All STARS Standards Self Reflection Tool

Domain	Standard	Considerations for Meeting each Standard	Notes
Family and Community Engagement	Program/Site Administrator and 75% of staff complete professional learning activities related to strengthening family engagement.	Do 75% of my staff have training that will help them interact with families in a positive manner?	
	Implement family engagement activities that promote children's development and learning.	Do we have activities on a regular basis which promote a strengths based partnership between families and their child's early education?	
	Two-way communication with families	Am I giving and receiving information about the child (their educational experiences and developmental well-being) on a regular basis? Am I culturally sensitive during these conversations?	
	Implements transition supports for children and families.	Do I provide and assist parents and children as they move from one setting to the next?	
	Share community resources with families.	Do I provide current information to families about available services within the community to support child and family well-being	
	Builds partnerships with community agencies.	Does the director or staff establish agreements with community agencies to promote the well- being of families and children (including attending and promoting community events, serving on local boards and entering into interagency agreements)?	

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<table>
<tr><td rowspan="9">Classroom & Instructional Quality</td><td>50% of teaching staff* have professional learning* activities in developmental screening</td><td>Do half of all teaching staff have training on the topic of developmentally appropriate screening?</td><td></td></tr>
<tr><td>Ensure developmental screening within 90 days of enrollment and referral (if needed) within 30 days of screening for all enrolled children</td><td>Within 90 days of a child enrolling at my site, have they been screened? If there is a need for referral, is this done within 30 days of the screening?</td><td></td></tr>
<tr><td>Complete an environmental self-assessment using a valid and reliable tool appropriate for the ages/settings of children served</td><td>Has an environmental self-assessment been completed using the appropriate tool for the setting (ITERS, ECERS, SACERS or FCCERS)</td><td></td></tr>
<tr><td>Implements curriculum that aligns with Kentucky Early Learning Standards (KYELS)</td><td>Is instruction planned and provided using the Kentucky Early Learning Standards as a foundation?</td><td></td></tr>
<tr><td>Implements specialized supplemental curriculum</td><td>Do staff use specialized supplementary curriculum (in addition to a comprehensive curriculum) to support learning in specific areas (literacy, social skills, math, science, etc.)</td><td></td></tr>
<tr><td>KY Early Learning Standards are incorporated in Lesson Plans</td><td>Is instruction planned that supports the KY Early Learning Standards?</td><td></td></tr>
<tr><td>Staff support IFSP/IEP goals of individual children</td><td>Does the staff work with children to promote goals identified in the child's IFSP/IEP?</td><td></td></tr>
<tr><td>Staff conduct ongoing curriculum-based assessment to inform instruction</td><td>Does the staff regularly assess children's progress and make adjustments in lesson plans?</td><td></td></tr>
<tr><td>Assessment results are used to inform individual and group instruction</td><td>Are assessment results used to provide specific experiences to individual children or groups of children?</td><td></td></tr>
</table>

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Instructional assessment findings are shared with families	Are results of the instructional assessment shared with the child's family on a regular basis?	
Participate in environmental observation on a valid and reliable tool: • No minimum at Level 3 • Minimum of 4.0 per classroom at Level 4 • Minimum of 5.0 per classroom at Level 5	Has an appropriate environmental rating scale been completed by an approved assessor?	
National Accreditation acknowledged by state approved organization	Is the program currently accredited by a state-approved agency?	
Maintain NAEYC staff–to-child- ratios and group size requirements • Meets for Infants • Meets for Toddlers • Meets for Preschoolers	Does the site adhere to the NAEYC staff-to-child-ratios and group size requirements as noted on the NAEYC website?	

Staff Qualifications	Program/Site Administrator/Director receives 10 hours of professional learning* in curriculum, instructional practices and/or teaching and learning OR have an approved* early childhood credential or degree	Does the program administrator/director (who does not hold a credential or early childhood degree) obtain 10 clock hours of training annually in early childhood curriculum, instructional practices and/or teaching and learning **OR** does the program administrator/director hold an approved early childhood credential or degree?	
	50% of teaching staff* receive 10 hours of professional learning in curriculum, instructional practices and/or teaching and learning OR have an approved early childhood credential or degree	Does 50% of the teaching staff who do not hold a credential or early childhood degree have 10 clock hours of training annually in early childhood curriculum, instructional practices and/or teaching and learning **OR** do 50% of teaching staff hold an	

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		approved early childhood degree or credential?	
	50% of teaching staff * participate in professional learning activities related to curriculum-based assessment	Have 50% of teaching staff completed training on the topic of curriculum-based assessment?	
	Program/Site Administrator achieves the Kentucky Director Credential OR holds an administrator certificate* in a field not related to early childhood and the equivalent of 3 credit hours in child development or at least 5 years full-time related experience in early childhood field	Has the Program/Site Administrator earned a Kentucky Director Credential issued by the KY DCC **OR** Has the Program/Site Administrator earned an administrator certificate in a field not related to early childhood + 3 college credit hours in child development **OR** Has the Program/Site Administrator at least five years, full-time related experience in the field of early childhood.	
	Program/Site Administrator achieves appropriate credential as outlined in the Kentucky Career Lattice. • Level 2 or above on the KY Career Lattice • Level 3 or above on the KY Career Lattice • Level 4 or above on the KY Career Lattice	At what level is the Program/Site Administrator on the Kentucky Career Lattice?	
	Teaching Staff* complete appropriate credentials • 50% achieve Level 1 or above on the KY Career Lattice • 40% achieve Level 2 or above on the KY Career Lattice • 30% achieve Level 3 or above on the KY Career Lattice • 20% achieve Level 4 or above on the KY Career Lattice	Are 50% of the teaching staff at Level 1 or above on the KY Career Lattice? Are 40% of the teaching staff at Level 2 or above on the KY Career Lattice? Are 30% of the teaching staff at Level 3 or above on the KY Career Lattice? Are 20% of the teaching staff at Level 4 or above on the KY Career Lattice?	

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	Individual PD Plan aligns with state identified professional core knowledge and competencies	Does each staff member have a PD plan that aligns with Kentucky's core content for early childhood?	

Administrative and Leadership Practices	Administrator/Director is a member of EC Professional Organization	Is the Administrator/Director a member of an EC Professional Organization?	
	Teaching staff* are provided weekly lesson planning time	Are teaching staff provided time each week during the work day, without additional responsibilities to develop lesson plans?	
	Has a system for evaluating staff performance by monitoring and providing feedback for improvement	Are staff observed at least annually by site administrator/supervisor and given feedback for improvement?	
	Implements a continuous improvement plan • Seeks input from staff on the continuous improvement plan • Seeks input from families annually on the implementation of the continuous improvement plan	Is an annual needs assessment done which gathers input from staff and/or families? Is the information gathered used to implement improvements?	
	Provide • at least 11 Days Paid Time Off Annually • Health Insurance • Retirement	Do staff receive 11 days paid time off annually? Are staff provided the opportunity to participate in group health insurance? Are staff provided the opportunity to participate in a retirement plan?	

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Definitions

Approved Credential: Current documentation as awarded by Kentucky Division of Child Care or Council for Professional Recognition.

Approved Degree: Includes associate degree or higher in:
Interdisciplinary Early Childhood Education
Early Childhood Special Education
Early Childhood Education
Early Childhood Development
Education for Primary (K – 4)
Child Care Assistant
Child Development Services
Human Sciences
Individual and Family Studies

EC Professional Organization: A group that represents the specialized interests of early childhood professionals and promotes public interest in early childhood initiatives.

New Setting: Any environment different than the one the child is currently experiencing including:
Home to Center-based
Classroom to Classroom within Center-based
Center-based to Pre-K
Pre-K to Primary (Kindergarten)
Center-based to Primary (Kindergarten)

Professional Learning Activity: Consciously constructed relevant experience that supports improved practices, effectiveness and the application of skills, processes, and content.

Program Director/Site Administrator: Individual with decision-making authority and responsibility for daily on-site operations.

Related Degree: Includes associate degree or higher in:
Psychology
Art Therapy
Child Life
Kindergarten education
Nursing
Speech Therapy
Counseling
Human services
Human services administration or program administration
Nursery School teacher
University or General Studies with emphasis in early childhood
Physical Therapy
Occupational Therapy

Staff: A person who provides direct care and supervision to children and is used to meet staff-to-child ratios.