

LEARN & GROW

QUALITY ACTIVITIES GUIDE



Learn & Grow

Administration & Leadership

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>Program</p> <hr/> <p>Uses program assessment tool(s) and classroom data to develop a continuous quality improvement plan (CQIP).</p>	<p>Program</p> <hr/> <p>Program has a written philosophy statement.</p> <p>Establish a Leadership Team.</p> <p>Administrator</p> <hr/> <p>(Center Only) Center Program Administrator completes the Alaska Early Childhood Administrator Credential I (or equivalent based on personnel of program).</p> <p><i>See Level 2 training</i></p>	<p>Program</p> <hr/> <p>Share philosophy statement with families and personnel.</p> <p>Develop policies and procedures that address use of developmental screening, child assessment, curriculum, inclusionary practices, and expulsion/suspension reduction practices.</p> <p>Complete an annual early childhood (EC) educator feedback survey.</p>	<p>Program</p> <hr/> <p>Has policies and procedures in place for how they will support Dual Language Learners, family engagement practices, and teacher supports.</p>	<p>Program</p> <hr/> <p>Program has direct access to an infant/early childhood mental health consultant for teachers and families.</p> <p>Program has access (at minimum) to an Alaska certified Relationship Based Professional Development (RPBD) III A specialist to support classroom coaching (<i>contract or staff position for Centers</i>).</p>

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Administration & Leadership (continued)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		<p>Administrator</p> <hr/> <p>Dedicate time annually to develop and review professional development plans with each EC educator.</p> <p>Home & Group Home Administrators complete the Alaska Family Child Care Early Childhood Administrator Credential.</p>		

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Early Childhood Educators (ECE) Qualifications & Professional Development

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Alaska SEED Level	Alaska SEED Level	Alaska SEED Level	Alaska SEED Level	Alaska SEED Level
All early childhood (EC) educators who work directly with children or supervise individuals who work with children are in the Alaska System for Early Education Development (Alaska SEED) registry.	<p>Center administrator is an Alaska SEED Level 7.</p> <p>Home and Group Home Administrator is an Alaska SEED Level 5.</p>	<p>A child care center, school district, Early Head Start or Head Start Administrator is an Alaska SEED Level 8.</p> <p>Home and Group Home Administrator is an Alaska SEED Level 6.</p> <p>Assistant Administrators are an Alaska SEED Level 6.</p>	<p>A child care center, school district, or Early Head Start or Head Start Administrator is an Alaska SEED Level 9.</p> <p>Home and Group Home Administrator is an Alaska SEED level 7.</p> <p>Assistant Administrators are an Alaska SEED Level 7.</p>	<p>A child care center, school district, Early Head Start or Head Start Administrator is an Alaska SEED Level 10.</p> <p>Home and Group Home Administrator is an Alaska SEED level 9.</p> <p>Assistant Administrators are an Alaska SEED Level 9.</p>
Training	Training			
50% of all teaching staff, including administrators, complete Learn & Grow 101 Training.	<p>100% of teaching staff complete Learn & Grow 101 Training.</p> <p>Early Childhood (EC) Administrators and all lead EC educators complete all Level 2 trainings (approx. 12 hours):</p> <ul style="list-style-type: none"> • Introduction to Alaska Early Childhood Core Knowledge and Competencies 	<p>50% of lead EC educators are an Alaska SEED Level 6.</p> <p>Remaining lead EC educators are at least an Alaska SEED Level 4.</p> <p>50% of assistant EC educators are an Alaska SEED Level 4.</p> <p>Remaining assistant EC educators are at least an Alaska SEED Level 2.</p>	<p>50% of lead EC educators are an Alaska SEED Level 7.</p> <p>Remaining lead EC educators are at least an Alaska SEED Level 5.</p> <p>50% of assistant EC educators are an Alaska SEED Level 5.</p> <p>Remaining assistant EC educators are at least an Alaska SEED Level 3.</p>	<p>50% of lead EC educators are an Alaska SEED Level 9.</p> <p>Remaining lead EC educators are at least an Alaska SEED Level 6.</p> <p>50% of assistant EC educators are an Alaska SEED Level 6.</p> <p>Remaining assistant EC educators are at least an Alaska SEED Level 4.</p>

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Please refer to the Learn & Grow portfolio for more information.
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Early Childhood Educators (ECE) Qualifications & Professional Development (continued)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	<ul style="list-style-type: none"> • Introduction to the Alaska Early Learning Guidelines • Introduction to the Pyramid Model • Introduction to Strengthening Families • ONLY for programs using CLASS: Introduction to the classroom assessment tool the program uses (i.e. CLASS Primer) 	<p>Training</p> <hr/> <p>Early Childhood Administrators and all lead EC educators complete trainings to satisfy all the Level 3 specific training topics (Approx. 16 hours):</p> <ul style="list-style-type: none"> • EC curriculum EC observation/ assessment • Inclusion practices • Culturally responsive practices • Implicit bias & equity practices • Introduction to Coaching • Reduction of exclusionary practices • Designated staff receives training: Providing Supports to Classrooms and Children using the BIR and Pyramid Implementation Data System (PIDS) 	<p>Training</p> <hr/> <p>Early Childhood Administrators and all lead EC educators complete trainings to satisfy all the Level 4 specific training topics (training time varies):</p> <ul style="list-style-type: none"> • Complete ASQ 3 or 4 • Intro/Overview of ACES • Early childhood trauma informed care or related training (ACES could be part of). • Complete Teaching Strategies Gold inter-rater reliability training (<i>TSG training needed if individual does not pass IRR</i>). <p>Assistant EC educators complete trainings to satisfy all the Level 3 specific training content areas.</p>	<p><i>NOTE: Pre-elementary teachers and administrators must meet the requirements for teacher certification and must include a minimum of 6 early childhood education credits.</i></p> <p>Training</p> <hr/> <p>Assistant EC educators complete trainings to satisfy all the Level 4 specific training content areas.</p>

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Early Childhood Educators (ECE) Qualifications & Professional Development (continued)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		<p>Assistant EC educators complete Level 2 trainings.</p> <p>Program administrator or designated staff complete ASQ 3 or 4 training including how to communicate screening results to families.</p>		

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Learning Environment, Adult-Child Interactions & Child Outcomes

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	<p>Learn Environment/ Interactions</p> <hr/> <p>Complete Pre-Assessment at least annually with a Relationship Based Professional Development (RBPDP) specialist for each classroom and develop Classroom Action Plan (CAP).</p> <p><i>NOTE: Level 2 CAP completed near submission of Level 2 verification. Level 3-5 CAP developed at beginning of program working on each level and reviewed and adapted at least quarterly.</i></p>	<p>Learn Environment/ Interactions</p> <hr/> <p>TPOTS/ TPITOS average score of 60% across all key practices and no red flags in each classroom assessed.</p> <p>OR</p> <p>CLASS score of 3.0 in 2 of 3 subdomains in each classroom.</p> <hr/> <p>Inclusionary Practices</p> <hr/> <p>Within 45 days of enrollment and as needed, program provides families an electronic link or copy of Learn & Grow's identified developmental screening tool(s) to complete and collect within 45 days of enrollment.</p>	<p>Learn Environment/ Interactions</p> <hr/> <p>TPOTS/ TPITOS average score of 70% across all key practices and no red flags in each classroom assessed.</p> <p>OR</p> <p>CLASS score of 4.0 in 2 of 3 subdomains in each classroom.</p> <hr/> <p>Inclusionary Practices</p> <hr/> <p>All Lead EC educators communicate screening results with families</p> <p>Program has identified local resource agencies and/or Infant/Early Childhood Mental Health Consultant to support early childhood</p>	<p>Learn Environment/ Interactions</p> <hr/> <p>TPOTS/ TPITOS average score of 80% across all key practices and no red flags in each classroom assessed.</p> <p>OR</p> <p>CLASS score of 5.0 in 2 of 3 subdomains in each classroom.</p> <hr/> <p>Curriculum & Assessment</p> <hr/> <p>EC educators contribute to a child assessment portfolio 3 times a year (fall, winter, spring) to collect observational information and monitor child's progress toward meeting developmental outcomes.</p>

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Learning Environment, Adult-Child Interactions & Child Outcomes (continued)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		<p>Trained program administrator or designated staff communicate screening results within 10 business days of receiving completed screenings.</p> <p>Program documents number of families they provided copy of or access to link to complete a developmental screening tool.</p> <p>Program uses Learn & Grow's identified reporting system (PIDS) to record behavior incident reports (BIR), develop behavior support plans, report expulsion and suspensions, and monitor child outcomes.</p> <p>Program reports expulsion or suspensions to regulatory body.</p>	<p>professionals and families to develop a plan to meet the individual needs of all children but particularly children with identified special needs (social emotional, cognitive, physical, etc.).</p> <p>Curriculum & Assessment</p> <hr/> <p>Program uses a developmentally appropriate evidence-based early childhood curricula, including additional curricular enhancements, as appropriate, that: 1) are based on evidence and standardized training, 2) align with all five domains of the Alaska Early Learning Guidelines, and 3) have developmental scope and sequence.</p>	<p>Program shares child assessment results with families at least 2 times a year at a parent teacher conference.</p>

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Learning Environment, Adult-Child Interactions & Child Outcomes (continued)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		<p>Curriculum & Assessment</p> <hr/> <p>Program has completed a curriculum review and selection process and identified the curriculum tool(s) they will use.</p> <p>Program has reviewed and signed the Teaching Strategies Gold Assurance form.</p>	<p>EC educators contribute to the child assessment portfolio 2 times a year (fall & spring) to collect observational information and monitor all children's progress toward meeting ALL developmental outcomes.</p> <p>Program shares child assessment results with families at least 1 time a year at a parent teacher conference.</p>	

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Family & Community Engagement

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	<p><i>See Level 2 training requirements: Strengthening Families</i></p>	<p>At enrollment program provides families opportunity to tell the program about their family and their children (<i>ethnicity, culture, language, abilities, preferences, etc.</i>).</p> <p>Program conducts an annual family survey.</p> <p>In partnership with families, a program develops a transition plan for child any time they move to a different classroom or experience a change in teachers or schedule.</p> <p>Program provides community resources or makes referrals to address family's needs.</p>	<p>Families are invited at least 2 times a year to provide information and/or participate in the development of program activities to provide opportunities for family's culture to be infused in the program.</p> <p>In partnership with families, a program develops a transition plan for a child any time they move to a different program or school.</p> <p>Program prepares 4 year old children and their families for the transition to kindergarten.</p>	