Pathway Element 1: Child Observation

Quality Continuum Framework – Rating Matrix for Element 1: Child Observation					
ELEMENT	**BLOCK (Common Tier 1) Licensed In-Good Standing**	**2 POINTS**	**3 POINTS**	**4 POINTS**	**5 POINTS**
1. Child Observation	☐ Not required	☐ Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	☐ Program uses valid and reliable child assessment/ observation tool aligned with CA Foundations & Frameworks twice a year	☐ DRDP (minimum twice a year) and results used to inform curriculum planning	☐ Program uses DRDP twice a year and uploads into DRDP Online and results used to inform curriculum planning

Raising Quality Together (RQT) Supports and Incentives

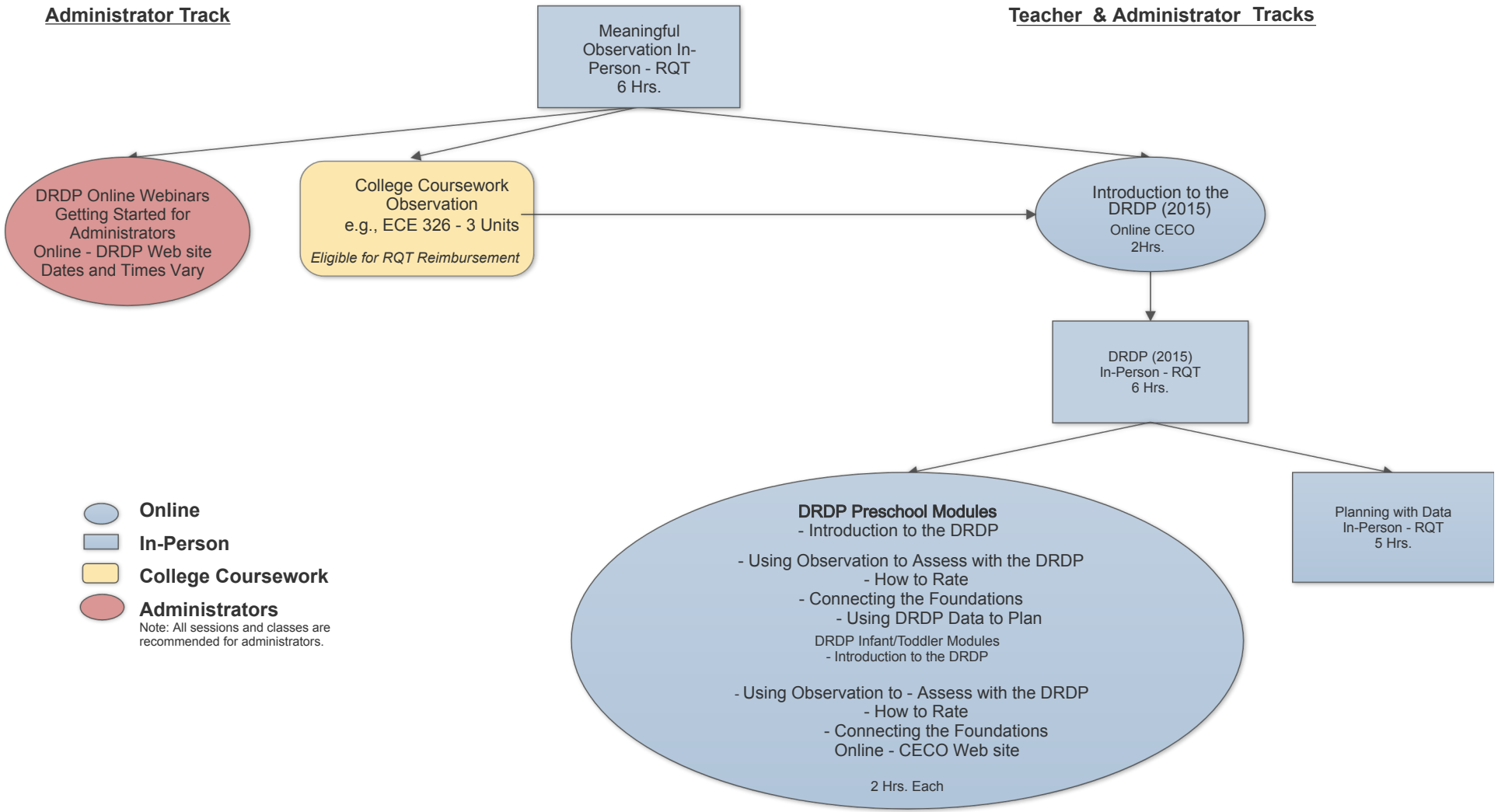
Professional Learning	Mentorship	Resources and Materials
See reverse for recommended sequence of professional learning and college coursework related to Child Observation.	**RQT Mentor will:** • Assist in the development of the Quality Improvement Plan (QIP) related to Element 1: Child Observation • Share the Raising Quality Together (RQT) Professional Learning Calendar • Assist in the registration for RQT-sponsored professional learning (www.caregistry.org) • Guide selection of professional learning sessions and college coursework • Assist in the development of the on-site child observation system • Assist in using results to inform curriculum planning	**Provided by RQT:** • Professional Learning Calendar **Other Resources:** • Desired Results for Children and Families • CECO - California Early Childhood Online • Observation coursework taken at institutions of higher education, e.g., Los Rios Community Colleges, CSU Sacramento.

Site Engagement

Administrator/Director/ FCCH Owner	Teacher/Aide
Administrator/Director/FCCH Owner will: • Create QIP for Element 1: Child Observation • Implement QIP for Element 1 • Attend professional learning sessions • Encourage teachers to attend professional learning sessions • Create on-site child observation system to ensure all children are assessed at least twice a year • Ensure families understand value of observation and their role, as well as the practices of the program	**Teacher/Aide will:** • Assist in the implementation of the QIP for Element 1 • Attend professional learning sessions • Integrate new knowledge and skills into routines, schedule, curriculum, environment, and teaching practices • Engage families in their children's developmental progress and learning • Use child observation assessment results to inform curriculum planning

RQT Matrix Element 1: Child Observation

Recommended Professional Learning Sequence



Pathway Element 2: Developmental and Health Screenings

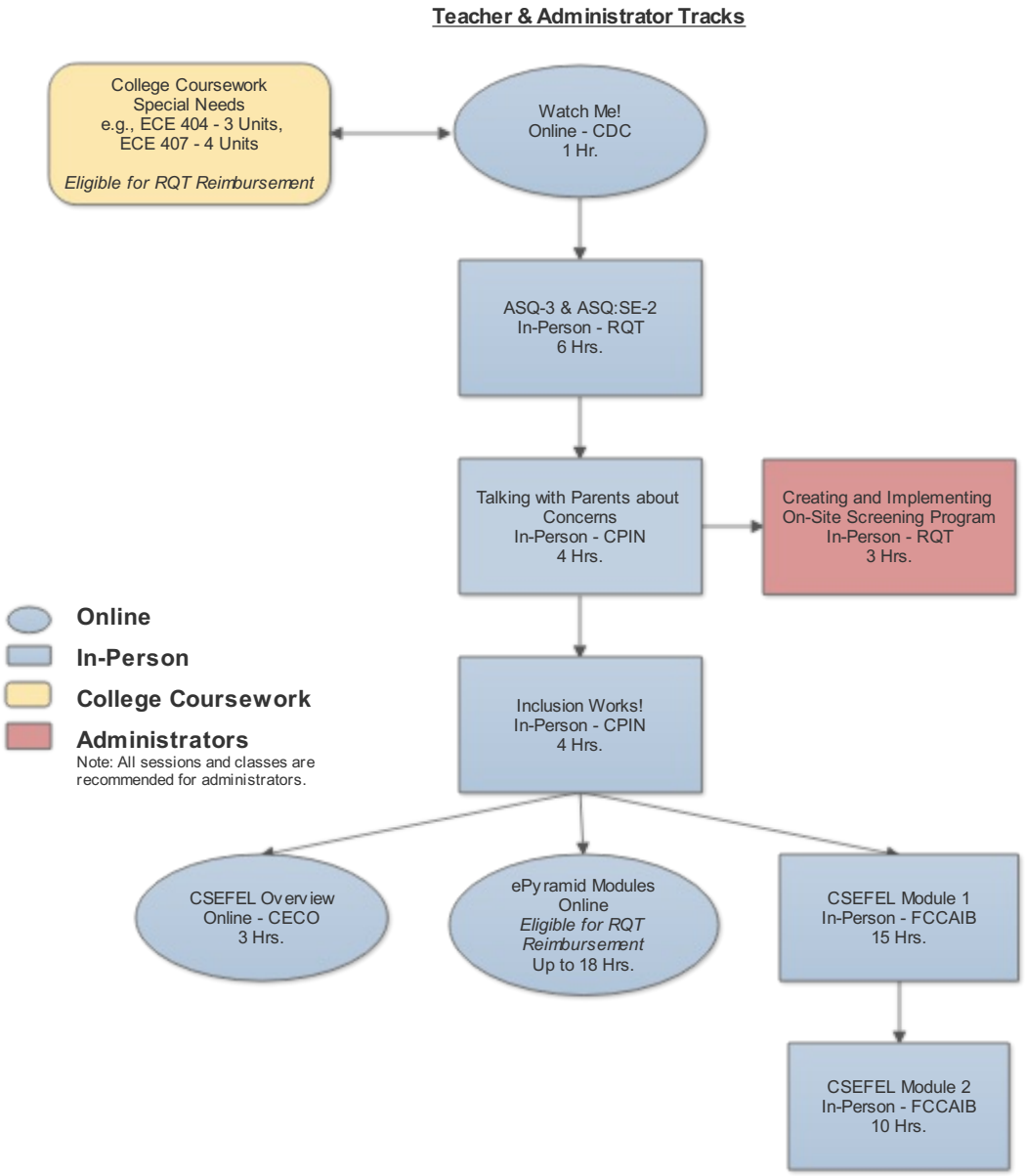
Quality Continuum Framework – Rating Matrix for Element 2: Developmental and Health Screenings					
ELEMENT	**BLOCK (Common Tier 1) Licensed In-Good Standing**	**2 POINTS**	**3 POINTS**	**4 POINTS**	**5 POINTS**
2. Developmental and Health Screenings	☐ Meets Title 22 Regulations	☐ Health Screening Form (Community Care *Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent)* used at entry, then: **1.** Annually **OR** **2.** Ensures vision and hearing screenings are conducted annually	☐ Program works with families to ensure screening of all children using a **valid and reliable developmental screening tool** at entry and as indicated by results thereafter **AND** ☐ Meets Criteria from point level 2	☐ Program works with families ensure screening of all children using the **ASQ** at entry and as indicated by results thereafter **AND** ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the **ASQ & ASQ-SE**, if indicated, at entry, and annually then as indicated by results thereafter **AND** ☐ Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate **AND** ☐ Meets Criteria from point level 2

Raising Quality Together (RQT) Supports and Incentives		
Professional Learning	**Mentorship**	**Resources and Materials**
See reverse for recommended sequence of professional learning and college coursework related to Developmental and Health Screenings.	**RQT Mentor will:** • Quality Improvement Plan (QIP) related to Element 2: Developmental and Health Screenings • Share the Raising Quality Together (RQT) Professional Learning Calendar • Assist in the registration for RQT-sponsored professional learning (www.caregistry.org) • Guide selection of professional learning sessions and college coursework • Assist in the development of the on-site screening system including referral process	**Provided by RQT:** • Professional Learning Calendar • ASQ-3 Kit • ASQ:SE-2 Kit • ASQ-3 Learning Activities **Other Resources:** • Help Me Grow Sacramentow • CDC - Center for Disease Control and Prevention • California MAP to Inclusion & Belonging • Warmline Family Resource Center • School Districts • Infant Development Program • Alta Regional Center

Site Engagement	
Administrator/Director/ FCCH Owner	**Teacher/Aide**
Administrator/Director/FCCH Owner will: • Create QIP for Element 2: Developmental and Health Screenings • Implement QIP for Element 2 • Attend professional learning sessions • Encourage teachers to attend professional learning sessions • Develop and implement an on-site screening system to ensure all children receive vision, hearing, and developmental screenings annually • Ensure families are connected to resources for referrals and services	**Teacher/Aide will:** • Assist in the implementation of the QIP for Element 2 • Attend professional learning sessions • Share information with families • Connect families with community resources • Integrate new knowledge and intervention strategies into routines, schedule, curriculum, environment, and teaching practices

RQT Matrix Element 2: Developmental and Health Screenings

Recommended Professional Learning Sequence



Pathway Element 3: Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)

Quality Continuum Framework – Rating Matrix for Element 3: Min. Qualifications for Lead Teacher/Family Child Care Home					
ELEMENT	**BLOCK (Common Tier 1) Licensed In-Good Standing**	**2 POINTS**	**3 POINTS**	**4 POINTS**	**5 POINTS**
3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	☐ Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	☐ Center: 24 units of ECE/CD **OR** Associate Teacher Permit ☐ FCCH: 12 units of ECE/CD **OR** Associate Teacher Permit	☐ 24 units of ECE/CD + 16 units of General Education **OR** Teacher Permit **AND** ☐ 21 hours professional learning (PL) annually	☐ Associate's degree (AA/AS) in ECE/CD (or closely related field) **OR** AA/AS in any field plus 24 units of ECE/CD **OR** Site Supervisor Permit **AND** ☐ 21 hours PL annually	☐ Bachelor's degree in ECE/CD (or closely related field) **OR** BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD) **OR** Program Director Permit **AND** ☐ 21 hours PL annually

Raising Quality Together (RQT) Supports and Incentives

Professional Learning

See reverse for recommended sequence of professional learning and college coursework related to Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH).

Mentorship

RQT Mentor will:

- Assist in the development of the Quality Improvement Plan (QIP) related to Element 3: Minimum Qualifications for Lead Teacher/FCCH
- Share the Raising Quality Together (RQT) Professional Learning Calendar
- Assist in the registration for RQT-sponsored professional learning (www.caregistry.org)
- Guide selection of professional learning sessions and college coursework
- Assist in the development of the individualized professional learning plan for Lead Teacher(s)/FCCH

Resources and Materials

Provided by RQT:

- Professional Learning Calendar
- RQT-Sponsored College Coursework
- RQT Tuition and Textbook Reimbursement up to $500 (2 yr. college) or $1,000 (4 yr. college) per semester. Weighted Reimbursement available for eligible teachers.

Other Resources:

- CECO - California Early Childhood Online
- College coursework at institutions of higher education, e.g., Los Rios Community Colleges, CSU Sacramento,
- California Virtual College – www.cvc.edu

Site Engagement

Administrator/Director/ FCCH Owner

Administrator/Director/FCCH Owner will:

- Create QIP for Element 3: Minimum Qualifications for Lead Teacher/FCCH
- Implement QIP for Element 3
- Attend professional learning sessions
- Encourage teachers to attend professional learning sessions
- Track staff completion of professional development to ensure 21 hours annually
- Encourage staff to obtain and maintain child development permits

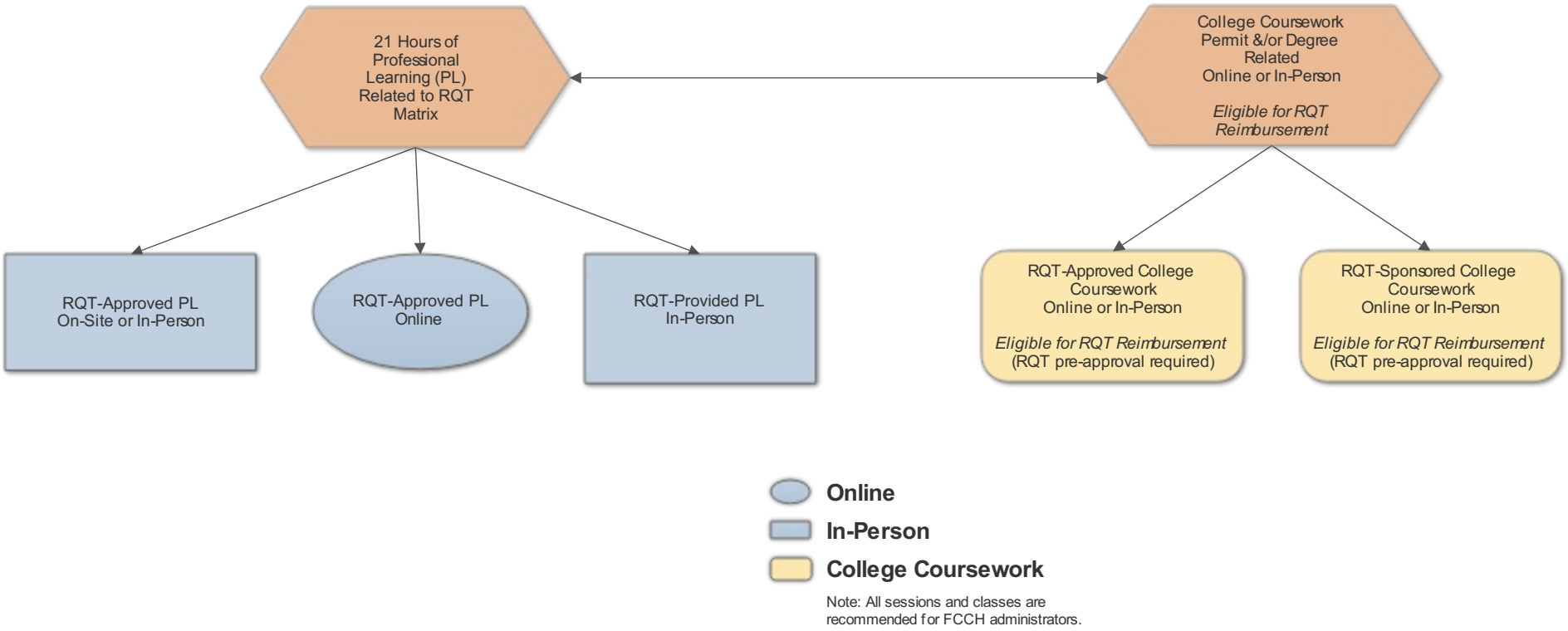
Teacher/Aide

Teacher/Aide will:

- Attend professional learning sessions identified in Professional Growth Plan (PGP)
- Integrate new knowledge and skills into routines, schedule, curriculum, environment, and teaching practices
- Share PGP and completed hours (certificates) and/or units (transcripts) with site administrator
- Share new knowledge and skills with co-workers and families

RQT Matrix Element 3: Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)

Recommended Professional Learning Sequence



Pathway Element 4: Effective Teacher-Child Interactions: CLASS Assessments

Quality Continuum Framework – Rating Matrix for Element 4: Effective Teacher-Child Interactions: CLASS Assessments					
ELEMENT	**BLOCK (Common Tier 1) Licensed In-Good Standing**	**2 POINTS**	**3 POINTS**	**4 POINTS**	**5 POINTS**
4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	☐ Not Required	☐ Familiarity with CLASS for appropriate age group as available by one representative from the site	☐ Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	☐ Independent CLASS assessment by reliable observer with minimum CLASS scores: **Pre-K** ▪ Emotional Support - 5 ▪ Classroom Organization – 5 ▪ Instructional Support – 3 **Toddler** ▪ Emotional & Behavioral Support - 5 ▪ Engaged Support for Learning – 3.5 **Infant** Responsive Caregiving - 5	☐ Independent CLASS assessment with CLASS with minimum CLASS scores: **Pre-K** ▪ Emotional Support – 5.5 ▪ Classroom Organization – 5.5 ▪ Instructional Support – 3.5 **Toddler** ▪ Emotional & Behavioral Support – 5.5 ▪ Engaged Support for Learning – 4 **Infant** Responsive Caregiving – 5.5

Raising Quality Together (RQT) Supports and Incentives

Professional Learning

See reverse for recommended sequence of professional learning and college coursework related to Effective Teacher-Child Interactions: CLASS Assessments.

Mentorship

RQT Mentor will:

- Assist in the development of the Quality Improvement Plan (QIP) related to Element 4: Effective Teacher-Child Interactions: CLASS Assessments
- Share the Raising Quality Together (RQT) Professional Learning Calendar
- Assist in the registration for RQT-sponsored professional learning (www.caregistry.org)
- Assist in the registration for myTeachstone
- Provide observations and feedback to teaching teams regarding the implementation of CLASS strategies

Resources and Materials

Provided by RQT:

- Professional Learning Calendar
- CLASS Dimension Guides
- CLASS Assessment by certified observer
- Making the Most of Classroom Interactions (MMCI)
- myTeachstone
- Reimbursement of approved CLASS activities on Teachstone.com
- CLASS Summary Reports

Other Resources:

- Teachstone – online CLASS Webinars

Site Engagement

Administrator/Director/ FCCH Owner

Administrator/Director/FCCH Owner will:

- Create QIP for Element 4: Effective Teacher-Child Interactions: CLASS Assessments
- Implement QIP for Element 4
- Attend professional learning sessions
- Encourage teachers to attend professional learning sessions
- Develop and implement CLASS Action Plan based on CLASS scores
- Develop system to regularly observe classrooms and provide feedback to teachers in the implementation of CLASS strategies

Teacher/Aide

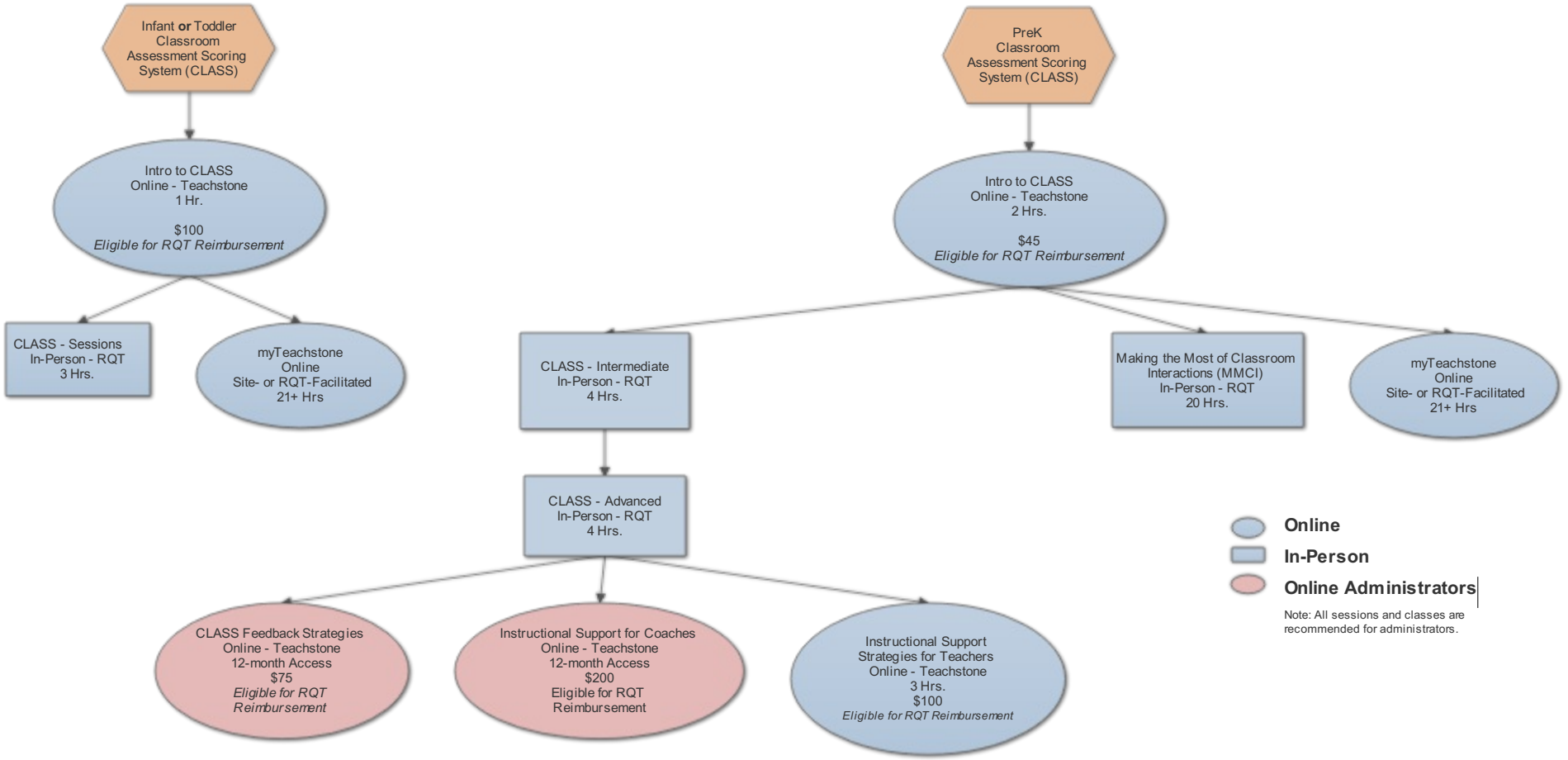
Teacher/Aide will:

- Assist in the implementation of the QIP for Element 4
- Attend professional learning sessions
- Integrate new knowledge and skills regarding CLASS strategies into routines, schedule, curriculum, environment, and teaching practices
- Implement CLASS Action Plan based on CLASS scores

RQT Matrix Element 4: Effective Teacher-Child Interactions: CLASS Assessments

Recommended Professional Learning Sequence

Teacher & Administrator Tracks



Pathway Element 6: Program Environment Rating Scale(s)

Quality Continuum Framework – Rating Matrix for Element 6: Program Environment Rating Scale(s)					
ELEMENT	**BLOCK (Common Tier 1) Licensed In-Good Standing**	**2 POINTS**	**3 POINTS**	**4 POINTS**	**5 POINTS**
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	☐ Not Required	☐ Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan.	☐ Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 ☐ When ERS sub-scale, "Provision for Parents" is less than 6.0 a quality improvement plan will be developed **AND** Provider offers links to community- based resources that support families with young children must be visible or available in writing from provider and provides information on family strengthening protective factors related to social and emotional competence of children. * **OR** Current National Accreditation approved by the California Department of Education

Raising Quality Together (RQT) Supports and Incentives		
Professional Learning	**Mentorship**	**Resources and Materials**
See reverse for recommended sequence of professional learning and college coursework related to Program Environment Rating Scale(s).	**RQT Mentor will:** • Assist in the development of the Quality Improvement Plan (QIP) related to Element 6: Program Environment Rating Scale(s) • Share the Raising Quality Together (RQT) Professional Learning Calendar • Provide ERS feedback to administrator and teaching teams	**Provided by RQT:** • Professional Learning Calendar • ECERS-R • ITERS-R • FCCERS-R • All About ITERS • All About ECERS • ERS handouts **Other Resources:** • www.ERSI.info – Online Environment Rating Scale(s)

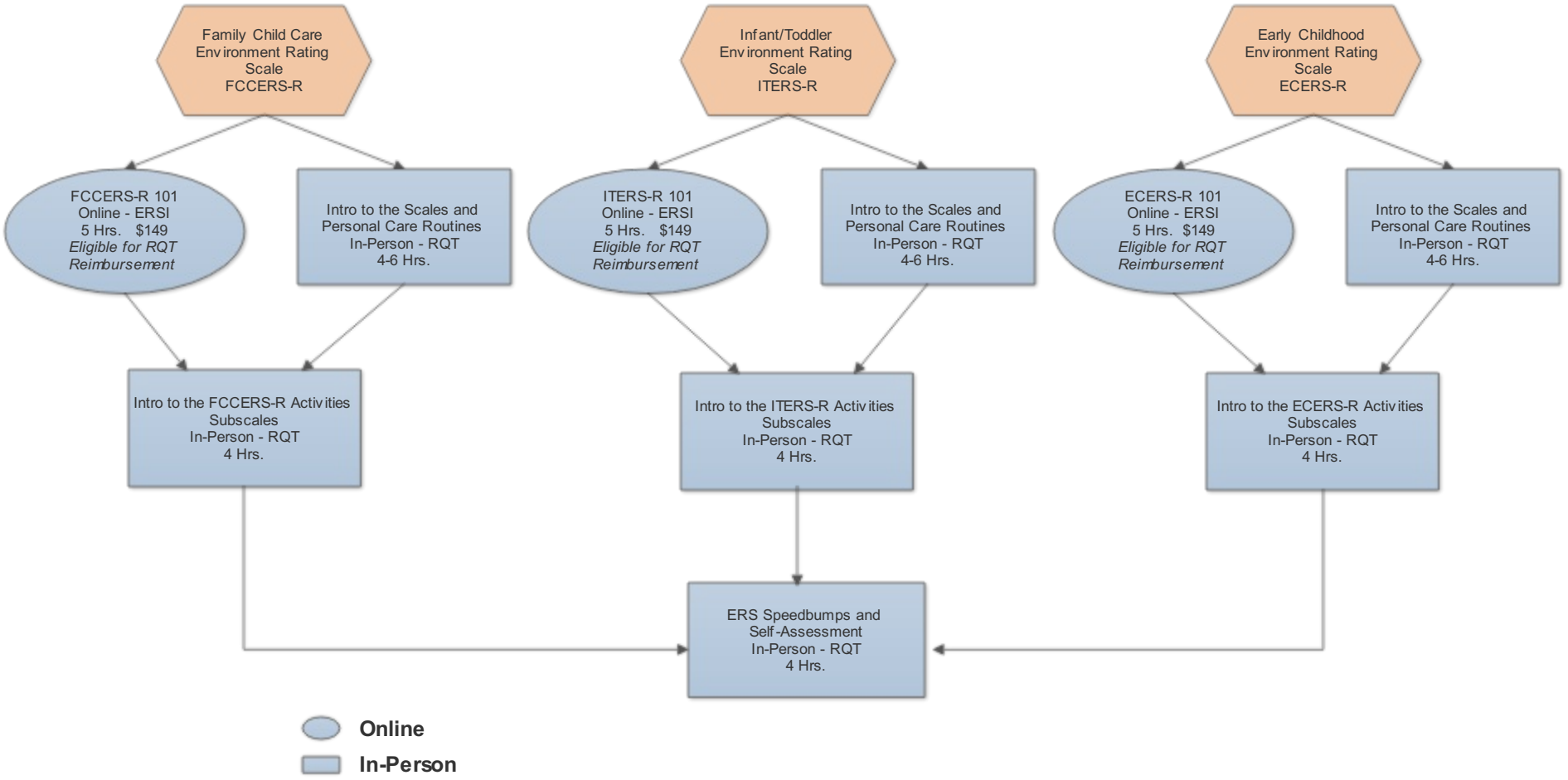
Site Engagement	
Administrator/Director/ FCCH Owner	**Teacher/Aide**
Administrator/Director/FCCH Owner will: • Create QIP for Element 6: Program Environment Rating Scale(s) • Implement QIP for Element 6 • Attend professional learning sessions related to Environment Rating Scale(s) • Encourage teachers to attend professional learning sessions • Create and implement ERS Action Plan based on ERS assessment	**Teacher/Aide will:** • Assist in the implementation of the QIP for Element 6 • Attend professional learning sessions • Integrate new knowledge and skills into routines, schedule, curriculum, environment, and teaching practices • Implement ERS Action Plan

*Participant will receive 5 points for an overall ERS score of 5.5; however, to achieve an overall tier rating of 5, participant must meet all Sacramento County QRIS requirements as stated.

RQT Matrix Element 6: Program Environment Rating Scale(s)
Recommended Professional Learning Sequence

All sessions listed qualify towards 21 hours of professional development

Teacher & Administrator Tracks



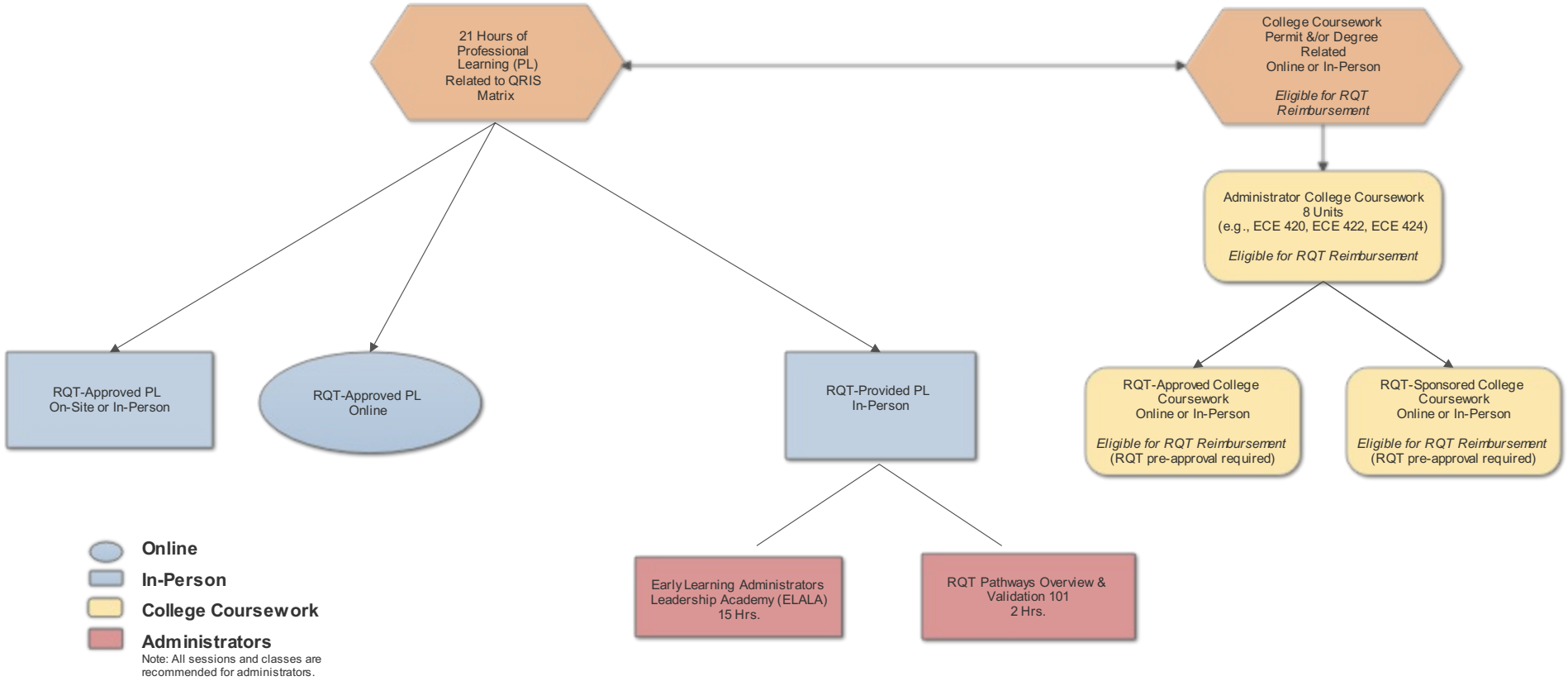
Pathway Element 7: Director Qualifications

Quality Continuum Framework – Rating Matrix for Element 7: Director Qualifications					
ELEMENT	**BLOCK (Common Tier 1) Licensed In-Good Standing**	**2 POINTS**	**3 POINTS**	**4 POINTS**	**5 POINTS**
7. Director Qualifications (Centers Only)	☐ 12 units ECE/CD+ 3 units management/ administration	☐ 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration ☐ **OR** Master Teacher Permit	☐ Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision **OR** Site Supervisor Permit **AND** ☐ 21 hours PD annually	☐ Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration **OR** Program Director Permit **AND** ☐ 21 hours PD annually	☐ Master's degree with 30 units ECE/CD including specialized courses+/with 8 units management/ administration **OR** Administrative Credential **AND** ☐ 21 hours PD annually **AND** ☐ 4 years management or supervisory experience AND with at least 50% of the 21 annual hours of PD in Leadership and Management *

Raising Quality Together (RQT) Supports and Incentives		
Professional Learning	**Mentorship**	**Resources and Materials**
See reverse for recommended sequence of professional learning and college coursework related to Director Qualifications.	**RQT Mentor will:** • Assist in the development of the Quality Improvement Plan (QIP) related to Element 7: Director Qualifications • Share the Raising Quality Together (RQT) Professional Learning Calendar, identifying administration and management sessions	**Provided by RQT:** • Professional Learning Calendar • Tuition and Textbook Reimbursement up to $500 (2 yr. college) or $1,000 (4 yr. college) per semester **Other Resources:** • Administration coursework taken at institutions of higher education, e.g., Los Rios Community Colleges, CSUS, Brandman University • McCormick Center for Early Childhood Leadership ((www.mccormickcenter.nl.edu))

Site Engagement	
Administrator/Director/ FCCH Owner	**Teacher/Aide**
Administrator/Director/FCCH Owner will: • Create QIP for Element 7: Director Qualifications • Implement QIP for Element 7 • Attend professional learning sessions, including administration specific • Participate in the Early Learning Administrators Leadership Academy (ELALA) oster the leadership skills in staff	N/A

* Participant will receive 5 points without 50% of PD hours in Leadership and Management; however, to achieve an overall tier rating of 5, participant must meet all Sacramento County QRIS requirements as stated.

RQT Matrix Element 7: Director Qualifications

Recommended Professional Learning Sequence