



Overview of 2016 Evaluation Criteria



WISCONSIN DEPARTMENT OF
CHILDREN AND FAMILIES

General

Grace Period

- When replacing a staff departure the Grace Period will increase from 60 to 90 calendar days

Rating Frequency

- Rolling out in 2017, programs will be required to be rated every other year with the option of an annual rating, if requested by the program
- Evaluation Criteria will be changed every 2 years beginning in 2017.
- Technical Assistance will be available every year
- Micro-grant will be available every year WITH technical consultation completed by program

Training

Beginning January 1, 2016, if a program has more than one person listed in their Program Profile for a classroom/group, the program will be given credit for the trainings listed below if either individual has completed them:

- WMELS
- SACF (School-Age Curricular Framework)
- Darkness to Light
- Strengthening Families
- Department-approved training
- Developmental Screening Practices
- Social/Emotional or Inclusion Training

Training Continued

- In order to have the individual's training count toward the classroom meeting the training requirements, the teacher must work in the classroom at least half the time the classroom is open.
- If the classroom is open more than 40 hours per week, the teacher must work in the room at least 20 hours per week.

Multiple Classroom Assignment:

- If a teacher is assigned to multiple classrooms, **and**
- if the hours are divided evenly between two classrooms, **and**
- if the teacher is in each classroom for more than half the time each classroom is open,
- the system will look at each classroom and give credit to the classroom that doesn't have an individual meeting the requirement already.

Examples

EXAMPLE 1: *Classroom A is open 12 hours per day (60 hours per week).*

The Program Profile indicates that the

- YS Lead Teacher is Sherry and the other Teacher is Jessica. Sherry's educational qualifications would be verified by The Registry for Component A.1. Sherry's training would count if she had training in the listed trainings.
- If Sherry did not have some of the trainings and Jessica does, with Jessica working in the classroom for a minimum of 50% the time the classroom is open (up to 40 hours week), Jessica's training would count for B.2. (WMELS), D.1.3 (Social Emotional/Inclusion/ Pyramid Model) and D.1.4 (Strengthening Families/Darkness to Light).

EXAMPLE 2: *Classroom B is open for 3 hours per day (15 hours/week).*

- Jim works as the YS Lead Teacher 15 hours/week.
- Ginger works in the classroom as an Assistant Teacher for 8 hours/week. Ginger's trainings will count because Ginger is working in the classroom for at least 50% of the hours the classroom is open (7.5 hours per week).

Component B. Learning Environment and Curriculum

B.4.1-2 Environment Rating Scales (ERS)

- SACERS-Updated will be used beginning January 1, 2016
- Tool was re-numbered with minor changes
- SACERS WI Interpretations will reflect re-numbering.

B.1.3 Additional Work on Quality Improvement Plan

- *Replaced* with **Developmentally Appropriate Practices in all four tracks**

Component B. Learning Environment and Curriculum

B.1.3. Developmentally Appropriate Practices

All Five Required Activities for the Optional Point

1. Written program philosophy includes a statement regarding how the program believes children learn AND how teachers teach, reflecting developmentally appropriate practice. The program philosophy is available to families and staff in the parent handbook and employee handbook.
2. Staff provides care that is engaging, comforting, culturally sensitive and compassionate. Interactions must be positive or neutral at best. Teachers use language that the children understand and help children communicate appropriately. Teachers foster relationship building between, teachers and children, and peer to peer.

Continued

B.1.3. Developmentally Appropriate Practices

3. Exploration and play for children is supported by the environment. Learning occurs best when opportunities are created in natural and authentic contexts.
4. Children have routines and consistent schedules. Teachers adapt schedules and experiences to individual children's needs within the group setting.
5. Reciprocal relationships with families exist between program and families. Programs must make an effort to get to know children's families.

Component B. Learning Environment and Curriculum

B.2.1 WMELS or SACF Training

- 50% of classrooms have one staff person assigned to the room who has completed the full WMELS or SACF training
- *Removed* the second point for 100% of Lead Teachers with the training requirement
- *Relocated* this point to B.3.3 Program Implements Developmental Screening Practices

Component B. Learning Environment and Curriculum

B.3.1 Individual child portfolios.

- In activity #5, example for infants only,
 - artifacts/work samples will often be pictures or anecdotal notes of child development

B.3.2 Teacher Uses Intentional Planning to Improve Child Outcomes

- Added language that gives guidance on practices for using assessment tools
 - Ongoing assessment
 - Use as continuum
 - Alignment with WMELS (birth to five year olds)

Component B. Learning Environment and Curriculum

B.3.3 Program Implements Developmental Screening Practices

- Moved this point from B.2.1 of 100% of Lead Teachers with the training in WMELS/SACF
- *Replicated* developmental screening practices from Family Child Care B.3.3

B.3.4 Individual Child Outcomes Tracked

- Teachers track individual child goals/learning objectives and programs track outcomes that inform program practice, individualization, and services provided to children and families. (What are the results of a programs outcome measurements for its participants?)

Component C . Business and Professional Practices

C.2.2 Employment Policies and Procedures

- Menu options for 6 of 8
 - (75%) verified for the indicator activities.
- Activities include:
 - Job Descriptions
 - Hiring Practices
 - Personnel Policies (includes staff expectations)
 - Salary/Benefit Schedules
 - Evaluation Procedures
 - Staff Disciplinary Policies
 - Grievance Procedures
 - Program Policies

Component C . Business and Professional Practices

C.2.3 Use of Full-Staff Strategic Planning for Improved Workplace Standards

- Applies to
 - GROUP
 - SCHOOL-AGE
 - DAY CAMP ONLY
- Changed from Use of Model Work Standards

C.3.1 – 5 Professional Development

- C.3.4 Changed from attendance at four events to two events

Component C . Business and Professional Practices

C.5.1 – 5 Family Engagement

Categories with Tier A and Tier B levels

1. Transition
2. Family Involvement (engagement)
3. Family Communication Strategies
4. Family Support Strategies
5. Family/Community Connection Strategies

- For 2016, the family engagement criteria are optional.
- **In 2017**, programs will be required to earn at least one point for the family engagement criteria to earn 3 Stars and two points to earn a 4 or 5 Star rating.

Points Available	Activities	Categories	Tier Level
1	5	2	Tier A or B
2	10	3	At least 5 activities must be from Tier B

For one point – meeting requirements of five activities from either Tier A or B in at least two separate categories.

For two points – meeting requirements of ten activities in at least three separate categories.

At least five of the ten activities need to be at the Tier B level.

Component D. Health and Well-being

D.1.1 Program serves nutritious meals, snacks and beverages

- Added the word beverages to the indicator

Note for 2017, D.1.1 will be replaced with a focus on resources that are available to support early childhood and school age programs:

- Healthy Bites,
- Got Dirt (gardening)
- Breastfeeding Friendly Child Care Center/Programs
- Emphasis will be on quality improvement processes through self-assessment, goal setting and strategies to improve the program practices.

Component D. Health and Well-being

D.1.2 60 minutes of physical activity per day

- Clarified and defined Teacher-led physical activity

Note for 2017, D.1.2 will be replaced with a focus on resources that are available to support early childhood and school age programs:

- Active Early
- Emphasis will be on quality improvement processes through self-assessment, goal setting and strategies to improve the program practices.
- 60 minutes will be replaced with 90 minutes.

Component D. Health and Well-being

D.1.3 Social Emotional/WI Pyramid Model/Inclusion Training

- Either Lead Teacher's or Teacher training can be used for this indicator.
- The Director is also figured into the number.

D.1.4 Strengthening Families or Darkness to Light Training

- Either Lead Teacher or Teacher training can be used for this indicator
- The Director is also figured into the number.