



Group Day Care Homes 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 your program will select only the indicators that fit your infrastructure.** 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

Group Day Care Homes 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			
Group Day Care Homes	Point Value	Indicator Met?	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 teaching curriculum. *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			
Group Day Care Homes	Point Value	Indicator Met?	Points value met
2.1A Provider and assistant collect anecdotal notes/observations as a basis for teaching each child	2		0
2.1B Provider and assistant share anecdotal notes/observations with families	2		0
2.1 Section Total:			0 Out of 4
2.2A Complete annual developmental screening on each child (1 point)	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:			0 Out of 6
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:			0 Out of 8
Total Screening and Assessment Points			0 Out of 18

3. Family Engagement			
Group Day Care Homes	Point Value	Indicator Met?	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:			0 Out of 2
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:			0 Out of 4

3.3A Has family resource available to families (resources could be digital) that meets the needs and interests of the families served	2		0
3.3B Family resource area provides parents with allotted times to use necessary technology	1		0
3.3 Section Total:			<u>0</u> Out of 3
3.4 Providers connect families to training opportunities related to topics that address family needs	3		0
3.4 Section Total:			<u>0</u> Out of 3
3.5 Parent communication board visible with program information	2		0
3.5 Section Total:			<u>0</u> Out of 2
Total Family Engagement Points			<u>0</u> Out of 14

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

4. Professional Credential			
Group Day Care Homes	Point Value	Indicator Met?	Points value met
4.1A At least, one caregiver meets level 1 of the Alabama Pathways Professional Lattice	4		0

4.1B At least one caregiver meets Level 2 of the Alabama Pathways Professional Lattice *Select the one that best fits	6		0
4.1C Provider or assistant has achieved a Level 3 or higher on the Alabama Pathways Professional Lattice *Select the one that best fits	8		0
4.1D Provider or assistant has achieved a Level 4 or higher on the Alabama Pathways Professional Lattice *Select the one that best fits	10		0
4.1E Provider or assistant has achieved a Level 5 or higher on the Alabama Pathways Professional Lattice *Select the one that best fits	12		0
4.1F Provider or assistant 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 Provider has completed modules 1-3 of the Aim for Excellence Credential	2		0

4.2B Provider has completed modules 4-6 of the Aim for Excellence Credential	2		0
4.2C Provider 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			
Group Day Care Homes	Point Value	Indicator Met?	Points value met
5.1A Program 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 Program 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 Program 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 Program 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			
Group Day Care Homes	Point Value	Indicator Met?	Points value met
6.1 Program Director serves as facilitator and mentor for Aim for Excellence	2		0
6.1 Section Total:			0 Out of 2
6.2A Provider has scheduled time to plan and complete paperwork/tasks related to the business	2		0
6.2B N/A			

6.2C Provider can document ability to provide continuity of care (children have consistent caregivers)	2		0
6.2D Provider allows for paid time off for self and assistant	2		0
6.2E Provider has a program handbook and/or orientation process for assistant	2		0
6.2 Section Total:			<u>0</u> Out of 8
6.3A Program has a routine maintenance checklist for indoors	2		0
6.3B Program has a routine maintenance checklist for outdoors	2		0
6.3 Section Total:			<u>0</u> Out of 4
6.4 Provider has a means to evaluate impact of program (i.e. staff survey, parent survey)	2		0
6.4 Section Total:			<u>0</u> Out of 2
6.5 Provider has an operating budget that includes business-related income and expenses	2		0
6.5 Section Total:			<u>0</u> Out of 2
6.6A Provider has guidelines in place describing acceptable use of technology during work hours	2		0
6.6B Provider has guidelines in place describing staff's acceptable use of social media	2		0

6.6 Section Total:			<u>0</u> Out of 4
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	2		0
6.7C Program director participates in community and state level committees	2		0
6.7 Section Total:			<u>0</u> Out of 6
6.8A Program has a structure in place to actively recruit children and families with diverse demographics and/or needs	2		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	2		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:			<u>0</u> Out of 6
6.9A N/A			
6.9B N/A			

6.9 Section Total:			<u>0</u>
6.10 Program has earned accreditation (NAFCC) and is active	6		0
6.10 Section Total:			<u>0</u> Out of 6
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:**

- [NAFCC Standards](#)

1.5	3.5
1.7	3.6
1.8	3.7
1.9	3.33
1.14	3.34
2.27	3.57
3.1	3.84
3.3	3.85

- [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

- [NAYEC Standards:](#) 3
- [Anecdotal Notes Summary](#)

2. **Screening and Assessment:**

- [NAFCC Standards](#)

1.5	3.4
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- [Caring For Our Children \(CFOC\) \(4th Ed.\):](#)

2.1.1.4	10.7.0.1
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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:

- [NAFFC Standards](#): 1.16

- [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	3.5.0.1

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

Item 7	Item 8
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- [Curriculum information for Infants and Toddlers](#)
- [Curriculum information for Preschoolers](#)
- [Lending library information](#)

4. Professional Credential:

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

1.3.1.1	1.3.2-3
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- [BAS \(2nd Ed.\):](#) Item 1
- [Alabama Pathways \(page 9\)](#)
- [McCormick Center for Early Childhood Leadership](#)

5. Environment:

- [NAFFC Standards](#) : 2.28
- [Caring For Our Children \(CFOC\) \(4th Ed.\):](#) 10.3.4.7
- [Family Child Care Environment Rating Scale, Revised](#)
- [Classroom Assessment Scoring System](#)
- [NAEYC Position on Advancing Equity](#)

6. Program Design:

- [NAFFC Standards](#)

1.26	2.17
1.28	2.18
2.12	5.29

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

1.4.2.1	5.7.0
1.8.1	6.2.5.1
2.1.1.1	9.2.1.5
2.1.1.8	9.2.2.1
2.1.2.1	9.3
3.3.01	9.3.0.1
3.5.0.1	9.4.3.1
5.29	10.3.4.7
5.3.2	

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

Item 1	Item 7
Item 2	Item 9
Item 4	Item 10
Item 5	

- [PAS \(2nd Ed.\):](#) Item 19
- [NAEYC Position on Advancing Equity](#)
- [McCormick Center for Early Childhood Leadership](#)