or infrequently displays positive non-verbal behavior	MHQ- Caregiver sometimes uses positive non-verbal behaviors but multiple missed opportunities are noted	HQ- Caregiver frequently uses positive non-verbal behaviors to increase acceptance or calm children		Measures are the same for home-based and center-based care.
	3.Has a patient, relaxed style that helps maintain calmness in the classroom <u>Key behaviors:</u> Uses a positive tone of voice, does not seem rushed, reacts calmly when conflicts arise or children need support	Not Met	MLQ- Caregiver behavior is mixed with periods some periods of rushed, overwhelmed, impatient behavior, children may not appear affected by this caregiver style	MHQ- Caregiver typically maintains calm demeanor, during periods of stress or conflict shows signs of stress or anxiety	HQ- Caregiver style is relaxed and calm, responds to children's signs of stress or rising tension among children in a calm manner		Measures are the same for home-based and center-based care.
	4.Notices and attends to children's needs and signals (i.e., very few missed signals) <u>Key behaviors:</u> Recognizes signs of stress in individual children listens to children's attempts at communication/expression; notices subtle signals from more shy or withdrawn children; responds to children's comments, questions, vocalizations	Not met	MLQ- Caregiver sometimes misses children's signals and needs though some instances of awareness and response are noted	MHQ- Caregiver generally attends to children's needs and signals though some missed signals are noted	HQ- Caregiver can be characterized as keenly aware of children's signals and needs; highly tuned-in to children		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	<p>5. Responds promptly and sensitively to children's cognitive and affective signals (acknowledges and expands on children's attempts at communication, play, and expression of needs.) <u>Key behaviors:</u> Comforts child, celebrates accomplishments, values needs, shows acceptance of feelings, etc.; responds with language that is positive in content and tone</p>	Not Met	MLQ- Responses are generally neutral with no harsh negative behaviors, rare instances of sensitive responses may be noted	MHQ- Response style is typically warm and positive with no evidence of negative responses, and few missed opportunities	HQ- Response style is highly supportive with children typically receiving warm and sensitive responses to affective and cognitive signals		Measures are the same for home-based and center-based care.
	<p>6. Shows flexibility and an ability to adjust one's own behavior to meet the needs, interests, and abilities of individual/groups of children <u>Key behaviors:</u> Caregiver does not show preference/acceptance of some children and rejection/lack of acceptance of others; treats all children with fairness and respect; Seems to know which children respond well to humor, soft voices, etc, adjusts response style to match each child's personality and temperament</p>	Not Met	MLQ- Generally shows tolerance for individual children though one or more mild instances of rejection/failure to adjust were noted	MHQ- Caregiver consistently demonstrated fairness, acceptance, and ability to adjust though some opportunities for improvement were noted	HQ- Caregiver responds well to individual differences and needs among children; no instances of rejection or unfairness are noted		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Subcommittee 2: Caregiver-Child Interactions
Language Facilitation and Support
 Process Measures – Points (0-3)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
All age groups	1. Listens to children attentively and responds appropriately to their language, vocalizations, and non-verbal attempts at communication. <u>Key behaviors:</u> Notices and responds to individual children's gestures, vocalizations, comments, questions; listens patiently while children work to express themselves, offering support if needed	Not Met	MLQ- Caregiver sometimes misses children's attempts at communication, some missed opportunities or instances of neutral to positive response to language initiation are noted	MHQ- Caregiver generally responds positively to children's attempts at communication, very few missed opportunities to respond to children's attempts at communication have been noted	HQ- Caregiver behavior can be characterized as highly responsive to children's attempts at communication		Measures are the same for home-based and center-based care.
	2. Uses positive verbal responses and encouragement to provide reinforcement or acknowledge positive behavior/accomplishments <u>Key behaviors:</u> Good job, your drawing looks great, You can do it; Praises and encourages children's attempts at communication; Provides frequent descriptive praise to reinforce positive behavior, efforts, interests, and accomplishments, descriptive praise offers more detailed feedback about specific behaviors or ideas to be reinforced ("Wow, you write your name! versus "nice job")	Not Met	MLQ- Few instances of positive language to provide positive reinforcement or encouragement, praise/encouragement, delivery may seem flat or disinterested	MHQ- Several instances of language to provide positive reinforcement and encouragement, praise/encouragement is generally characterized as warm and supportive	HQ- Caregiver provides frequent positive verbal responses and encouragement that can be characterized as warm and supportive, when working with older children provides more descriptive praise and encouragement		Measures are the same for home-based and center-based care.
	3. Uses language to add meaning/expand on child(ren)s interests or agenda <u>Key behaviors:</u> Comments or asks questions using positive verbal content and tone of voice	Not Met	MLQ- Few neutral to positive instances of caregiver using language to build/expand on child(ren)'s interest or agenda	MHQ- Several positive instances of caregiver using language to build/expand on child(ren)'s interest or	HQ- Caregiver frequently uses positive language to build/expand on child(ren)'s interest or agenda,		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	in connection with something the child is interested/engaged in or in response to something a child has said/vocalized, talk/explanation about the caregivers own interest/agenda is not considered in this item		have been noted	agenda have been noted			
	4. Communicates with children throughout the day (in whole group activities, small groups, mealtimes, outdoor play.) <u>Key behaviors:</u> Teacher/caregiver provides frequent language stimulation; Routinely talks to children and imitates sounds infants and toddlers make throughout the day	Not Met	MLQ- Caregiver uses language to provide directions or behavioral support/guidance as needed, several additional instances of language support noted across the observation period	MHQ- Caregiver provides frequent language stimulation across a variety of activities/contexts, some instances of low verbal engagement/withdrawal were noted	HQ- Caregiver provides frequent language stimulation throughout the day, very few instances of low verbal engagement were noted		Measures are the same for home-based and center-based care.
	5. Uses specific labels and descriptors throughout the day ("It's time to drink your bottle"versus "here, take this, hand me the blue marker in that cup, " versus "give me that (points to marker).") <u>Key behaviors:</u> Uses rich language when responding/interacting with children; talks to infants throughout care routines using specific language; narrating or thinking aloud about actions	Not Met	MLQ- Caregiver sometimes uses specific labels and descriptors but variety/breadth is limited, use of specific labels may be confined to a limited period(s) during the observation	MHQ- Caregiver uses a variety of labels and descriptors, use of specific labels and descriptors is not limited to one or two activities/contexts during the observation period	HQ- Caregiver uses a wide variety of labels and descriptors throughout the observation period		Measures are the same for home-based and center-based care.
	6. Provides children with frequent opportunities to talk with caregivers throughout the day (small group, whole group, outdoor play, mealtimes.) <u>Key behaviors:</u> Teacher/caregiver actively encourages children to communicate (i.e., teacher should	Not Met	MLQ- Some attempts at eliciting language were observed but attempts were confined to a limited period during the observation, caregiver may only encourage brief or limited	MHQ- Caregiver encourages language across a variety of settings/activities, some instances of encouraging children to use expanded language were observed	HQ- Caregiver encourages children to use language through the observation period, many instances of encouraging children to use expanded language		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	not be doing all of the talking/vocalizing); uses a variety of questions (open/closed) to encourage critical or creative thought		language use		were observed		
	7. Allows children time to respond to questions before providing the answer or asking another question. <u>Key behaviors:</u> Gives children time to think and respond before moving on; speaks and interacts at a pace comfortable for individual children	Not Met	MLQ- Rushed/too brief wait time was sometimes observed, some instances of providing children time to respond to questions before providing the answer or asking another question were observed	MHQ- Typically provides children time to respond to questions before providing the answer or asking another question, very few instances of rushed/too brief wait time observed	HQ- Almost always provides children time to respond to questions before providing the answer or asking another question		Measures are the same for home-based and center-based care.
	8. Engages children in conversations (3-5 turns) about a variety of topics (their likes, dislikes, family, books, lessons.); or provides commentary and encourages back and forth vocalization/gestures with infants and toddlers <u>Key behaviors:</u> Initiates conversations about a child's own interests and uses open-ended questions (if age-appropriate) to elicit more elaborate responses; encourages infants to coo or babble back and forth with teacher	Not Met	MLQ- Only a few (3-4) instances of the caregiver engaging in conversation with individual children were noted	MHQ- Several (5-6) instances of conversation between the caregiver and an individual child were noted	HQ- Caregiver frequently (7+) engages in conversations with individual children		Measures are the same for home-based and center-based care.
	9. Expands on children's understanding or initiation by elaborating on what children say or draw attention to <u>Key behaviors:</u> Teacher's language is contingently responsive. child says: "I went to the zoo." Depending on level of	Not Met	MLQ- A few instances of following up children's initiations with more specific information or background knowledge were noted; some missed	MHQ- Several instances of following up children's initiations with more specific information or background knowledge were noted; a few missed opportunities	HQ- Caregiver typically follows up children's initiations with more specific information or background knowledge		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	child, teacher asks, "Did you see an elephant or a lion?" or "Can you tell me about some of the animals you saw?"; provides infant or toddler with a label or description of something they have pointed to or attempted to talk about		opportunities were observed	may have been observed			
	10. Extends children's language and/or models for children how to express complete ideas or sentences (child gestures and says "ball" and adult says "you see the red ball.") Key behaviors: Recasting or restating what a child has said/indicating in a less fragmented/incomplete manner than the child expressed	Not Met	MLQ- A few instances of extending children's language or modeling communicating complete ideas/sentences were noted	MHQ- Several instances of extending children's language or modeling communicating complete ideas/sentences were noted	HQ- Caregiver frequently extends children's language or models communicating complete ideas/sentences		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Subcommittee 2: Caregiver-Child Interactions
Play-based Interactions and Guidance
 Process Measures – Points (0-3)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
All age groups	1. Supports a playful attitude on an ongoing basis by creating opportunities for children to make-believe, make choices, and adjust activities to their own interests <u>Key behaviors:</u> Engages children in playful activities throughout the day; Intentionally engages children in songs, books, games, etc.	Not Met	MLQ- Caregiver sometimes engages children in songs, books, pretend play, or games; these opportunities can be characterized as directive or highly constrained	MHQ- Caregiver sometimes engages children in songs, books, pretend play, or games; these opportunities typically allow children opportunities to be playful and make choices about how to engage	HQ- Caregiver frequently engages children in songs, books, pretend play, or games; these opportunities typically allow children opportunities to be playful and make choices about how to engage		Measures are the same for home-based and center-based care.
	2. Participates and expands on play initiated by children to reinforce language, ideas, and social development <u>Key behaviors:</u> Takes time to follow the agenda of individual children (e.g., joining child in the block center and building/talking about building; following an infant's gaze toward a toy and demonstrating how the toy works/talking about the toy while infant manipulates the object	Not Met	MLQ- Caregiver sometimes participates in play initiated by children though language support or expansion is minimal; caregiver may occasionally redirect child(ren) rather than building on their interest	MHQ- Caregiver sometimes participates in play initiated by children; some instances of good language support and expansion were noted; caregiver rarely redirects child(ren) rather than building on their interest	HQ- Caregiver frequently participates in play initiated by children; these interactions can be characterized as consisting of good language support and expansion; caregiver rarely redirects child(ren) rather than building on their interest		Measures are the same for home-based and center-based care.
	3. Provides guidance when children are working to complete a task/play rather than using overly directive strategies <u>Key behaviors:</u> Accepts a child's way of doing things versus requiring a child to do things the caregiver's way; Models problem-solving skills during play; Uses guidance strategies that help children solve their own problems rather than relying on overly	Not Met	MLQ- Caregiver is typically overly directive but a few instances of guidance that helps children complete a task in a manner that encourages problem solving/flexibility were noted	MHQ- Caregiver typically provides guidance while children are working to complete a task/play; a few instances of overly directive behavior while a child(ren) were working to complete a task/play may be noted	HQ- Caregiver typically provides guidance while children are working to complete a task/play rather than using overly directive strategies		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	directive approaches (offers choices, encourages communication and problem-solving skills, models appropriate actions.)						

DRAFT FOR PUBLIC COMMENT

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Subcommittee 2: Caregiver-Child Interactions
Support for Children's Regulation
 Process Measures – Points (0-3)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
Toddler, Preschool, School age	1. Models and encourages emotional expression (encourages children to express feelings, labels feelings, thinks aloud to model their own feelings and reactions, makes connections between actions and emotional reactions.) <u>Key behaviors:</u> Uses specific and intentional strategies and activities to model and support emotional development (reads and discusses books about feelings, uses puppets and role play to increase understanding.)	Not Met	MLQ- A few instances of modeling and encouraging emotional expression were noted; 0 instances of engaging children in an intentional activity aimed at increasing emotional awareness or understanding	MHQ- A few instances of modeling and encouraging emotional expression were noted with at least 1 intentional activity aimed at increasing emotional awareness and understanding;	HQ- Several instances of modeling emotional expression were noted with at least 1 intentional activity aimed at increasing emotional awareness or understanding		Measures are the same for home-based and center-based care.
	2. Providing children with short explanations that help them understand why they feeling a certain way <u>Key behaviors:</u> Teacher says, "are you angry because he took your toy away?"; I know you are excited about this toy, but you need to let Mary have a turn too."	Not Met	MLQ- 1-2 instances of caregiver providing explanations to help child(ren) understand why they are feeling a certain way, explanations can be characterized as too lengthy, overly complex, or difficult for children to understand	MHQ- 1-2 instances of caregiver providing short explanations that are simple and clear enough for children to understand; may also have 1-2 instances of weaker explanations	HQ- Caregiver provides 3 or more short explanations that are simple and clear enough to help children understand how a child(ren) are feeling		Measures are the same for home-based and center-based care.
	3. Explains logical consequences for behaviors rather providing arbitrary consequences <u>Key behaviors:</u> Verbalizes for children logical consequences for behaviors	Not Met	MLQ- Sometimes explains consequences though consequences are typically illogical; rare instances of explaining logical consequences may have been noted	MHQ- Sometimes explains logical consequences for behavior; rare instances of explaining illogical consequences may have been noted	HQ- Frequently verbalizes logical consequences for behavior		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	<p>4. Encourages self-regulation by consistently implementing program rules and routines (signals transitions, referring to the sequence and structure of the day, balancing structured and unstructured playing and learning opportunities.)</p> <p><u>Key behaviors:</u></p>	Not Met	<p>MLQ- Sometimes refers to or encourages child(ren) to follow rules and routines that help children learn to regulate their own behavior; 0-1 instances of implementing/referencing developmentally inappropriate rules or routines; no implementation/references to harsh rules or routines</p>	<p>MHQ- Sometimes refers to or encourages child(ren) to follow rules and routines that help children learn to regulate their own behavior; no instances of implementing or referencing developmentally inappropriate or harsh rules or routines</p>	<p>HQ- Frequently references or encourages child(ren) to follow rules and routines that help children learn to regulate their own behavior; no instances of implementing or referencing developmentally inappropriate or harsh rules or routines</p>		Measures are the same for home-based and center-based care.
	<p>5. Demonstrates flexibility and tolerance for minor mishaps and misbehaviors</p> <p><u>Key behaviors:</u> Wipes up messes without making a child feel bad; calmly ask a child to pick up a toy the child has thrown rather than criticizing; with very young children teacher use distraction to help child avoid a meltdown when frustrated or cannot get their way</p>	Not Met	<p>MLQ- 2 or more instances of intolerant response to minor mishaps/misbehaviors; no harsh negative responses to such behaviors</p>	<p>MHQ- 1 instance of intolerant response to minor mishaps/misbehaviors; no harsh negative responses to such behaviors</p>	<p>HQ- 0 instances of intolerant or harsh response to minor mishaps/misbehaviors</p>		Measures are the same for home-based and center-based care.
	<p>Recognizes rising tensions and helps children understand the logical consequences of their actions before problem behaviors occur</p> <p><u>Key behaviors:</u></p>	Not Met	<p>MLQ- Sometimes recognizes rising tensions in time to act but is typically unable to help children understand logical consequences of their actions before problem behaviors occur</p>	<p>MHQ- Sometimes recognizes rising tensions in time to act and is typically able to help children understand logical consequences of their actions before problem behaviors occur</p>	<p>HQ- Frequently recognizes rising tensions in time to act and is typically able to help children understand logical consequences of their actions before problem behaviors occur</p>		Measures are the same for home-based and center-based care.
	<p>Assists children when needed in their communications and interactions with peers (guides</p>	Not Met	<p>MLQ- Sometimes assists children in their communications and</p>	<p>MHQ- Sometimes assists children in their</p>	<p>HQ- Frequently assists children in their</p>		Measures are the same for home-based and center-

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	them as they resolve conflicts, speak respectfully to each other, initiate and expand on each other's play ideas.) <u>Key behaviors:</u>		interactions with peers; assistance is typically poor; no instances of assistance that encourages negative or hurtful behavior among peers	communications and interactions with peers; assistance is typically good; no instances of assistance that encourages negative or hurtful behavior among peers	communications and interactions with peers; assistance is typically good; no instances of assistance that encourages negative or hurtful behavior among peers		based care.
Preschool School-age	1. Encourages students in seeking support from, sharing their ideas with, and responding freely to the teacher.	Not Met	MLQ- The students sometimes seek support from the teacher but rarely share their ideas with or respond to questions from the teacher.	MHQ- The students sometimes seek support from, share their ideas with, and respond to questions from the teacher.	HQ- The students appear very comfortable seeking support from, sharing their ideas with, and responding freely to the teacher.		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Subcommittee 3: Curriculum, Nutrition, and Indoor/Outdoor Environment

Curriculum

Process Measures – Points (0-3)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
3-5 years	<p>CURRICULUM PLAN</p> <p>1. Curriculum plan includes a social and emotional development domain. <i>Key evidence:</i> activities are well described so that teachers/staff have step by step instructions on how to implement them including information on materials needed and strategies on engaging children’s interests and active involvement.</p>	Not Met	Curriculum has minimal attention to activities and teacher information that promote social and emotional skills (less than two activities per month that address this developmental area)	Curriculum has a moderate amount of activities/instructional strategies that address social/ emotional domain (at least one weekly activity and teacher strategy)	Curriculum has many activities/instructional strategies that address social/emotional domain (two or more activities that help build social and emotional skills and several teacher strategies each week.)		Measures are the same for home-based and center-based care.
3-5 years	<p>2. Curriculum plan includes a language and communication domain. <i>Key evidence:</i> activities are well described so that teachers/staff have step by step instructions on how to implement them including strategies (levels of questioning strategies) that help the teacher/staff encourage language from the children, and information on materials needed and how to use different materials and books to engage children’s interests and active involvement.</p>	Not Met	Curriculum has minimal attention to activities and teacher information that promote language and communication skills (less than two activities per month that address this developmental area)	Curriculum has a moderate amount of activities/instructional strategies that address language and communication domain (at least one weekly activity and teacher strategy)	Curriculum has many activities/instructional strategies that address language and communication domain (two or more activities that help build these skills and several teacher strategies that support their development each week.)		Measures are the same for home-based and center-based care.
3-5 years	<p>3. Curriculum plan includes an emergent literacy reading domain. <i>Key evidence:</i> Activities for phonological awareness, print knowledge, and letter sound relations are well described so that teachers/staff have step by step instructions on how to implement them, including</p>	Not Met	Curriculum has minimal attention to activities and teacher information that promote emergent literacy and early reading skills (less than two activities per month that address this developmental area)	Curriculum has a moderate amount of activities/instructional strategies that address emergent literacy and early reading skills (at least one weekly activity and teacher strategy)	Curriculum has many activities/instructional strategies that address emergent literacy and early reading skills (two or more activities that help build these skills and several teacher strategies that support		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	information on materials needed and strategies for engaging children's interests and involvement				their development each week.)		
3-5 years	4. Curriculum plan includes an emergent literacy writing domain. <i>Key evidence:</i> Activities for book and print knowledge and opportunities for early writing, in line with each child's level of development in this area, are well described so that teachers/staff have step by step instructions on how to implement activities, including information on materials needed and strategies for engaging children's interests and involvement	Not Met	Curriculum has minimal attention to activities and teacher information that promote emergent literacy and writing skills (less than two activities per month that address this developmental area)	Curriculum has a moderate amount of activities/instructional strategies that address emergent literacy and writing skills (at least one weekly activity and teacher strategy)	Curriculum has many activities/instructional strategies that address emergent literacy and writing skills (two or more activities that help build these skills and several teacher strategies that support the development of these skills each week.)		Measures are the same for home-based and center-based care.
3-5 years	5. Curriculum plan includes a mathematics domain. <i>Key evidence:</i> Activities for mathematics, in line with each child's level of development in this area, are well described so that teachers/staff have step by step instructions on how to implement these activities including information on materials needed and strategies for engaging children's interests and involvement	Not Met	Curriculum has minimal attention to activities and teacher information that promote mathematics skills (less than two activities per month that address this developmental area)	Curriculum has a moderate amount of activities/instructional strategies that address mathematics skills (at least one weekly activity and teacher strategy)	Curriculum has many activities/instructional strategies that address mathematics skills (two or more activities that help build these skills and several teacher strategies that support their development each week.)		Measures are the same for home-based and center-based care.
3-5 years	6. Curriculum plan includes a science domain. <i>Key evidence:</i> Activities for science skill development in line with each child's level of development in this area are well	Not Met	Curriculum has minimal attention to activities and teacher information that promote science skills (less than two activities per month that address this developmental area)	Curriculum has a moderate amount of activities/instructional strategies that address science skills (at least one weekly activity and	Curriculum has many activities/instructional strategies that address science skills (two or more activities that help build these skills and		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	described so that teachers/staff have step by step instructions on how to implement these activities including information on materials needed and strategies for engaging children's interests and involvement			teacher strategy)	several teacher strategies that support their development each week.)		
3-5 years	7. Curriculum plan includes a social studies domain. <i>Key evidence:</i> Activities for the development of social studies knowledge are well described so that teachers/staff have step by step instructions on how to implement these activities, including information on materials needed and strategies for engaging children's interests and involvement (questioning strategies, ways to explain the content)	Not Met	Curriculum has minimal attention to activities and teacher information that promote social studies skills (less than two activities per month that address this developmental area)	Curriculum has a moderate amount of activities/instructional strategies that address social studies skills (at least one weekly activity and teacher strategy)	Curriculum has many activities/instructional strategies that address social studies skills (two or more activities that help build these skills and several teacher strategies that support their development each week.)		Measures are the same for home-based and center-based care.
3-5 years	8. Curriculum plan includes a fine arts domain. <i>Key evidence:</i> Activities for the development of fine arts skills and knowledge are well described so that teachers/staff have step by step instructions on how to implement these activities, including information on materials needed and strategies for engaging children's interests and involvement	Not Met	Curriculum has minimal attention to activities and teacher information that promote fine arts skills (less than two activities per month that address this developmental area)	Curriculum has a moderate amount of activities/instructional strategies that address fine arts skills (at least one weekly activity and teacher strategy)	Curriculum has many activities/instructional strategies that address fine arts skills (two or more activities that help build these skills and several teacher strategies that support children's development of these skills each week.)		Measures are the same for home-based and center-based care.
3-5 years	9. Curriculum plan includes a physical development domain. <i>Key evidence:</i> Activities appropriate for pre-school children that support teachers/staff to promote physical	Not Met	Curriculum has minimal attention to activities and teacher information that promote physical development skills (less than two activities per month that address this developmental	Curriculum has a moderate amount of activities/instructional strategies that address physical development skills (at least one	Curriculum has many activities/instructional strategies that address physical development skills (two or more activities that help build		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	health and motor development are well described with information on how to encourage involvement so that children can be successful.		area)	weekly activity and teacher strategy)	these skills and several teacher strategies that support children's development of these skills each week.)		
3-5 years	10. Curriculum plan includes a technology domain. <i>Key evidence:</i> Activities for the development of technology skills and knowledge are well described so that teachers/staff have step by step instructions on how to implement these activities including information on how to support children's use of different forms of technology and understand their use.	Not Met	Curriculum has minimal attention to activities and teacher information that promote technology skills (less than two activities per month that address this developmental area)	Curriculum has a moderate amount of activities/instructional strategies that address technology skills (at least one weekly activity and teacher strategy)	Curriculum has many activities/instructional strategies that address technology skills (two or more activities that help build these skills and several teacher strategies that support the development of these skills each week.)		Measures are the same for home-based and center-based care.
0-3 years	1. Curriculum plan includes a physical health and motor development domain <i>Key evidence:</i> Activities appropriate for both infants and toddlers that support teachers/staff to promote physical health and motor development are well described with information on how to encourage involvement including how to position infants and toddlers to be able to be successful.	Not Met	Curriculum has minimal attention to activities and teacher information that promote physical health and motor skills (less than two activities per month that address this developmental area)	Curriculum has a moderate amount of activities/instructional strategies that address physical health and motor skills (at least one weekly activity and teacher strategy)	Curriculum has many activities/instructional strategies that address physical health and motor skills (two or more activities that help build these skills and several teacher strategies that support their development each week.)		Measures are the same for home-based and center-based care.
0-3 years	2. Curriculum plan includes a social and emotional development domain. <i>Key Evidence:</i> Activities and teacher strategies appropriate for both infants and toddlers that support teachers/staff to promote social and emotional development are well described with	Not Met	Curriculum has minimal attention to activities and teacher information that promote social and emotional skills (less than two activities per month that address this developmental area)	Curriculum has a moderate amount of activities/instructional strategies that address social and emotional skills (at least one weekly activity and teacher strategy)	Curriculum has many activities/instructional strategies that address social and emotional skills (two or more activities that help build these skills and several teacher strategies that support infants' and		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	information on how to encourage involvement including types of materials and books to use to be able to actively involve infants and toddlers.				toddlers' development of these skills each week.)		
0-3 years	3. A curriculum plan includes a language and communication development domain. <i>Key Evidence:</i> Activities and teacher strategies appropriate for both infants and toddlers that support teachers/staff to promote language and communication development are well described with information including questioning techniques and ways to provide child friendly explanations to encourage involvement including types of materials and books to use to be able to actively involve infants and toddlers.	Not Met	Curriculum has minimal attention to activities and teacher information that promote language and communication skills (less than two activities per month that address this developmental area)	Curriculum has a moderate amount of activities/instructional strategies that promote language and communication skills (at least one weekly activity and teacher strategy)	Curriculum has many activities/instructional strategies that address language and communication skills (two or more activities that help build these skills and several teacher strategies that support their development each week.)		Measures are the same for home-based and center-based care.
0-3 years	4. A curriculum plan includes a cognitive development domain. <i>Key Evidence:</i> Key Evidence: Activities and teacher strategies appropriate for both infants and toddlers that support teachers/staff to promote cognitive development are well described with information on how to encourage involvement including types of materials (blocks and other manipulatives) to use to actively involve infants and toddlers.	Not Met	Curriculum has minimal attention to activities and teacher information that promote cognitive skills (less than two activities per month that address this developmental area)	Curriculum has a moderate amount of activities/instructional strategies that promote cognitive skills (at least one weekly activity and teacher strategy)	Curriculum has many activities/instructional strategies that address cognitive skills (two or more activities that help build these skills and several teacher strategies that support their development each week.)		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
All Ages	1. The curriculum plan includes consideration for students in a Bilingual/ESL program. <i>Key evidence:</i> Plan includes specific strategies for using child's home language to support the development of English language skills. This could include supports such as visual and gestural cues to promote learning.	Not Met	Curriculum has minimal attention to activities and teacher information that promote learning for children learning English as a second language (less than two teacher strategies per month that address this area)	Curriculum has a moderate amount of activities/instructional strategies that promote learning for children learning English as a second (at least two weekly teacher strategies)	Curriculum has many activities/instructional strategies that address how to support learning for children learning English as a second language (two or more activities that help build these skills and several teacher strategies that support their development each week.)		Measures are the same for home-based and center-based care.
All Ages	2. The curriculum plan includes consideration for students with disabilities. <i>Key evidence:</i> plan includes specifications on how to make accommodations for children with disabilities. Accommodations should include, but not be limited to, those that support learning for children with visual, motoric, and/or auditory problems.	Not Met	Curriculum has minimal attention to activities and teacher information that promote learning for children with disabilities (less than two teacher strategies per month that address this area)	Curriculum has a moderate amount of activities/instructional strategies that promote learning for children with disabilities (at least two weekly teacher strategies)	Curriculum has many activities/instructional strategies that address how to support learning for children with disabilities (two or more activities that help build these skills for children with special needs and several teacher strategies that support their development each week.)		Measures are the same for home-based and center-based care.
All Ages	3. The curriculum plan includes consideration for students from culturally diverse backgrounds. <i>Key evidence:</i> Activities and teacher strategies are included that address the many cultures of children's families that attend the program (e.g., songs, customs, nursery rhymes, books, celebrations, foods)	Not Met	Curriculum has minimal attention to activities and teacher information that promote learning for children from culturally diverse backgrounds (less than two teacher strategies per month that address this area)	Curriculum has a moderate amount of activities/instructional strategies that promote learning for children from culturally diverse backgrounds (at least two weekly teacher strategies)	Curriculum has many activities/instructional strategies that address how to support learning for children from culturally diverse backgrounds (two or more activities that help support development for these children and several teacher strategies that support their development each		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
					week.)		
All Ages	<p>IMPLEMENTATION OF SKILLED DOMAINS</p> <p>1. Planned daily activities are implemented to support physical health and motor development including health and well-being, gross and fine motor skills.</p> <p><i>Key behaviors:</i> Activities and conversations with children include children being sensitively encouraged to manipulate objects of various sizes and to move in ways that build a variety of developmentally appropriate gross motor skills across different classroom and outdoor experiences</p>	Not Met	There is low evidence that the lesson plans are implemented to support physical health and motor development including health and well-being, gross and fine motor skills.	There is medium evidence that the lesson plans are implemented to support physical health and motor development including health and well-being, gross and fine motor skills.	There is high evidence that the lesson plans are implemented to support physical health and motor development including health and well-being, gross and fine motor skills.		Measures are the same for home-based and center-based care.
All Ages	<p>2. Planned daily activities are implemented to support social and emotional development including trust and emotional security, self-awareness, self-regulation, and relationships with others.</p> <p><i>Key behaviors:</i> Activities and conversations with children include children being sensitively encouraged to talk about feelings, listen to books about social and emotional behaviors and have conversations with their peers.</p>	Not Met	There is low evidence that the planned daily activities support social and emotional development	There is medium evidence that the planned daily activities support social and emotional development	There is high evidence that the planned daily activities support social and emotional development		Measures are the same for home-based and center-based care.
All Ages	<p>3. Planned daily activities are implemented to support language and communication development including listening and understanding, communication and speaking, emergent literacy.</p> <p><i>Key behaviors:</i> Activities and</p>	Not Met	There is low evidence that the daily activities support language and communication development	There is medium evidence that the daily activities support language and communication development	There is high evidence that the daily activities support language and communication development		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	<p>conversations with children include children being sensitively encouraged to name objects and actions, explain how things work, make predictions, offer ideas to the teacher and to their peers, discuss what they see in books and think might happen next, etc. Materials are used in ways that actively engage children to talk and express their ideas.</p>						
All Ages	<p>4. Planned daily activities are implemented to support cognitive development including exploration and discovery, problem solving, memory, imitation and make believe. <i>Key behaviors:</i> Activities and conversations with children include encouraging children to solve problems through hands-on experiences and conversations with the teacher and each other about predictions made, why certain solutions worked and others did not, and how their solutions might work for solving other problems. This should also include opportunities for children to understand and experience a variety of scenarios through pretend play. Materials are used in ways that actively engage children to talk and express their ideas.</p>	Not Met	There is low evidence that the activities support cognitive development	There is medium evidence that the activities support cognitive development	There is high evidence that the activities support cognitive development		Measures are the same for home-based and center-based care.
All Ages	<p>5. Planned daily activities are implemented to support Science, Technology, Engineering, Math (STEM)-toddler and ages 3-5.</p>	Not Met.	There is low evidence that the daily activities are implemented to support Science, Technology, Engineering, Math (STEM)-ages	There is medium evidence that the daily activities are implemented to support	There is high evidence that the daily activities are implemented to support Science,		Measures are the same for home-based and center-

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	<p><i>Key behaviors:</i> Activities, experiments and conversations with children include children being encouraged to solve problems through hands-on experiences and conversations with the teacher and each other about predictions made, why certain solutions worked and others did not, and how their solutions might work for solving other problems. Materials are used in ways that actively engage children to talk and express their ideas</p>		3-5	Science, Technology, Engineering, Math (STEM)-ages 3-5	Technology, Engineering, Math (STEM)-ages 3-5		based care.
All Ages	<p>QUALITY IMPLEMENTATION OF ACTIVITIES ACROSS ALL SKILLED DOMAINS</p> <p>1. Center director/manager participates in planning with all staff on a regular basis to guide staff in their implementation of learning activities in their classrooms.</p> <p>In larger centers this could be the educational manager or coach.</p> <p><i>Key behaviors:</i> discuss quality of implementation based on observations made in the classroom. For example, discussing staff language support for children, making materials available for hands on activities, reading book, etc.</p>	Not Met	There is minimal evidence that the director/manager plan with all staff to better insure quality instruction and sensitive support for children in classrooms (this only occurs once a month and often does not include discussions with all staff)	There is moderate evidence that the director/manager plan with all staff to better insure quality instruction and sensitive support for children in classrooms (this occurs twice a month and sometimes does not include discussions with all staff)	There is strong evidence that the director/manager plan with all staff to better insure quality instruction and sensitive support for children in classrooms (this occurs about three times a month and usually includes discussions with all staff)		
All Ages	<p>2. Director ensures staff trainings are based on curriculum goals and targeted developmental benchmarks for ages of children served.</p>	Not Met	Minimal evidence of training that links to curriculum goals and targeted developmental benchmarks (only once a year for some not all skill domains)	Moderate evidence of training that links to curriculum goals and targeted developmental benchmarks (twice a	Strong evidence of training that links to curriculum goals and targeted developmental benchmarks (three or		

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	<p><i>Key Evidence:</i> Review of trainings that director offers to teachers/staff includes professional development that targets how to effectively support infants, toddlers and young children's learning across all skill domains. Trainings should have evidence that they are based on up- to-date adult learning theory with active teacher/staff involvement, including, but not limited to, role playing, discussions about why certain staff-child interactions and instructional strategies are effective, and practice in how to implement effective practices with children.</p>			year for most skill domains)	more a year for all skill domains)		
All Ages	<p>3. Staff implements planned daily activities, both indoor and outdoor, in ways that allow for active engagement of children through a variety of effective instructional strategies, activities, and materials</p> <p><i>Key behaviors:</i> teacher/ child interactions that are sensitive and include rich language support, opportunities and teacher support for peer interactions, hands-on activities, etc. using a range of materials (e.g., books, puzzles, blocks, etc.).</p>	Not Met	Minimal evidence of training that links to curriculum goals and targeted developmental benchmarks (only once a year for some not all skill domains)	Moderate evidence of learning activities that provide a balance for engaging learning experiences across indoor and outdoor settings.	<p>Staff provides ample learning activities with consistent rich language support that are sensitive to the child's interests, consistently providing a variety of engaging materials, with encouragement for children to manipulate them and play and talk with peers with experiences across indoor and outdoor settings.</p> <p>Activities are well planned, linked to State Early Learning Guidelines and a good</p>		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
					balance of teacher – directed and child-directed learning.		
All Ages	<p>4. Staff supports learning through encouraging hands-on manipulation of real objects (e.g., books, puzzles, toys, etc.).</p> <p><u>Key behaviors:</u> Provides guidance when children are working to complete a task/play rather than using overly directive strategies; Accepts a child's way of doing things versus requiring a child to do things the caregiver's way; Models problem-solving skills during learning activities; Uses guidance strategies that help children solve their own problems rather than relying on overly directive approaches (offers choices, encourages communication and problem-solving skills, models appropriate actions.)</p>	Not Met	Staff is typically overly directive but a few instances of guidance that helps children complete a learning activity in a manner that encourages problem solving/flexibility were noted	Staff typically provides guidance while children are working to complete a learning activity; a few instances of overly directive behavior while a child(ren) were working to complete a learning activity may be noted	Staff typically provides guidance while children are working to complete a learning activity rather than using overly directive strategies; consistently supporting learning by encouraging children to explore materials and find solutions		Measures are the same for home-based and center-based care.
All Ages	<p>5. The implementation of the daily schedule reflects a balance between instructional and gross motor activities during both indoor and outdoor activities.</p> <p><u>Key Behaviors:</u> Activities, experiences, conversations promote learning across all domains in ways that provide opportunities for language, movement, experiences with books and a variety of manipulatives during indoor and outdoor settings</p>	Not Met	There is some evidence of a balance between indoor and outdoor activities; however across a week a number of days may be unbalanced	There is moderate of a balance between indoor and outdoor activities; the majority of the week is balanced	Implementation of the daily schedule consistently reflects a balance of indoor and outdoor activities.		

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
All Ages	<p>6. Intentional instructional activities that are both teacher and child initiated are balanced throughout the planned daily activities. <i>Key behaviors:</i> Activities, play, and conversations should be initiated in balanced ways by both teachers/staff and children. There should be evidence that teachers/staff are attentive to children's suggestions and input about what they like to do and say but teacher/staff should also take responsibility for introducing engaging and challenging activities and experiences with support for all children's learning.</p>	Not Met	There is some evidence of a balance of instructional activities being either directed by the teacher or child; however, may be many times when teacher is directing or lack of learning activities being implemented	There is moderate evidence of a balance of instructional activities being either directed by the teacher or child; however, there may be sometimes when the balance is not apparent	Instructional activities are consistently balanced between teacher directed and child initiated		Measures are the same for home-based and center-based care.
All Ages	<p>7. Routine and transition times are used as opportunities for incidental learning. <i>Key behavior:</i> staff uses routines and transition time to reinforce concepts learned during curriculum activities. For example staff uses children lining up as a time to count, learn vocabulary such as "first" and "last", and talks about behaviors that are appropriate and promotes self-regulation.</p>	Not Met	There is some evidence of routine and transition times being used for incidental learning; however staff often misses the opportunity to make effective use of these times for learning	There is moderate evidence of routine and transition times being used for incidental learning; however staff may sometimes miss the opportunity to make effective use of these times for learning	Routine and transition times are consistently used as time for incidental learning		Measures are the same for home-based and center-based care.
All Ages	<p>8. Transition times are planned to avoid frequent disruption of children's activities and long waits between activities. <i>Key behaviors:</i> staff is organized, prepared materials and flow of activities so that children can move effortlessly without frequent</p>	Not Met.	Staff shows some evidence of organization and preparation; however there are often disruptions and long waits between children's learning activities.	Staff shows moderate evidence of organization and preparation; however there are some disruptions and long waits between children's learning	Staff is consistently well organized and prepared resulting in no disruptions and long waits between children's learning activities.		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	disruptions or long waits			activities.			
All Ages	9. Repeated exposure of a new concept (e.g. vocabulary word) in different learning contexts (e.g. lunch, circle time, outdoors) across the day. <i>Key behaviors:</i> Staff uses a range of learning strategies and opportunities across the day to reinforce learning of a new concept (e.g. counting at circle time, lunch, lining up, counting books, math in a learning center)	Not Met.	There is some evidence that the staff is using repeated exposure of a new concept in different learning contexts; however there are many times throughout the day when learning opportunities are missed.	There is moderate evidence that the staff is using repeated exposure of a new concept in different learning contexts; however there are some times throughout the day when learning opportunities are missed.	There is consistent evidence that the staff is using repeated exposure of a new concept in different learning contexts.		Measures are the same for home-based and center-based care.
All Ages	10. Implemented learning activities are organized to build skills and knowledge progressively by moving the child from current developmental levels to the targeted developmental benchmarks <i>Key behaviors:</i> Staff demonstrates the ability to help a child progress by providing support in terms of demonstrations, questioning, explanations that are in line with each child's current level of learning. For example when a learning task is too difficult for a child, staff adjusts the support provided so that the child can be successful in completing the task.	Not Met	There is some evidence that the staff implement the activities in ways that build on the child's current developmental level. There often may be times when staff support is minimal or inappropriate for children to learn because it is not aligned with the child's level of understanding.	There is moderate evidence that the staff implement the activities in ways that build on the child's current developmental level. There are few times when staff support is minimal or inappropriate for children to learn because it is not aligned with the child's level of understanding.	There is strong evidence of the staff consistently implements the activities in ways that build on the child's current developmental level. Staff is observed to do this by asking children questions they can respond to, providing problems or task (e.g. building a block structure) that the child can successfully solve with support.		Measures are the same for home-based and center-based care.

Compliance Notes: Curriculum Plan referenced in #1 can be thought of as a written document that outlines the goals and the intentional activities, experiences, and interactions that are planned to achieve child benchmarks as described in the Texas Infant, Toddler, 3 year-old, and Pre-K Guidelines and School age. The curriculum has to show evidence of a scope and sequence of experiences that move the child's learning forward to meet specified developmental benchmarks. This is in contrast to groups of isolated activities

*In addition to the written document, the materials necessary to implement the activities need to be present.

Curriculum utilized by providers can be characterized as follows:

1. Being associated with a TWC-based curriculum adopted list that is based on a rigorous selection process (higher rated providers would utilize curricula from this list); or
2. Curriculum that meets certain basic guidelines based on a TWC-approved curriculum self-assessment alignment tool (geared towards developing and lower star rated providers). Curriculums with no real connection to developmental benchmarks across developmental skill domains.

DRAFT FOR PUBLIC COMMENT

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Subcommittee 3: Curriculum, Nutrition, and Indoor/Outdoor Environment

Nutrition

Structural Requirements (Must Be Met)

Age Group(s)	2-Star Requirement	3-Star Requirement	4-Star Requirement	Applicable to Licensed & Registered Homes
All Ages, as appropriate	<ul style="list-style-type: none"> a) Providers' menus feature food that represents a variety of ethnic backgrounds. b) Include in written policies procedures to ensure the safety of food brought from home, including refrigeration or other means to maintain appropriate temperatures. c) Program policies include liquids and food hotter than 110 degrees F are kept out of reach. d) Programs have policies in place outlining strategies to educate children and their parents on nutrition. e) Staff are educated on food allergies and they take precautions to ensure children are protected. f) Programs provide parents with information about foods that may cause allergic reactions. g) Providers provide sample menus of healthful lunches for parents whose children bring food from home. Parents are encouraged to provide meals with adequate nutritional value. h) Program policies require that prepared food that is brought into the program to be shared among children is commercially prepared OR prepared in a kitchen that is inspected by local health officials. i) Policies indicate that snacks are available for school aged children as students arrive. j) Policies indicate that staff do not reward good behavior or clean plate with foods of any kind k) Policies indicate that milk, fresh fruit and vegetables are available for children who bring lunches from home. 	Must meet 2-Star Requirement	Must meet 2-Star Requirement	Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	2-Star Requirement	3-Star Requirement	4-Star Requirement	Applicable to Licensed & Registered Homes
All Ages, as appropriate	<p>l) With regard to menus, providers document that:</p> <ul style="list-style-type: none"> a) yogurt served is fat-free or low-fat, and plain or low in added sugar. b) milk served is whole milk for infants up to 12 months and 1% or fat free milk for all other children. c) fresh fruits and/or vegetables are served daily d) whole grains are offered at least two times per day. e) Canned vegetables and beans are labeled “no salt” or “low salt” f) Canned fruit is only packed in water or natural juice (no heavy or light syrup) g) Dry ready to eat cereal is no more than 6 grams of sugar per serving <p>Providers participating in CACFP will automatically be assumed to have met these standards.</p> <p>Providers that provide documentation that their menus have been reviewed/approved by a nutritionist will automatically be assumed to have met these standards.</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	Measures are the same for home-based and center-based care.
0- 17 Months	<ul style="list-style-type: none"> 1. Policies specify that, if a provider prepares formula, it is provided to the facility in factory-sealed containers prepared according to manufacturing instructions. If formula is prepared by the parent, the bottle must be properly labeled. All milk and formula served is discarded after 1 hr. if not consumed. 2. Infant feeding instructions include feeding method (breast milk or formula), backup supply of breast milk or formula, feeding pattern, and introduction of solid foods and beverages besides breast milk or formula (if appropriate). 3. Policies specify that, upon request, a compilation of breastfeeding education and support resources in the community is provided to parents. 	Must meet 2-Star Requirement	Must meet 2-Star Requirement	Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Subcommittee 3: Curriculum, Nutrition, and Indoor/Outdoor Environment

Nutrition

Process Measures – Points (0-3)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
All Ages	1. Items to Observe: -Initial servings are small -Drinks are offered with food -Seconds are available -Children are not hurried to finish eating -Children are not viewing television during mealtime -Food is not used as a reward or punishment -Children are encouraged to engage in conversation during meal time -Children have the opportunity to feed themselves consistent with their developmental levels	No evidence	Minimal evidence	Moderate evidence	High/consistent evidence		Measures are the same for home-based and center-based care.
	2. Caregivers model friendly social behavior, and appropriate dining etiquette.	Caregivers only supervise and do not participate or interact at mealtime.	Caregivers offer instruction or correct behavior at mealtime.	Caregivers interact positively with children and model proper table etiquette.	Caregivers interact positively with children and model proper table etiquette.		Measures are the same for home-based and center-based care.
0-12 Months	1. Infants are held (if developmentally appropriate) and talked to in reassuring tones while bottle fed.	Infants are observed while bottle fed. No infants were held or talked to during bottle feeding		All infants needing to be held by caregivers were during bottle feeding. However, there was limited or no observable speech or reassuring tones	All infants observed being bottle fed were held and talked to in reassuring tones.	n/a	Measures are the same for home-based and center-based care.
18 Months – 2 Years	1. Meals are served to children seated in small groupings with their assigned caregivers when not helping with the meal service routine or providing necessary assistance to children.	Caregivers are not seated with children and meals are not served to children in small groupings.	Meals are served to children in small groups; caregivers join the children, but do not interact with the children or encourage the children to engage in conversation.	Meals are served to children in small groups; caregivers join the children, but do not interact with the children or encourage the children to engage in	Caregivers are seated with children, they engage and encourage them. Meals are served to children in small groups.	n/a	Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
				conversation.			
3 to 5 Years	<p>1. Meals are served family style, children are encouraged to serve themselves as their abilities permit (ex. set tables, put out napkins, scoop food using study serving spoons, pour milk from child sized pitchers). Items to observe: -Meals are served family style -Children are encouraged to set tables, put out napkins, etc. -Children are encouraged to serve themselves as their abilities permit (ex. scoop food using study serving spoons, pour milk from child sized pitchers) -An orderly process is in place for taking turns and varying tasks -Children are encouraged to sample a variety of food.</p>	No evidence	Minimal evidence	Moderate evidence	High/consistent evidence		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Subcommittee 3: Curriculum, Nutrition, and Indoor/Outdoor Environment

Indoor Learning Environment

Structural Requirements (Must Be Met)

Age Group(s)	2-Star Requirement	3-Star Requirement	4-Star Requirement	Applicable to Licensed & Registered Homes
All Ages	<ol style="list-style-type: none"> 1. Indoor environment is arranged to facilitate a distinct division of active and quiet spaces 2. Nap/rest space is separate from active play and conducive for children to relax, rest or sleep as appropriate for the ages and abilities of children 3. Indoor environment includes space where children can play protected from interference by other children, yet be supervised by the caregiver 4. Equipment/materials are clean and in good repair and no parts are missing. Providers supply a checklist of cleaning and maintenance tasks they use to ensure safe and sanitary environment for children. 	Must meet 2-Star Requirement	Must meet 2-Star Requirement	Measures are the same for home-based and center-based care.
0- 17 Months	<ol style="list-style-type: none"> 1. Indoor environment includes sufficient quantity of sleeping, diapering and feeding equipment to accommodate the number of children served 2. Indoor environment includes sufficient space to allow for different kinds of experiences such as tummy time, active play, quiet play, and messy play 3. Diapering areas include items that enhance cognitive and communication skills such as mobiles or colorful hanging objects 4. Indoor environment includes space and equipment where caregivers and mothers can sit comfortably and hold infants while feeding or breast feeding 	Must meet 2-Star Requirement	Must meet 2-Star Requirement	Measures are the same for home-based and center-based care.
School Age	<ol style="list-style-type: none"> 1. Indoor environment is arranged to include a quiet place with age appropriate tables, chairs and appropriate lighting to facilitate completion of homework. 			

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Subcommittee 3: Curriculum, Nutrition, and Indoor/Outdoor Environment

Indoor Learning Environment
Process Measures – Points (0-3)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
All Ages	<p>1 Indoor environment is arranged to facilitate division of interest areas for play (as developmentally appropriate) and allow children to move easily from one area to another.</p> <p><u>Key elements:</u> Developmentally appropriate materials organized to facilitate independent use and provide choices for children to engage in activities based on interest centers such as: literacy/creative writing, dramatic play/theater, art, blocks/wood working, music/listening, sensory discovery/natural science, manipulative/table games/puzzles, cozy area with soft furnishings, and gross motor materials for preschool and school age children. Appropriate materials for infants may include soft blocks, rattles, push and pull toys and colorful mobiles for infants; and large cardboard blocks, cloth books, wooden puzzles, dramatic play items, and art supplies for toddlers</p>	No evidence of division of play space into interest areas or fewer than three areas are arranged.	At least three different kinds of interest areas with appropriate equipment/materials and sufficient space that allows for active, quiet, and messy play areas.	Developmentally appropriate equipment/materials arranged to facilitate play in 5 interest areas materials and sufficient space that allows for active, quiet, and messy play areas.	More than 5 interest areas arranged in the classroom which provide for different kinds of learning experiences. Developmentally appropriate equipment/materials are arranged for independent use. Interest centers are routinely changed to add variety.		Measures are the same for home-based and center-based care.
	2. Equipment/materials portray people in a manner that is non-stereotypical and culturally	Little or no racial or cultural diversity is visible in books, puzzles,	Books reflect diverse populations.	Books and all multimedia reflect diverse populations, in addition to	Books, multimedia, and all posted bulletin boards displayed in the center		Measures are the same for home-based and center-

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	sensitive. <u>Key indicators include:</u> Pictures of males and females used in the classroom; books, puzzles, puppets, dolls, dress up clothes, music, foods, and stories portray different cultures and ethnicity	dramatic play props, food, or music.		any posters or bulletin boards around the center.	reflect diverse populations, in addition to toys and games introduced through center activities.		based care.
	3. Developmentally appropriate visual materials are displayed at children's eye level	Print materials are not displayed at child's eye level and do not include realistic pictures or child created work	Colorful realistic pictures reflecting nature, people, and objects are displayed	Realistic pictures of children's family members, pets, and other familiar people and places are displayed along with work created by children	Children's work such as flat artwork, clay and carpentry is labelled with the child's name and displayed		Measures are the same for home-based and center-based care.
	4. Equipment/materials reflect children's interest, appear inviting to children, and are arranged so children know where to find things and may easily select and return items	Equipment/materials are not displayed on low open shelving within children's reach. Available materials do not spark children's interest in play; may result in behavior issues.	Shelving is open and available at a height accessible to children, but it is limited	Open shelving and crates are distributed throughout the classroom at an appropriate height for children; children are welcome to retrieve materials	Shelving, open baskets and totes are labeled with words and pictures of materials at an appropriate height for easy reach; children are encouraged to retrieve materials and place them back in their correct place.		Measures are the same for home-based and center-based care.
	5. Equipment/materials encourage hands on manipulation of real objects <u>Key elements may include:</u> plastic bowls, plastic cups, hats, scarves, dish towels, food boxes, scoops, measuring cups, mirrors, baskets, magnifying glasses, telephones, calculators, keyboards, etc.	No evidence of real objects accessible to children for play.	Minimal evidence of age appropriate real objects accessible in the classroom.	Moderate evidence of age appropriate real objects accessible in the classroom.	High/consistent evidence of age appropriate real objects accessible and evident in various interest areas in the classroom.		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	6. Equipment/materials facilitate social interaction, music and movement, and experiencing the environment through all five senses	Lack of variety of materials; children lack interest in activities/play. Interaction among children is limited; behavior problems exist due to boredom	Children are allowed to move freely so natural groupings and interactions can occur. Variety of equipment and materials	Equipment/materials provide opportunities for children to work together or alone; provide a variety of experiences and are rotated to provide interest	High/consistent evidence that children are allowed to make choices to work and play in large and small groups or alone; variety of equipment/materials that allow children to experience the learning environment through all five senses.		Measures are the same for home-based and center-based care.

DRAFT FOR PUBLIC COMMENT

Subcommittee 3: Curriculum, Nutrition, and Indoor/Outdoor Environment

Outdoor Learning Environment

Structural Requirements (Must Be Met)

Age Group(s)	2-Star Requirement	3-Star Requirement	4-Star Requirement	Applicable to Licensed & Registered Homes
All Ages	<ol style="list-style-type: none"> 1. Outdoor environment is arranged to extend indoor classroom activities outdoors 2. Outdoor environment includes partial shade such as: shadows cast by the building, manufactured shade structures, trees, pergolas, umbrellas, etc. 3. Outdoor environment, including natural and manufactured equipment, is arranged to permit supervision appropriate for all children in the group 4. Outdoor environment, including natural and manufactured equipment is arranged to facilitate division of active and quiet spaces 5. Outdoor environment includes more than three surfaces permitting different types of play and supports movement from one place to another 6. Outdoor environment includes open areas for running and games for children 3 years and older 7. Outdoor equipment/materials are clean and in good repair and adequate storage are available. Providers supply a checklist demonstrating their routine for ensuring equipment is in good repair 	Must meet 2-Star Requirement	Must meet 2-Star Requirement	Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Subcommittee 3: Curriculum, Nutrition, and Indoor/Outdoor Environment

Outdoor Learning Environment

Process Measures – Points (0-3)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
All Ages	1. The outdoor environment provides children with the opportunity to care for living things and appreciate nature/beauty such as: Non-toxic trees, shrubs, or vines; topographic variations (such as mounds, terraces, slopes); a variety of ground surfaces (mulch, grass, pebbles); smooth rocks, wood or logs; non-poisonous flowering plants or garden plants and vegetables; birdfeeders, bird baths and birdhouses	0-2 natural elements present in the outdoor environment	At least 3 natural elements present in the outdoor environment	At least 5 natural elements present in the outdoor environment	More than 5 natural elements present in the outdoor environment		Measures are the same for home-based and center-based care.
	2. Outdoor, natural and manufactured equipment/materials, are developmentally appropriate, readily available and adapted to allow for participation of all children	Outdoor environment lacks variety and interest. Insufficient equipment/materials result in boredom; behavior challenges or injuries result from misuse of equipment	Some outdoor equipment/materials are available for all children to use without undue competition or long delays	A variety of outdoor equipment and materials are available for all children to use without undue competition or long delays	Many outdoor equipment and materials are readily accessible for all children to use without undue competition or long delays. Sufficient variety allows children to make choices. Equipment/materials are rotated to maintain children's interest		Measures are the same for home-based and center-based care.
	3. Outdoor environment and natural and manufactured equipment/materials motivate children to be physically active and engage in active play such as balancing, climbing, crawling, moving, pushing/pulling, riding, walking Key elements may include: balls, swings, balance beams, climbing structures, tumbling	Outdoor environment lacks variety and interest. Insufficient equipment/materials result in boredom, behavior challenges, and preventable injuries	Minimal stationary and portable equipment is available	Moderate evidence as demonstrated by availability of stationary and portable equipment and creative use of equipment/materials	High/consistent stationary and portable equipment is available including pathways/trails, portable and anchored playground equipment and layouts that stimulate all forms of active and creative play		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
	pads, tricycles or riding toys, marching music, jump ropes, space to skip, hop, and roll						
	4. Outdoor environment supports social emotional development including but not limited to areas that invite social gatherings, , tummy time, dramatic play, group games, music and movement, and spaces for quiet and calm activities Key elements may include: Natural additions such as boulders, tree stumps, sand area and benches, design elements such as stages, platforms, wind chimes, canopies, teepees, gazebos.	No natural design elements or interest areas. Outdoor environment does not support play in large and small groups or space for privacy	Minimal evidence of natural design elements and interest areas that support social emotional development	Moderate evidence of natural design elements and interest areas that support social emotional development	High/consistent evidence of natural design elements and interest areas that support social emotional development		Measures are the same for home-based and center-based care.
0-17 Months	5. Outdoor equipment/materials encourage infants to experience the environment through all five senses	Equipment and materials lack variety, are not age appropriate, limited to one or two of the five senses	Equipment includes strollers or buggy to facilitate exploring outdoors	Design elements and equipment include grassy areas for blankets, balls, pillows, blocks, infant swings	Design elements and equipment include foam blocks for climbing, tunnels for crawling and natural elements such as birdfeeders, bird baths and birdhouses for observation	n/a	Measures are the same for home-based and center-based care.

Subcommittee 4: Parent Education and Involvement

Parent Education

Structural Requirements (Must Be Met)

Age Group(s)	2-Star Requirement	3-Star Requirement	4-Star Requirement	Applicable to Licensed & Registered Homes
All Ages	<p>1. Parents are provided with written policies and procedures which includes:</p> <ul style="list-style-type: none"> - Program philosophy and goal - Drop off/pick up procedures - Parent conferences - Fee structure - Absences - Clothing guidelines - Inclement weather policy - Admission procedures - Separation procedures - Late payments and refund information - Curriculum goals - Family participation - Procedure in place to allow parents to update contact information at all times without staff assistance <p>Policies are reviewed annually and updated if necessary.</p> <p>2. The program has systems in place for communication between the facility and parents, which may include emailing or phone calls.</p> <p>3. A designated area is maintained where daily schedules, menus and other important notices are available to parents.</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Subcommittee 4: Parent Education and Involvement

Parent Education

Process Measures – Points (0-3)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
All Ages	1. The provider has a written orientation that is conducted face to face with families.	Not met	<p>Parents are given a written orientation of the center/home which includes:</p> <p>Tour of the facility</p> <ul style="list-style-type: none"> - Introduction to teaching staff - Parent visit with the classroom teacher - Overview of parent handbook - Policy for arrival & late arrival <p>An explanation of Texas Rising Star Quality Certification is provided.</p> <p>Encourage parents to inform the center/provider of any elements related to their CCS enrollment that the provider may be of assistance.</p>	<p>Parents are given a written orientation of the center/provider which includes:</p> <ul style="list-style-type: none"> - Opportunity for an extended visit in the classroom by both parent and child for a period of time to allow both to be comfortable - An overview of family support resources and activities in the community - *Statement reflecting the role and influence of parents, which is signed and kept in file - A signed and dated copy of the orientation kept in the child's file 	<p>Parents are given a written orientation of the center/provider which includes:</p> <ul style="list-style-type: none"> - Expectations of the family - *Child development and developmental milestones - Parents are informed of the significance of consistent arrival time: <ul style="list-style-type: none"> -before educational portion of school readiness program begins -impact of disrupting learning of other children -importance of consistent routines for children added specifically to assist parents in their successful transition to kindergarten and beyond. - In order to facilitate better communication between the parent(s) and teacher and the parent and child it is best if parents are not distracted by use of 		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
					electronic devices while at the center/home. -A signed and dated copy of the orientation kept in the child's file and a copy is given to the family.		
All Ages	2. The center/home provides families with opportunities to better understand the child's growth and development.	Not met	Posting of parent education opportunities within the community.	*Written communication such as articles, handouts, newsletters, etc. are given out to parents a minimum of four times a year. **Parents are referred to other professionals and local community resources when needed.	A resource area with parent education materials is available. *Parent Education opportunities are included a minimum of twice annually and could be offered during center/home programs, such as holiday programs, open house, etc. A dated event program and the parent information provided are kept on file.		Measures are the same for home-based and center-based care.
Note: All information provided to parents must be research based. *Information and examples are available in the Parent Education Resource Index. **Resources: Early Childhood Intervention (ECI), local preschool programs for children with disabilities, pediatrician, and local agencies found through calling 211, therapy referral services.							

Subcommittee 4: Parent Education and Involvement

Parent Involvement

Structural Requirements (Must Be Met)

Age Group(s)	2-Star Requirement	3-Star Requirement	4-Star Requirement	Applicable to Licensed & Registered Homes
All Ages	<p>1. Director/Parent/Teacher Collaboration. The director and teachers should be able to provide evidence that they are working together with the parents about decisions regarding the child's successful experience, which may include written daily reports for children under 3 years and parent communication log.</p> <p>Frequent, casual communications with positive reflections about the child's day helps in building a trusting relationship with families.</p> <p>2. Provider has a written process for addressing challenging behaviors of children.</p> <p>3. The Director and/ or teacher maintain ongoing communication with the parent regarding challenging behavior either verbally or written.</p> <p>The teacher and/or Director have casual conversations with parents to express concerns and discuss strategies in addressing challenging behaviors. Conversations are framed around school readiness, the objective of the program. Parents are kept informed as to their child's progress. **If necessary parents are given information about community resources they may want to access.</p>	Must meet 2-Star Requirement	Must meet 2-Star Requirement	Measures are the same for home-based and center-based care.

Subcommittee 4: Parent Education and Involvement
Parent Involvement
Process Measures – Points (0-3)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
All Ages	1. Parents have opportunities to influence the program.	Not met	Director seeks out parent suggestions either verbally or written and can provide evidence.	The center/home has an on-going process to receive and review suggestions and recommendations from the parents (e.g. suggestions box, parent meetings).	Parents are offered an annual written evaluation and/or survey. Suggestions and evaluation results are integrated into the program operation when applicable.		Measures are the same for home-based and center-based care.
All Ages	2. Parent Teacher conferences are held. Conferences can be held in person or by phone.	Not met	Parent Teacher conferences are available upon request. The perspective of the parent is invited and considered.	A scheduled conference is offered to parents to exchange information a minimum of one time per year. Children's progress and overall development are discussed. Documentation of the conference is made, dated, and signed by the parent and teacher, and a copy is kept in the child's file.	A scheduled conference is offered to parents to exchange information a minimum of 2 times a year, no less than 5 months apart. System in place to share information with parents on an ongoing basis: written daily reports for children under 3 years, communication log, written weekly reports, journal, etc. Information from teacher observations and written assessment is shared.		Measures are the same for home-based and center-based care.
All Ages	3. Parents are invited to participate in program related activities.	Not met	Parents are invited and encouraged to attend one event annually which may include birthdays, holidays, family potluck, or other special occasion.	Parents are invited and encouraged to attend two events, special occasions or other program related activities annually.	Parents are invited and encouraged to attend 3 or more events, special occasions, parent meetings, support group or other program-		Measures are the same for home-based and center-based care.

TEXAS RISING STAR (TRS) WORKGROUP – DRAFT RECOMMENDATIONS FOR PUBLIC COMMENT (MARCH 11, 2014)

Age Group(s)	Measure	Score of 0	Score of 1	Score of 2	Score of 3	NA (Not Applicable)	Applicable to Licensed & Registered Homes
					related activities.		

DRAFT FOR PUBLIC COMMENT