



# Standards for Classroom-Based Programs

## PERFORMANCE STANDARDS:

**Standard 1: Education, Qualifications, and Training** *(assessed by documentation)*

**Standard 2: Interactions** *(assessed by observation using CLASS)*

**Standard 3: Structure** *(assessed by documentation)*

**Standard 4: Environment and Instruction** *(assessed by observation using Environment Rating Scales- ERS and documentation)*

- ❖ In order to achieve Star Level 1 or higher, participating programs must be in good standing with all requirements of the regulating authority (e.g., Virginia Department of Social Services (VDSS) Licensing Standards, Virginia Board of Education (VBOE) Regulations, Head Start Performance Standards) including, but not limited to, those set forth in this document. In good standing indicates that while there may be noncompliance with one or more standards that represent a minor or minimal risk or violation, compliance clearly and obviously exists with the standards as a whole.
- ❖ In all standard areas, if minimum requirements of the regulating authority are more stringent than those set forth by the Star Quality Initiative, those set forth by the regulating authority supersede the Star Quality Initiative requirements.
- ❖ Each Star level builds upon the previous level; unless otherwise specified, each successive level includes requirements listed in the previous level.

**STANDARD 1: EDUCATION, QUALIFICATIONS AND TRAINING (Assessed by documentation)**

**Part 1: Staff Education and Qualifications**

	<b>Rising Star</b>	<b>1</b> ★ ☆ ☆ ☆ ☆	<b>2</b> ★ ★ ☆ ☆ ☆	<b>3</b> ★ ★ ★ ☆ ☆	<b>4</b> ★ ★ ★ ★ ☆	<b>5</b> ★ ★ ★ ★ ★
<b>Director Qualifications</b>	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VA Board of Education Regulations, Head Start Performance Standards)	In good standing with requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	At least 75% with a: <ul style="list-style-type: none"> <li>One-year community college certificate in a child-relevant field with a minimum of 30 total credit hours</li> </ul> AND <ul style="list-style-type: none"> <li>Minimum of 2 years programmatic experience with 1 year in a supervisory capacity in a child-related environment</li> </ul>	At least 75% with an: <ul style="list-style-type: none"> <li>Associate degree or higher in relevant field w/minimum of 12 credit hours of child-related coursework</li> </ul> AND <ul style="list-style-type: none"> <li>Minimum of 2 years programmatic experience with 1 year in a supervisory capacity in a child-related environment</li> </ul>	At least 75% with a: <ul style="list-style-type: none"> <li>B.S./B.A. degree or higher in relevant field w/minimum of 12 credit hours of child-related coursework</li> </ul> AND <ul style="list-style-type: none"> <li>Minimum of 2 years programmatic experience with 1 year in a supervisory capacity in a child-related environment</li> </ul>	At least 75% with a: <ul style="list-style-type: none"> <li>Master's degree or higher in relevant field with a minimum of 12 credit hours of child-related coursework</li> </ul> AND <ul style="list-style-type: none"> <li>Minimum of 2 years programmatic experience with 1 year in a supervisory capacity in a child-related environment</li> </ul>
<b>Teacher Qualifications</b>	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	At least 75% with a: <ul style="list-style-type: none"> <li>Child Development Associate or equivalent 120-clock-hr credential</li> </ul> OR <ul style="list-style-type: none"> <li>Community college certificate in child-related field with a minimum of 12 total credit hours</li> </ul>	At least 75% with a: <ul style="list-style-type: none"> <li>One-year community college certificate in child-related field with a minimum of 30 total credit hours</li> </ul> AND at least 50% of these teachers with an: <ul style="list-style-type: none"> <li>Associate degree or higher in child-related field</li> </ul>	At least 75% with an: <ul style="list-style-type: none"> <li>Associate degree or higher in child-related field</li> </ul> AND at least 50% of these teachers with a: <ul style="list-style-type: none"> <li>B.S./B.A. degree or higher in child-related field</li> </ul>	At least 75% with a: <ul style="list-style-type: none"> <li>B.S./B.A. degree or higher in child-related field</li> </ul>
<b>Assistant Teacher Qualifications</b>	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	At least 75% with a: <ul style="list-style-type: none"> <li>Minimum high school program completion or equivalent</li> </ul> AND <ul style="list-style-type: none"> <li>20 clock hours or more of approved training</li> </ul>	At least 75% with a: <ul style="list-style-type: none"> <li>48 clock hours or more of approved training,</li> </ul> AND at least 50% of these assistant teachers with a: <ul style="list-style-type: none"> <li>Child Development Associate or equivalent 120-clock-hour credential</li> </ul>	At least 75% with a: <ul style="list-style-type: none"> <li>Child Development Associate or equivalent 120-clock-hour credential</li> </ul> OR <ul style="list-style-type: none"> <li>Community college certificate in child-related field with a minimum of 12 total credit hours</li> </ul>	At least 75% with a: <ul style="list-style-type: none"> <li>One-year community college certificate in child-related field w/minimum of 30 total credit hrs,</li> </ul> AND at least 50% of these assistant teachers with an: <ul style="list-style-type: none"> <li>Associate degree or higher in a child-related field</li> </ul>

Part 2: Ongoing Training/Professional Development						
	Rising Star	1	2	3	4	5
		★ ☆ ☆ ☆ ☆	★ ★ ☆ ☆ ☆	★ ★ ★ ☆ ☆	★ ★ ★ ★ ☆	★ ★ ★ ★ ★
<b>All Staff (Directors, Teachers, and Asst. Teachers) Professional Development</b>	Working to comply with requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> <li>• 28 annual clock hours of approved training<sup>1</sup></li> <li>• New Staff Orientation training completed by all new staff within 30 days of start of employment</li> <li>• Annual training plan is developed for the program and/or each staff member based on needs identified</li> </ul>	<ul style="list-style-type: none"> <li>• 32 annual clock hours of approved training<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>• 36 annual clock hours of approved training, including training<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>• 40 annual clock hours of approved training<sup>1</sup></li> </ul>
<b>Director Professional Development</b>	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> <li>• 30 points – Annual professional development activities (outlined in Appendix A)</li> </ul>	<ul style="list-style-type: none"> <li>• 60 points – Annual professional development activities (outlined in Appendix A)</li> </ul>	<ul style="list-style-type: none"> <li>• 90 points – Annual professional development activities (outlined in Appendix A)</li> </ul>	<ul style="list-style-type: none"> <li>• 120 points – Annual professional development activities (outlined in Appendix A)</li> </ul>
<b>All Instructional Staff (Teachers and Assistant Teachers) Professional Development</b>	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> <li>• One staff member in each classroom has current first aid and CPR certification, appropriate for the ages of children in care</li> </ul>	<ul style="list-style-type: none"> <li>• All instructional staff have current CPR and First Aid certification, appropriate for the ages of children in care</li> </ul>	<ul style="list-style-type: none"> <li>• All instructional staff have current CPR and First Aid certification, appropriate for the ages of children in care</li> </ul>	<ul style="list-style-type: none"> <li>• All instructional staff have current CPR and First Aid certification, appropriate for the ages of children in care</li> </ul>
<b>Teacher Professional Development</b>	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> <li>• 30 points - Annual professional development activities (outlined in Appendix A)</li> </ul>	<ul style="list-style-type: none"> <li>• 60 points - Annual professional development activities (outlined in Appendix A)</li> </ul>	<ul style="list-style-type: none"> <li>• 90 points - Annual professional development activities (outlined in Appendix A)</li> </ul>	<ul style="list-style-type: none"> <li>• 120 points – Annual professional development activities (outlined in Appendix A)</li> </ul>
<b>Assistant Teacher Professional Development</b>	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> <li>• 30 points – Annual professional development activities (outlined in Appendix A)</li> </ul>	<ul style="list-style-type: none"> <li>• 60 points - Annual professional development activities (outlined in Appendix A)</li> </ul>	<ul style="list-style-type: none"> <li>• 90 points - Annual professional development activities (outlined in Appendix A)</li> </ul>

<sup>1</sup>Approved training topics include, but are not limited to: child development, interactions with children, behavior management, observation and assessment, developmentally-appropriate curriculum, inclusive practices, family involvement and communication, transition practices, health and safety (including medication administration, immunization requirements, daily health observation, and compliance with OSHA blood borne pathogens regulations, disease prevention, emergency preparedness), nutrition, and child abuse detection and prevention.

**STANDARD 2: INTERACTIONS (Assessed by observation using CLASS)**

	<b>Rising Star</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
		★ ☆ ☆ ☆ ☆	★ ★ ☆ ☆ ☆	★ ★ ★ ☆ ☆	★ ★ ★ ★ ☆	★ ★ ★ ★ ★
<b>Emotional Support (ES)</b> <ul style="list-style-type: none"> <li>• Positive Climate (T, PreK-3)</li> <li>• Negative Climate (T, PreK-3)</li> <li>• Teacher Sensitivity (T, PreK-3)</li> <li>• Regard for Student Perspectives (T, PreK-3)</li> </ul>	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> <li>• CLASS ES Scale Score of 3 or higher</li> </ul>	<ul style="list-style-type: none"> <li>• CLASS ES Scale Score of 4 or higher</li> </ul>	<ul style="list-style-type: none"> <li>• CLASS ES Scale Score of 5 or higher</li> </ul>	<ul style="list-style-type: none"> <li>• CLASS ES Scale Score of 6 or higher</li> </ul>
<b>Classroom Organization (CO)</b> <ul style="list-style-type: none"> <li>• Behavior Management (PreK-3), Behavior Guidance (T)</li> <li>• Productivity (PreK-3)</li> <li>• Instructional Learning Formats (PreK-3), Facilitation of Learning and Development (T)</li> </ul>	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> <li>• CLASS CO Scale Score of 3 or higher</li> </ul>	<ul style="list-style-type: none"> <li>• CLASS CO Scale Score of 4 or higher</li> </ul>	<ul style="list-style-type: none"> <li>• CLASS CO Scale Score of 5 or higher</li> </ul>	<ul style="list-style-type: none"> <li>• CLASS CO Scale Score of 6 or higher</li> </ul>
<b>Instructional Support (IS)</b> <ul style="list-style-type: none"> <li>• Concept Development (PreK-3)</li> <li>• Quality of Feedback (PreK-3)</li> <li>• Language Modeling (T, PreK-3)</li> </ul>	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> <li>• CLASS IS Score of 3 or higher</li> </ul>	<ul style="list-style-type: none"> <li>• CLASS IS Score of 4 or higher</li> </ul>	<ul style="list-style-type: none"> <li>• CLASS IS Score of 5 or higher</li> </ul>	<ul style="list-style-type: none"> <li>• CLASS IS Score of 6 or higher</li> </ul>

**STANDARD 3: STRUCTURE (Assessed by documentation and observation)**

	Rising Star	1	2	3	4	5
	☆☆☆☆☆	★☆☆☆☆	★★☆☆☆	★★★☆☆	★★★★☆	★★★★★
<b>Staff to Child Ratio And Group Size</b>	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	INFANTS Birth to 12 mos. <ul style="list-style-type: none"> <li>• 1:4</li> <li>• Max group size of 8</li> </ul> YOUNG TODDLERS 12-24 mo. <ul style="list-style-type: none"> <li>• 1:5</li> <li>• Max group size of 10</li> </ul> TODDLERS 24-36 mos. <ul style="list-style-type: none"> <li>• 1:6</li> <li>• Max group size of 12</li> </ul> THREE-YR- OLDS <ul style="list-style-type: none"> <li>• 1:9</li> <li>• Max group size of 18</li> </ul> FOUR-YR-OLDS <ul style="list-style-type: none"> <li>• 1:10</li> <li>• Max group size of 20</li> </ul> FIVE-YR-OLDS <ul style="list-style-type: none"> <li>• 1:12</li> <li>• Max group size of 24</li> </ul>	INFANTS Birth to 12 mos. <ul style="list-style-type: none"> <li>• 1:4</li> <li>• Max group size of 8</li> </ul> YOUNG TODDLERS 12-24 mo. <ul style="list-style-type: none"> <li>• 1:5</li> <li>• Max group size of 10</li> </ul> TODDLERS 24-36 mos. <ul style="list-style-type: none"> <li>• 1:6</li> <li>• Max group size of 12</li> </ul> THREE-YR- OLDS <ul style="list-style-type: none"> <li>• 1:8</li> <li>• Max group size of 16</li> </ul> FOUR-YR-OLDS <ul style="list-style-type: none"> <li>• 1:9</li> <li>• Max group size of 18</li> </ul> FIVE-YR-OLDS <ul style="list-style-type: none"> <li>• 1:11</li> <li>• Max group size of 22</li> </ul>	INFANTS Birth to 12 mos. <ul style="list-style-type: none"> <li>• 1:3</li> <li>• Max group size of 6</li> </ul> YOUNG TODDLERS 12-24 mo. <ul style="list-style-type: none"> <li>• 1:4</li> <li>• Max group size of 8</li> </ul> TODDLERS 24-36 mos. <ul style="list-style-type: none"> <li>• 1:5</li> <li>• Max group size of 10</li> </ul> THREE-YR- OLDS <ul style="list-style-type: none"> <li>• 1:7</li> <li>• Max group size of 14</li> </ul> FOUR-YR-OLDS <ul style="list-style-type: none"> <li>• 1:9</li> <li>• Max group size of 18</li> </ul> FIVE-YR-OLDS <ul style="list-style-type: none"> <li>• 1:10</li> <li>• Max group size of 20</li> </ul>	INFANTS Birth to 12 mos. <ul style="list-style-type: none"> <li>• 1:3</li> <li>• Max group size of 6</li> </ul> YOUNG TODDLERS 12-24 mo. <ul style="list-style-type: none"> <li>• 1:4</li> <li>• Max group size of 8</li> </ul> TODDLERS 24-36 mos. <ul style="list-style-type: none"> <li>• 1:4</li> <li>• Max group size 8</li> </ul> THREE-YR-Olds <ul style="list-style-type: none"> <li>• 1:7</li> <li>• Max group size of 14</li> </ul> FOUR-YR-OLDS <ul style="list-style-type: none"> <li>• 1:8</li> <li>• Max group size of 16</li> </ul> FIVE-YR-OLDS <ul style="list-style-type: none"> <li>• 1:10</li> <li>• Max group size of 20</li> </ul>

**STANDARD 4: ENVIRONMENT AND INSTRUCTION (Assessed by observation using ERS and documentation)**

<b>Overall Learning Environment</b> <b>Subscales:</b> space & furnishings; personal care routines; activities; language-reasoning; interaction; program structure; and parents and staff	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> <li>• Minimum average Environmental Rating Scale score of 3 with no classroom scoring below 2</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum average Environmental Rating Scale score of 4 with no classroom scoring below 3</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum average Environmental Rating Scale score of 5 with no classroom scoring below 4</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum average Environmental Rating Scale score of 6 with no classroom scoring below 5</li> </ul>
<b>Transition Practices</b>	Working to comply with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	In good standing with the requirements of the regulating authority (e.g., VDSS Licensing Standards, VBOE Regulations, Head Start Performance Standards)	<ul style="list-style-type: none"> <li>• Orientation to the program for families</li> <li>• Written plan for supporting individual children with special needs (medical, educational, or behavioral)</li> <li>• General information to parents on transitioning children to another setting (information on kindergarten registration, school readiness activities, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Group meeting for parents to provide information regarding a child's transition to another setting, including how parents can support this process</li> <li>• Age appropriate activities to prepare children for transitions (sharing stories, reading books about transitions, visiting another classroom, visiting public school, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual meetings with families to share specific information regarding the child's transition to another setting</li> <li>• Coordination with families and schools, programs, or agencies to transfer child records, including written information concerning child's abilities, learning styles, medical/safety concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Transition-related training for all teaching staff involved in child's transition</li> </ul>

## Annual Professional Development Options for Classroom-Based Providers

*Reference - Standard 1: Education, Qualifications, and Training  
Part 2: Ongoing Training/Professional Development*

Option	Point Value Assignment
<b>1. College Credit</b>	<ul style="list-style-type: none"> <li>• 40 points per credit hour</li> </ul>
<b>2. Professional Development Training</b>	<ul style="list-style-type: none"> <li>• For annual hours less than 28, 2.5 points per contact hour</li> <li>• For annual hours between 28 and 32, 32 and 36, or 36 and 40 <u>or</u> for annual hours over 40, 5 points per contact hour</li> </ul>
<b>3. Leadership Development</b> <ul style="list-style-type: none"> <li>• Teaching a College Level Course</li> <li>• Conducting Training</li> <li>• Mentorship or Peer Evaluation</li> <li>• Managing Lead Teachers' Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• 60 points per credit hour taught</li> <li>• 5 points per contact hour of training</li> <li>• 5 points per contact hour spent mentoring or conducting peer evaluation</li> <li>• 5 points per hour of meeting</li> </ul>
<b>4. Professional Conference</b>	<ul style="list-style-type: none"> <li>• Participation – 5 points per day</li> <li>• Presentation – 15 points per presentation</li> </ul>
<b>5. Early Childhood Professional Association Membership</b>	<ul style="list-style-type: none"> <li>• Membership - 5 points per association</li> <li>• Association Officer – 25 points (e.g. President, Vice President)</li> <li>• Contribute article to association newsletter – 5 points per original article, up to 20 points</li> </ul>
<b>6. Professional Advisory or Task Force Membership</b>	<ul style="list-style-type: none"> <li>• 10 points per membership</li> </ul>
<b>7. Personal and Professional Reflections</b> <ul style="list-style-type: none"> <li>• Working with a mentor</li> <li>• Completing a journal of observation</li> </ul>	<ul style="list-style-type: none"> <li>• 5 points per contact hour</li> <li>• 1 point per entry, up to 15 points</li> </ul>
<b>8. Publications: Article, Textbook Review, or Book</b>	<ul style="list-style-type: none"> <li>• 30 points per article, narrative, or report in a journal or other scholarly publication</li> <li>• 30 points per textbook review</li> <li>• 120 points per book</li> </ul>