



Day Care Center Best Practice Rubric

How to Use this Document: Each domain of the Best Practice Rubric below includes a series of indicators, all of which have been assigned a point value. It has been designed to be **cumulative**, so you will select **only** the indicators that fit your program. Programs will be assessed using the Best Practice Rubric and the Classroom Assessment Scoring System (CLASS).

Ratings will be assigned using the chart below:

	STAR 2	STAR 3	STAR 4	STAR 5
Total Minimum Best Practice Rubric Points (130 possible)	40 Points	80 Points	95 Points	110 Points
Minimum CLASS Score Points	n/a*	30 Points	40 Points	50 Points

* For STAR 2, the CLASS assessment will be conducted informally for training purposes only

A STAR Rating is assigned based on meeting the **minimum** required on the Best Practice Rubric and the CLASS* Score Points.

To earn a STAR Rating, the minimum number must be met **in both** the Best Practice Rubric and CLASS Scoring points

*See CLASS link on Criteria page of website for specific scoring process for CLASS

Day Care Center Best Practice Rubric

* For Indicators 1.2A and 1.2 B, providers may select only 1 option that best fits their program

1. Curriculum and Instruction			
Day Care Centers	Point Value	Indicator Met? Y/N	Points value met
1.1A A written plan for daily activities is in place and posted in the classroom	2		0
1.1B A written plan for individualized activities for each child is in place	2		0
1.1C A written plan for serving each child with special needs (including diagnosed disability, challenging behavior, developmental delays, etc.) is in place	2		0
1.1 Section Total:			0 Out of 6
1.2A Screen time* is not planned or utilized in the program *Select up to 1	4		0
1.2B When screen time* is planned, it is educational and limited to 30 minutes for children over 2 years of age. *Select up to 1	2		0
1.2 Section Total:			0 Out of 4
1.3A A routine daily schedule with clip art or photographs is posted in each age group for children's use	2		0

1.3B The daily schedule includes a combination of teacher- and child-led activities, structured and unstructured time, and includes opportunities for free play and exploration (must be noted on schedule)	2		0
1.3 Section Total:			<u>0</u> Out of 4
1.4 A system is in place to share activities planned for the day with families	2		0
1.4 Section Total:			<u>0</u> Out of 2
1.5A System is in place to rotate available materials in classroom to sustain children’s interest in items	1		0
1.5B System is in place to routinely (at least once per month) rotate materials in classroom to enhance planned learning activities	1		0
1.5 Section Total:			<u>0</u> Out of 2
1.6A A positive discipline policy that promotes realistic, age-appropriate, positive behavioral expectations is in place.	2		0
1.6B A policy or system to respond to challenging behaviors is in place and includes tools/strategies to be used when behaviors do arise	2		0
1.6 Section Total:			<u>0</u> Out of 4
Total Curriculum and Instruction Points			<u>0</u> Out of 22

Block out the child's name on all data reports submitted

2. Screening and Assessment			
Day Care Centers	Point Value	Indicator Met? Y/N	Points value met
2.1A Provider collects anecdotal notes/observations as a basis for teaching each child	2		0
2.1B Provider shares anecdotal notes/observations with families	2		0
2.1 Section Total:			Out of 4 <u>0</u>
2.2A Complete annual developmental screening on each child	2		0
2.2B Complete the ASQ-3 annual developmental screening on each child	2		0
2.2C Provider uses results from screening tool to provide individualized instruction and/or provide community resources and referral information if concerns are identified.	2		0
2.2 Section Total:			Out of 6 <u>0</u>
2.3A Use an assessment tool to assess children's learning and development.	2		0
2.3B Use a child assessment that is developmentally appropriate and includes learning objectives aligned to the Alabama Early Learning Guidelines to assess each child's progress at least two times per year	2		0

2.3C Use a valid, reliable assessment tool at least two times per year with anecdotal notes as the foundation for the assessment	2		0
2.3D Use assessment results to inform lesson or activity planning	2		0
2.3 Section Total:			Out of 8 <u>0</u>
Total Screening and Assessment Points			<u>0</u> Out of 18

3. Family Engagement			
Day Care Centers	Point Value	Indicator Met? Y/N	Points value met
3.1 Holds a parent orientation that includes program philosophy, goals, objectives, and expectations; provides families with a detailed explanation of specific classroom curriculum	2		0
3.1 Section Total:			Out of 2 <u>0</u>
3.2 Holds two parent conferences per family annually to include family on each child's plan to meet goals in the classroom and home	4		0
3.2 Section Total:			Out of 4 <u>0</u>

3.3A Has a resource area that meets the needs and interests of the families served and has a parent lending library; resources are centered on health and well-being of the family	2		0
3.3B Family resource area provides parents with allotted times to use necessary technology	1		0
3.3 Section Total:			Out of 3 0
3.4 Provides and/or connects families to training opportunities related to topics that address family needs	3		0
3.4 Section Total:			Out of 3 0
3.5 Parent communication board per classroom with specific classroom information for families	2		0
3.5 Section Total:			Out of 2 0
Total Family Engagement Points			0 Out of 14

*For Indicators 4.1A-4.1E, providers will select only 1 option that best fits their program

4. Professional Credential			
Day Care Centers	Point Value	Indicator Met? Y/N	Points value met
4.1A At least one teacher per classroom meets level 1 of the Alabama Pathways Professional Lattice *Select the one that best fits	4		0
4.1B At least 50% of classrooms have teachers that meet level 2 or higher on the Alabama Pathways Professional Lattice and a written plan developed with staff to achieve a level 1 or level 2 within 18 months. *Select the one that best fits	6		0
4.1C 50% of classrooms have a teacher assigned with level 3 or higher of the Alabama Pathways Professional Lattice *Select the one that best fits	8		0
4.1D 50% of classrooms have a teacher assigned with level 4 or higher of the Alabama Pathways Professional Lattice *Select the one that best fits	10		0
4.1E 50% of classrooms have a teacher assigned with level 5 or higher of the Alabama Pathways Professional Lattice *Select the one that best fits	12		0
4.1F Staff have an advanced credential such as CDA PD Specialist, PITC, IECMH, Montessori (only 1 staff per credential credited)	Up to 4		
Unique Credential 1	1		0

Unique Credential 2	1		0
Unique Credential 3	1		0
Unique Credential 4	1		0
4.1 Section Total:			0 Out of 16
4.2A Director has completed modules 1-3 of the Aim for Excellence Credential	2		0
4.2B Director has completed modules 4-6 of the Aim for Excellence Credential	2		0
4.2C Director has completed modules 7-9 of the Aim for Excellence Credential	2		0
4.2 Section Total:			0 Out of 6
Total Professional Credential Points			0 Out of 22

*For Indicators 5.1A-4.1D, providers will select only 1 option that best fits their program.

5. Environment			
Day Care Centers	Point Value	Indicator Met? Y/N	Points value met
5.1A Classroom has 25% of enhancement items in classroom and at least three areas of interest accessible to children *Select the one that fits best	4		0

5.1B Classroom has 50% of enhancement items in classroom and at least five areas of interest accessible to children *Select the one that fits best	6		0
5.1C Classroom has 75% of enhancement items in classroom and at least five areas of interest accessible to children *Select the one that fits best	8		0
5.1D Classroom has 100% of enhancement items in classroom and five or more areas of interest accessible to children *Select the one that fits best	10		0
5.1 Section Total:			0 Out of 10
5.2 Classroom materials/ environment includes positive examples of diversity (including race, culture, age, and/or ability)	4		0
5.2 Section Total:			0 Out of 4
Total Environment Points			0 Out of 14

6. Program Design

Day Care Centers	Point Value	Indicator Met? Y/N	Points value met
6.1 Program Director serves as facilitator and mentor for Aim for Excellence	2		0
6.1 Section Total:			Out of 2 <u>0</u>
6.2A Programs builds in time in the schedule for teachers to have planning time to complete paperwork associated with classroom and children	2		0
6.2B Program has a plan in place to address teacher turnover	2		0
6.2C Program has a plan in place to achieve continuity of care (children have consistent caregivers)	2		0
6.2D Program provides benefits to staff (i.e. insurance, paid time off, paid holidays, retirement, tuition benefits, wellness programs, etc.)	2		0
6.2E Program offers an orientation process for onboarding new staff	2		0
6.2 Section Total:			Out of 10 <u>0</u>
6.3A Program has a routine maintenance checklist for indoors	1		0
6.3B Program has a routine maintenance checklist for outdoors	1		0
6.3 Section Total:			Out of 2 <u>0</u>

6.4 Program has a means to evaluate impact of program (i.e. staff survey, parent survey)	2		0
6.4 Section Total:			Out of 2 <u>0</u>
6.5 Program has an operating budget that includes income and expenses	2		0
6.5 Section Total:			Out of 2 <u>0</u>
6.6A Program has a policy describing staff's acceptable use of technology during work hours	1		0
6.6B Program has a policy in place describing staff's acceptable use of social media	1		0
6.6 Section Total:			Out of 2 <u>0</u>
6.7A Program establishes partnerships with local community service agencies to connect families to services	2		0
6.7B Program has a transition to school plan and partnerships with feeder schools in which children will transition	1		0
6.7C Program director participates in community and state level committees	1		0
6.7 Section Total:			Out of 4 <u>0</u>
6.8A Program has a structure in place to actively recruit children and families with diverse demographics and/or needs	1		0

6.8B The demographics and/or diverse needs of children do not exclude them from acceptance into the program if reasonable accommodations can be made	1		0
6.8C Program provides or connects staff to training opportunities to equip them to meet the (social-emotional, cognitive, developmental, physical) needs of all children	2		0
6.8 Section Total:			Out of 4 <u>0</u>
6.9A Program maintains staff to child ratios accordingly: 0-18 months: 1:4 18 months-2.5 years: 1:6 24-36 months: 1:7 2.5-4 years: 1:10 4 years-school age: 1:16 School Age- 8 years: 1:20 8 years and older: 1:20	3		0
6.9B Program maintains appropriate group size accordingly: 0-18 months: 8 18 months-2.5 years: 12 24-36 months: 14 2.5-4 years: 20 4 years-school age: 32 School Age- 8 years: 40 8 years and older: 40	3		0
6.9 Section Total:			Out of 6 <u>0</u>
6.10 Program has earned accreditation (NAEYC) and is active	6		0

6.10 Section Total:			Out of 6	<u>0</u>
Total Program Design Points			<u>0</u>	Out of 40

Best Practice Rubric TOTAL POINTS			<u>0</u>	Out of 130
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Resources:

1. **Curriculum and Instruction:**

- [NAEYC Standards](#)

1	7
1B	9A
1E	
1F	
2	
2A	
3	
3B	

- [Caring For Our Children \(CFOC\) \(4th Ed.\):](#)

2.1.1.1	2.4.3.1
2.2.0.3	2.4.3.2
2.2.0.7	3.5.0.1

- [Individualized Care and Daily Routines for Infants and Toddlers](#)

2. **Screening and Assessment:**

- [NAEYC Standards](#)

4A	4E
4C	7B
4D	7C

- [Caring For Our Children \(CFOC\) \(4th Ed.\):](#)

2.1.1.4	10.7.0.1
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- [PAS \(2nd Ed.\):](#)

Item 10	Item 11
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- [Alabama Early Learning Guidelines](#)

- [Ages and Stages Questionnaire](#)

- [Anecdotal Notes Summary](#)

[CDC Developmental Monitoring and Screening Milestone Checklist](#)

- [LAP B-K Ongoing Assessments](#)

- [Teaching Strategies GOLD Assessment](#)

3. **Family Engagement:**

- [NAEYC Standards](#)

2	8
3	
7	

- [Caring For Our Children \(CFOC\) \(4th Ed.\):](#)

2.3.1.1	2.4.3.2
2.3.2.1	9.4.1.19
2.4.3.1	

- [PAS \(2nd Ed.\)](#)

Item 16	Item 17
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- [Curriculum information for Infants and Toddlers](#)
- [Curriculum information for Preschoolers](#)
- [Lending library information](#)

4. **Professional Credential:**

- [NAEYC Standards:](#) 6C

- [Caring For Our Children \(CFOC\) \(4th Ed.\):](#)

1.3.1.1	1.3.2-3
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- [PAS \(2nd Ed.\) :](#)

Item 22	Item 25
Item 23	
Item 24	

- [Alabama Pathways \(page 9\)](#)
- [McCormick Center for Early Childhood Leadership](#)

5. **Environment:**

- [NAEYC Standards::](#) 1D
- [Caring For Our Children \(CFOC\) \(4th Ed.\):](#) 10.3.4.7
- [Early Childhood Environment Rating Scale, Revised](#)
- [Infant/Toddler Environment Rating Scale, Revised](#)
- [Classroom Assessment Scoring System](#)

- [NAEYC Position on Advancing Equity](#)

6. **Program Design:**

- [NAEYC Standards:](#)

2	10
4D	10B
6A	10C
9C	

- [Caring For Our Children \(CFOC\) \(4th Ed.\):](#)

1.4.2.1	5.7.0
1.7.0.5	6.2.5.1
1.8.1	9.2.1.5
1.8.1.1	9.2.2.1
2.1.1.1	9.3
2.1.1.8	9.3.0.1
2.1.2.1	9.4.3.1
2.2.0.1	10.3.4.7
3.3.0.1	
3.5.0.1	
5.3.2	

- [PAS \(2nd Ed.\) :](#)

Item 1	Item 12
Item 3	Item 13
Item 5	Item 14
Item 6	Item 19
Item 7	Item 21

- [NAEYC Position on Advancing Equity](#)
- [NAEYC](#)
- [McCormick Center for Early Childhood Leadership](#)