



BrightStars Star Rating Application for Public Schools

Congratulations! By applying to participate in BrightStars, you are demonstrating a commitment to quality care and learning for young children. The BrightStars Star Rating Application for Public Schools serves as a method for data collection on the state of quality in Rhode Island's early learning system. BrightStars is committed to supporting you through the star rating application process. For questions or support in completing this document, please reach out to your assigned BrightStars Navigator, email info@riaeyc.org, or call (401) 739-6100.

INSTRUCTIONS

Please complete all fillable forms in full before submitting your application to BrightStars. Detailed instructions are included; please read these carefully.

BrightStars assesses quality by two methods: document review and observation. For each standard, the required documentation to achieve each level is noted.

For districts with multiple school sites, each school must apply individually. Districts cannot submit one application for multiple schools.

This application is intended to be used in conjunction with the BrightStars Quality Framework for Public Schools.

SUBMITTING YOUR APPLICATION

Fill out the form using the fillable PDF. Completed forms are accepted on a rolling basis and may be submitted via one of the following methods:



Email: info@riaeyc.org



Mail or hand-delivery to: Rhode Island Association for the
Education of Young Children
501 Centerville Road, Suite 202
Warwick, RI 02886



Fax: (401) 739-6101



BrightStars staff is committed to supporting you through the application process. For questions or support in completing this document, please reach out to your assigned BrightStars Navigator, OR

- email info@riaeyc.org
- call (401) 739-6100.



FOR BRIGHTSTARS USE ONLY: DO NOT WRITE IN BOX

PROGRAM OVERVIEW

What type of application is this?

- ☐ Applying to BrightStars for the first time
- ☐ Applying for a 3-year renewal
- ☐ Re-applying after withdrawal or expiration
- ☐ Applying for a rating increase
- Note: Applying for a rating increase will NOT change your 3-year renewal cycle

Date Received: _____	Navigator Initials: _____
Date to Assessment: _____	Current Rating: _____
Program Code: _____	
Name as it appears on QStar: _____	
Type of Application: ☐ Renewal ☐ New Application ☐ Reapplication ☐ SRR	
Current Cycle: _____	Renewal Date: _____
Using previous ERS? ☐ Yes ☐ No, needs ERS	
• Previous Observation: Teacher Name: _____	
Date: _____ Score: _____ ITERS / ECERS	
• Previous Observation: Teacher Name: _____	
Date: _____ Score: _____ ITERS / ECERS	

Local Education Agency (LEA), if applicable: _____

School Name: _____

Phone #: _____ Website: _____

Physical location: _____

Mailing Address: _____
(Include if different than above, or N/A)

Primary Contact: _____ (Full name)		Position: _____	
☐ Phone	☐ English	☐ Phone	☐ English
☐ Email	☐ Spanish	☐ Email	☐ Spanish
☐ Either/Both	☐ Other: _____	☐ Either/Both	☐ Other: _____

Do you offer **full day** General Education for 3-5-year-olds?

☐ Yes If yes, how many classrooms? _____
☐ No

Do you offer **full day** integrated education for 3-5-year olds?

☐ Yes If yes, how many classrooms? _____
☐ No

Do you offer **full day** self-contained special education for 3-5-year olds?

☐ Yes If yes, how many classrooms? _____
☐ No

Do you offer **RI Pre-K**?

☐ Yes If yes, how many classrooms? _____
☐ No

Do you offer **half day** General Education for 3-5-year-olds?

☐ Yes If yes, how many classrooms? _____
☐ No

Do you offer **half day** integrated education for 3-5-year olds?

☐ Yes If yes, how many classrooms? _____
☐ No

Do you offer **half day** self-contained special education for 3-5-year olds?

☐ Yes If yes, how many classrooms? _____
☐ No



Hours of Operation

	Open:	Close:		Open:	Close:
Monday			Thursday		
Tuesday			Friday		
Wednesday					

RATING BY STANDARD

Current BrightStars Rating: _____

Requested BrightStars Rating: _____

Please list the rating you are applying for in each standard by filling in the table below under "Requested Rating."

Please note: BrightStars uses a building block approach to determine the overall BrightStars rating. This means that all quality indicators must be met in full before a program can receive the rating for that level. In other words, you will be rated individually in each of the 10 standards below, and in order to achieve your desired rating, you will need to achieve that level or higher in each of the 10 standards.

In the table below, please fill in a requested rating at each standard that is greater than or equal to your requested BrightStars rating. You may consider requesting a rating in one or more standard that is HIGHER than your overall requested rating, if you believe you may qualify you for the higher rating. For example, if you are applying for an overall 3-Star BrightStars Rating, but your lead teachers have the qualifications to meet a Level 4 in Standard 4: Teacher Qualifications, you can certainly request the appropriate rating in that standard. While this will NOT affect your overall BrightStars rating if all standards do not also meet the higher level, showing that you have a higher rating in one or more standards does reflect your positively on your commitment to quality, and will illustrate your quality improvement journey.

Standard	Requested Rating
1. Learning Environment	
2. Staff-Child Ratios	
3. Maximum Group Size	
4. Teacher Qualifications	
5. Program Leadership	
6. Continuous Quality Improvement	
7. Curriculum	
8. Child Assessment	
9. Special Education Practices	
10. Family Communication and Involvement	



CLASSROOM SUMMARY FORM

Use this form to report information about classrooms in your program. If a classroom contains multiple groups of children (for example, an AM group and a PM group), please list each group on a separate line. Only include information about the preschool program. For each group, enter the highest number of children allowed in the group at any one time, and the name of only one lead teacher per group. If your program has more than 6 groups, make a copy of this form and continue listing additional groups.

Group Name	Classroom Type	Classroom Days of Operation	Classroom Operating Hours	Age Range Served (in months)	Youngest Child DOB	Oldest Child DOB	Max Group Size	Lead Teacher Full Name
ex. Preschool 1	☒ General Ed. ☐ Integrated ☐ Self-Contained	☒ M ☐ T ☒ W ☐ Th ☒ F	9AM-3PM	48-60m	06/20/2020	10/16/2019	18	Andrea Mello
	☐ General Ed. ☐ Integrated ☐ Self-Contained	☐ M ☐ T ☐ W ☐ Th ☐ F						
	☐ General Ed. ☐ Integrated ☐ Self-Contained	☐ M ☐ T ☐ W ☐ Th ☐ F						
	☐ General Ed. ☐ Integrated ☐ Self-Contained	☐ M ☐ T ☐ W ☐ Th ☐ F						
	☐ General Ed. ☐ Integrated ☐ Self-Contained	☐ M ☐ T ☐ W ☐ Th ☐ F						
	☐ General Ed. ☐ Integrated ☐ Self-Contained	☐ M ☐ T ☐ W ☐ Th ☐ F						
	☐ General Ed. ☐ Integrated ☐ Self-Contained	☐ M ☐ T ☐ W ☐ Th ☐ F						



STANDARD ONE: LEARNING ENVIRONMENT

Summary of Requirements:

Levels 1-2	Level 3	Level 4	Level 5
Basic Education Program (BEP) Compliance	- Basic Education Program (BEP) Compliance PLUS - Avg. ECERS score of 3.0 or Greater with no observed classroom score less than 2.5	- Basic Education Program (BEP) Compliance PLUS - Avg. ECERS score of 4.0 or Greater with no observed classroom score less than 3.0	- Basic Education Program (BEP) Compliance PLUS - Avg. ECERS score of 5.0 or Greater with no observed classroom score less than 3.0

Required Documentation:

- ☐ Levels 3-5: A copy of the **daily schedule** for each classroom group
- ☐ Levels 3-5: I acknowledge that **BrightStars will conduct a site visit** to perform the appropriate number of ERS observations.



STANDARDS TWO + THREE: MINIMUM STAFF-CHILD RATIO & MAXIMUM GROUP SIZE

Summary of Requirements:

		Level 1	Level 2-5
STANDARD TWO: MINIMUM STAFF-CHILD RATIO	{	• Basic Education Program (BEP) Compliance	Compliance with Staff-Child Ratios • General Education Preschool Classroom: ◦ 3yo 1:9 ◦ 4yo 1:10 • Special Education Integrated/Inclusive Preschool Classroom: ◦ 2:15 Staff-Child Ratio Posted
STANDARD THREE: MAXIMUM GROUP SIZE	{	• Basic Education Program (BEP) Compliance	Compliance with Group Size: • General Education Preschool Classroom: ◦ 3yo 18 ◦ 4yo 20 • Special Education Integrated/Inclusive Preschool Classroom: ◦ 15 Group Size Posted

Required Documentation:

☐ Levels 2-5: I acknowledge that **BrightStars will conduct a site visit** to confirm compliance with staff-child ratios and with group size.



STANDARD FOUR: TEACHER QUALIFICATIONS

Summary of Requirements:

Level 1	Level 2	Level 3	Level 4	Level 5
All LEA Teachers have a Rhode Island Early Childhood Teaching Certificate	- All LEA Teachers have a Rhode Island Early Childhood Teaching Certificate PLUS - Professional Growth Goals for all teachers PLUS 25% Complete RIELDS Trainings - Guiding Principles - The Nine Domains	- All LEA Teachers have a Rhode Island Early Childhood Teaching Certificate PLUS - Professional Growth Goals for all teachers PLUS 25% Complete RIELDS Trainings - Guiding Principles - The Nine Domains PLUS 25% ECERS-3 Training PLUS 25% Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention	- All LEA Teachers have a Rhode Island Early Childhood Teaching Certificate PLUS - Professional Growth Goals for all teachers PLUS 50% Complete RIELDS Trainings - Guiding Principles - The Nine Domains - Preschool Instructional Cycle - Preschool Curriculum and Planning PLUS 50% ECERS-3 Training PLUS 50% Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention	- All LEA Teachers have a Rhode Island Early Childhood Teaching Certificate PLUS - Professional Growth Goals for all teachers PLUS 75% Complete RIELDS Trainings - Guiding Principles - The Nine Domains - Preschool Instructional Cycle - Preschool Curriculum and Planning PLUS 75% ECERS-3 Training PLUS 75% Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention

Required Documentation:

- ☐ Levels 1-5: Complete the **Lead Teacher Qualification Summary form** on the next page.
- ☐ Levels 1-5: Copy of **Rhode Island Early Childhood Education Certificate** for all lead teachers.
- ☐ Levels 2-5: Copy of most **current Professional Growth Goals** for all lead teachers
- ☐ Levels 2-5: Copy of **RIELDS Certificates** for all lead teachers
- ☐ Levels 3-5: Copy of **ECERS-3 Training Certificate** for all lead teachers
- ☐ Levels 3-5: Copy of **Conscious Discipline Training Certificate, OR certificate for other RIDE-approved SEL Intervention training** for all lead teachers



LEAD TEACHER QUALIFICATION SUMMARY FORM

Definition of Teacher: The teacher is the individual with primary responsibility for a group of children that occupies an individual classroom or well-defined space. The teacher must spend the majority of time with one group of children that attends at the same time rather than divide time between classrooms or float between groups. To meet the “majority of time” requirement, the teacher must be engaged with his/her assigned group for more than 50% of the time

Complete this page to report information about each lead staff listed on the classroom summary form.

Lead Teacher Full Name	Holds an accepted RI Teaching certificate?	Completed ECERS-3 Training	Completed Conscious Discipline Training	Completed RIDE Approved SEL Intervention Training other than Conscious Discipline? If yes, please list:	Has evidence of RIELDS Training
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principals ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principals ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principals ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principals ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principals ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principals ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principals ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principals ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle



STANDARD FOUR: TA QUALIFICATIONS

Summary of Requirements:

Level 1	Level 2	Level 3	Level 4	Level 5
R. I. Gen. Laws § 16-11.2 Requirements	R. I. Gen. Laws § 16-11.2 Requirements PLUS 25% RIELDS Trainings - Guiding Principles - The Nine Domains	R. I. Gen. Laws § 16-11.2 Requirements PLUS 25% RIELDS Trainings - Guiding Principles - The Nine Domains PLUS 25% ECERS-3 Training PLUS 25% Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention	R. I. Gen. Laws § 16-11.2 Requirements PLUS 50% RIELDS Trainings - Guiding Principles - The Nine Domains PLUS 50% ECERS-3 Training PLUS 50% Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention PLUS - Professional Development Plan	R. I. Gen. Laws § 16-11.2 Requirements PLUS 75% RIELDS Trainings - Guiding Principles - The Nine Domain PLUS 75% ECERS-3 Training PLUS 75% Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention PLUS - Professional Development Plan PLUS 50% 9 college credits in ECE

Required Documentation:

- ☐ Levels 1-5: Complete the **Staff (TA) Qualification Summary form** on the next page.
- ☐ Levels 1-5: I verify that all teaching assistants in my employment qualify under the RI General Laws § 16-11.2
- ☐ Levels 2-5: Copy of **RIELDS Certificates** for all teaching assistants
- ☐ Levels 3-5: Copy of **ECERS-3 Training Certificate** for all teaching assistants
- ☐ Levels 3-5: Copy of **Conscious Discipline Training Certificate, OR certificate for other RIDE-approved SEL Intervention training** for all teaching assistants
- ☐ Levels 4-5: Copy of **current Professional Development Plan** for all teaching assistants
- ☐ Levels 5: Copy of **College Transcripts** for all teaching assistants

For questions or support in completing this document, please reach out to your assigned BrightStars Navigator or email info@riaeyc.org.



STAFF (TA) QUALIFICATION SUMMARY FORM

Definition of Teaching Assistant: The teaching Assistant (TA) works alongside the Lead Teacher to care for the children and implement the classroom curriculum. The TA has the formal education and professional preparation to work with the children. **Complete this page to report information about each TA for classrooms listed on the classroom summary form.**

TA Full Name and Classroom	Holds an accepted RI Teaching certificate?	Completed ECERS-3 Training	Completed Conscious Discipline Training	Completed RIDE Approved SEL Intervention Training other than Conscious Discipline? If yes, please list:	Highest level of college education completed	College credits in ECE/related field? How Many?	Has evidence of RIELDS Training
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principals ☐ 9 Domains
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principals ☐ 9 Domains
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principals ☐ 9 Domains
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principals ☐ 9 Domains
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principals ☐ 9 Domains
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principals ☐ 9 Domains
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principals ☐ 9 Domains
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principals ☐ 9 Domains



STANDARD FIVE: PROGRAM LEADERSHIP (PRINCIPALS)

Summary of Requirements:

Level 1	Level 2	Level 3	Level 4-5
RIDE Administrator Certificate	- RIDE Administrator Certificate PLUS - RIELDS Trainings: - Guiding Principles - The Nine Domains	- RIDE Administrator Certificate - RIELDS Trainings: - Guiding Principles - The Nine Domains PLUS - ECERS-3 Training PLUS - Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention	- RIDE Administrator Certificate PLUS - RIELDS Trainings: - Guiding Principles - The Nine Domains - Implementing a Standards-Based Program for Administrators PLUS - ECERS-3 Training PLUS - Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention

Required Documentation:

- ☐ Levels 1-5: Completed the **Program Leadership Qualification Summary** on page 12.
- ☐ Levels 1-5: Copy of the **RIDE Administrator Certificate**
- ☐ Levels 2-5: Copy of **RIELDS Certificates** for the administrator
- ☐ Levels 3-5: Copy of **ECERS-3 Training Certificate** for administrator
- ☐ Levels 3-5: Copy of **Conscious Discipline Training Certificate, OR certificate for other RIDE-approved SEL Intervention training** for the administrator



STANDARD FIVE: PROGRAM LEADERSHIP (EDUCATION COORDINATOR)

Summary of Requirements:

Level 1	Level 2	Level 3	Level 4-5
- RI Early Childhood Teaching Certificate OR - RI Early Childhood Special Education Teaching Certificate	- RI Early Childhood Teaching Certificate OR - RI Early Childhood Special Education Teaching Certificate PLUS - Professional Development Plan PLUS - RIELDS Trainings: - Guiding Principles - The Nine Domains	- RI Early Childhood Teaching Certificate OR - RI Early Childhood Special Education Teaching Certificate PLUS - Professional Development Plan PLUS - RIELDS Trainings: - Guiding Principles - The Nine Domains PLUS - ECERS-3 Training PLUS - Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention	- RIDE Early Childhood Certificate (ECE or ECSE) PLUS - Professional Development Plan PLUS - RIELDS Trainings: - Guiding Principles - The Nine Domains - Preschool Instructional Cycle - Preschool Curriculum and Planning - Implementing a Standards Based Program for Education Coordinators PLUS - ECERS-3 Training PLUS - Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention PLUS - A minimum of two (2) years of early childhood education classroom teaching experience OR two (2) years of early childhood leadership experience.

Required Documentation:

- ☐ Levels 1-5: Complete the **Program Leadership Qualification Summary** on the next page.
- ☐ Levels 1-5: Copy of **RIDE Early Childhood Certificate (ECE or ECSE)**
- ☐ Levels 2-5: Copy of **Professional Development Plan**
- ☐ Levels 2-5: Copy of **RIELDS Certificates**
- ☐ Levels 3-5: Copy of **ECERS-3 Training Certificate**
- ☐ Levels 3-5: Copy of **Conscious Discipline Training Certificate, OR certificate for other RIDE-approved SEL Intervention training** for the Education Coordinator
- ☐ Level 5: Complete the **Education Coordinator Experience portion of the Program Leadership Qualification Summary** on the next page.

For questions or support in completing this document,
please reach out to your assigned BrightStars
Navigator or email info@riaeyc.org.



PROGRAM LEADERSHIP QUALIFICATION SUMMARY

The Principal is responsible for overall operations and compliance with BEP, while the Education Coordinator is responsible for the development and implementation of the early learning and development program, serving as the program's pedagogical leader. The Principal and Education Coordinator may be assumed by the following, but not necessarily limited to: the administrator, principal, education manager; or may be a stand-alone position.

Complete this page to report information about program leadership.

Required at levels 1-5 for Standard 5, Program Leadership

Program Leadership Full Name	Holds an accepted RI Administrator Certificate?	Holds an accepted RI Teaching certificate?	Completed Conscious Discipline Training	Completed RIDE Approved SEL Intervention Training other than Conscious Discipline? If yes, please list:	Has evidence of RIELDS Training
Principal Name: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principals ☐ 9 Domains ☐ Implementing a Standard-Based Program
Education Coordinator Name: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principals ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle ☐ Implementing a Standard-Based Program

Required at level 5 for Standard 5, Program Leadership (Education Coordinator)

Education Coordinator Requirements at Level 5:	Please describe your relevant experience.	List the applicable dates
☐ A minimum of two (2) years of early childhood education classroom teaching experience		
OR		
☐ A minimum of two (2) years of early childhood leadership experience.		



STANDARD SIX: CONTINUOUS QUALITY IMPROVEMENT

Summary of Requirements:

Level 1	Level 2	Level 3	Level 4-5
- Basic Education Program (BEP) Compliance PLUS - Quality Improvement Plan completed within 90 days of rating	- Basic Education Program (BEP) Compliance PLUS - Quality Improvement Plan completed within 90 days of rating PLUS - Comprehensive Program Self Assessment that includes: - At least 2 sources of evidence OR - School Improvement Plan with specific goals related to preschool	- Basic Education Program (BEP) Compliance PLUS - Quality Improvement Plan completed within 90 days of rating PLUS - Comprehensive Program Self Assessment that includes: - At least 2 sources of evidence and - ECERS-3 findings, where applicable OR - School Improvement Plan with specific goals related to preschool	- Basic Education Program (BEP) Compliance PLUS - Quality Improvement Plan completed within 90 days of rating PLUS - Comprehensive Program Self Assessment that includes: - At least 3 sources of evidence and - ECERS-3 findings, where applicable OR - School Improvement Plan with specific goals related to preschool

Required Documentation:

☐ Levels 2-5: Complete all applicable sections of the **Program Self-Assessment form** on pages 14-15.

OR ☐ Copy of the **School Improvement Plan** with specific goals that are related to the preschool.



PROGRAM SELF-ASSESSMENT

Note: A Program Self-Assessment is a comprehensive evaluation of the program's strengths and weaknesses as observed by those working within or in partnership with the program. The self-assessment involves gathering information about different aspects of the program's environment and practice.

To complete the form on the next page, your program will need to identify sources of evidence. Common examples of sources are listed below:

- Survey Works
- School Improvement Plan
- Playground Audit
- Child Assessment
- CLASS Findings
- ECERS Findings (*required at levels 3-5)

Please identify 2-3 sources of evidence that you will discuss in the Program Self-Assessment on the following page:

2 sources required at Levels 2-5:

☐ Evidence Source #1: _____

☐ Evidence Source #2: _____

3rd source required at Levels 4-5:

☐ Evidence Source #3: _____

Additional evidence source required at levels 3 or higher:

☐ ERS Findings

If applying for levels 3-5 AND if previously assessed on the ERS, ERS findings are a required evidence source, separate from the 2-3 identified above.
Answer the questions about ERS findings in the table below as well as the questions about the 2-3 self-identified sources of evidence on the following page.

***If applying for levels 3-5 AND if previously assessed on the ERS, answer the following question in addition to your responses on the previous page.**

ERS Findings	In 2-3 sentences, please explain what the ERS findings tells you about your program.	
	In 2-3 sentences, explain how will you use this information to improve the quality of your program.	



PROGRAM SELF-ASSESSMENT

***If applying for a level 2 -3, answer the following questions.**

Evidence Source # 1	In 2-3 sentences, please explain what this evidence tells you about your program.	
	In 2-3 sentences, explain how will you use this information to improve the quality of your program.	
Evidence Source # 2	In 2-3 sentences, please explain what this evidence tells you about your program.	
	In 2-3 sentences, explain how will you use this information to improve the quality of your program.	

*** If applying for a level 4 or higher, a 3rd source of evidence is required. Answer the following question.**

Evidence Source # 3	In 2-3 sentences, please explain what this evidence tells you about your program.	
	In 2-3 sentences, explain how will you use this information to improve the quality of your program.	



STANDARD SEVEN: CURRICULUM

Summary of Requirements:

Level 1	Level 2-3	Level 4-5
Basic Education Program (BEP) Compliance	- Basic Education Program (BEP) Compliance PLUS - Curriculum and Implementation Plan Aligned with the RIELDS	- Basic Education Program (BEP) Compliance PLUS - Curriculum and Implementation Plan Aligned with the RIELDS PLUS - RIDE-Endorsed Early Learning Curriculum

Required Documentation:

- ☐ Levels 2-3: Copy of the **Curriculum and Implementation Plan** aligned to the RIELDS
(See the RIDE form titled "Curriculum Implementation Plan" included for convenience at the end of this application)
- ☐ Levels 4-5: I verify that the following RIDE-Endorsed Early Learning Curriculum is being implemented in each classroom group:

Please select:

- | | |
|--|---|
| ☐ The Investigator Club Pre-K Learning System | ☐ Building Blocks Pre-K Math |
| ☐ Boston Public Schools Focus on Pre-K | ☐ Eureka Math Squared |
| ☐ Tools of the Mind | ☐ Frog Street Pre-K |
| ☐ Creative Curriculum for Preschool/Pre-K | ☐ Other: _____ |
| ☐ High Scope Preschool Curriculum | |



STANDARD EIGHT: CHILD ASSESSMENT

Summary of Requirements:

Level 1	Level 2	Level 3	Level 4	Level 5
Basic Education Program (BEP) Compliance	- Basic Education Program (BEP) Compliance PLUS - Developmental Screening Information	- Basic Education Program (BEP) Compliance PLUS - Developmental Screening Information PLUS - The program gathers child assessment information about each child using 2 or more methods (observation, surveys, interviews, videos)	- Basic Education Program (BEP) Compliance PLUS - Developmental Screening Information PLUS - The program gathers child assessment information about each child using 2 or more methods (observation, surveys, interviews, videos) PLUS - Child Assessment Plan aligned with the RIELDS	- Basic Education Program (BEP) Compliance PLUS - Developmental Screening Information PLUS - The program gathers child assessment information about each child using 3 or more methods (observation, surveys, interviews, videos) PLUS - Child Assessment Plan aligned with the RIELDS PLUS - The program collaborates with Child Outreach to provide on-site developmental screenings PLUS - Written Policies & Procedures that guide Child Assessment practices are shared with families

Required Documentation:

- ☐ Levels 2-5: Complete the relevant sections of the **Child Assessment Methods** table on pages 18-19
- ☐ Levels 3-5: I acknowledge that **BrightStars will conduct an on-site file check** to ensure compliance with the following:
 - Each file must be organized by child name and all assessment entries must be dated and within the year
 - All assessment entries must be aligned to the RIELDS
 - Child files must demonstrate that assessment is ongoing and collected in a routine/systematic manner.
- ☐ Levels 4-5: Copy of the **RIDE Child Assessment Plan** aligned with the RIELDS (See the RIDE form titled "Assessment Plan" included for convenience at the end of this application)



CHILD ASSESSMENT METHODS

Required at levels 2-5: What methods does your program use to collect comprehensive child assessment data and how often is this data collected? Check all that apply.

	Assessment Type	Frequency of Assessment	If choosing "Other" please describe:
Levels 2-5	☐ Developmental Checklists/Screening	☐ Daily ☐ Weekly ☐ Monthly ☐ Yearly ☐ Other	
AT LEAST 2 Assessment types required at Levels 3-5 AT LEAST 3 Assessment types required at Level 5	☐ Written anecdotes/running records	☐ Daily ☐ Weekly ☐ Monthly ☐ Yearly ☐ Other	
	☐ Children's work samples	☐ Daily ☐ Weekly ☐ Monthly ☐ Yearly ☐ Other	
	☐ Photos/Videos	☐ Daily ☐ Weekly ☐ Monthly ☐ Yearly ☐ Other	
	☐ Family Questionnaire	☐ Daily ☐ Weekly ☐ Monthly ☐ Yearly ☐ Other	
	☐ Preschool Formative Assessment	☐ Daily ☐ Weekly ☐ Monthly ☐ Yearly ☐ Other	
	☐ Valid and reliable reports	☐ Daily ☐ Weekly ☐ Monthly ☐ Yearly ☐ Other	
Level 5	☐ Assessment Information from Child Outreach	☐ Daily ☐ Weekly ☐ Monthly ☐ Yearly ☐ Other ☐ Developmental screenings are provided on-site ☐ Yes ☐ No	



CHILD ASSESSMENT METHODS

Required at levels 2-5: Explain in 2-3 sentences how you ensure children at your program receive appropriate developmental screening?

Required at Level 4: How does your program document that the child assessment data collected aligns to the RIELDS?



STANDARD NINE: SPECIAL EDUCATION PRACTICES

Summary of Requirements:

Levels 1-2	Levels 3-4	Level 5
• Basic Education Program (BEP) Compliance	• Basic Education Program (BEP) Compliance PLUS • Special Education Services are embedded in the child's least restrictive classroom environment.	• Basic Education Program (BEP) Compliance PLUS • Special Education Services are embedded in the child's least restrictive classroom environment. PLUS • The LEA embeds special education services within community-based programs. PLUS • The program provides training and/or professional development to community partners that support children in their district.

Required Documentation:

- ☐ Levels 3-5: Complete the relevant sections of the **Questionnaire on Special Education Practices** on pages 21-22.



QUESTIONNAIRE ON SPECIAL EDUCATION PRACTICES

Levels 3-5: Are Special Education Services embedded in the child's least restrictive classroom environment?
If yes, please describe and attach any supporting evidence if applicable. If no, please explain in 2-3 sentences.

☐ Yes ☐ No

Level 5: Does the LEA embed special education services within community-based programs?
If yes, please describe and attach any supporting evidence if applicable. If no, please explain in 2-3 sentences.

☐ Yes ☐ No



QUESTIONNAIRE ON SPECIAL EDUCATION PRACTICES

Level 5: Do you provide training and/or professional development to community partners that support the children in the district?

☐ Yes

☐ No

If yes, please describe:

Please describe the training offered	List the date(s) the training was offered	CELP Approval Code



STANDARD TEN: FAMILY COMMUNICATION AND INVOLVEMENT

Summary of Requirements:

Level 1	Level 2	Level 3	Level 4-5
Basic Education Program (BEP) Compliance	- Basic Education Program (BEP) Compliance PLUS - The program submits a Family Engagement Plan that employs 2 or more strategies to engage all families.	- Basic Education Program (BEP) Compliance PLUS - The program submits a Family Engagement Plan that employs 2 or more strategies to engage all families. PLUS - Family Teacher Conference (2x/year)	- Basic Education Program (BEP) Compliance PLUS - The program submits a Family Engagement Plan that employs 2 or more strategies to engage all families PLUS - Family Teacher Conference (2x/year) PLUS - Family Survey/Surveyworks Implementation Plan PLUS - Program Implements Activities to Facilitate the Transition of Children & Families (e.g., program visits prior to enrollment, internal transitions, transitions out of programs)

Required Documentation:

- ☐ Levels 2-5: Complete the relevant sections of the **Family Engagement Plan** on pages 24-25
Question on **transition of children and families** (levels 4- 5)
- ☐ Levels 4-5: Copy of **last family survey** OR **Surveyworks Implementation Plan**



FAMILY ENGAGEMENT PLAN

Levels 2-5:

	Type of Family Engagement	Event Details/Dates
AT LEAST 2 of these strategies are required at Levels 2-5	☐ New Family Orientation	Date: _____
	☐ Monthly Newsletter	Date: _____ Date: _____ Date: _____
	☐ Family meeting, social event, or workshop	Date: _____ Date: _____ Date: _____ Date: _____
	☐ Ideas/suggestions to support learning at home	Date: _____ Date: _____ Date: _____ Date: _____
	☐ Annual Family Survey	Date: _____
	☐ Connect families w/community service	Date: _____ Please Describe:
	☐ Parent Advisory Board/ PTO that includes preschool family members	Date: _____ Date: _____ Date: _____ Date: _____
	☐ Digital Family Communication App	Please Describe:
Levels 3-5	☐ Family Teacher Conference	Date: _____ Date: _____
Levels 4-5	☐ Family Survey	Date: _____



FAMILY ENGAGEMENT PLAN

Levels 4-5: Describe how your program implements activities to facilitate the transition of children and their families.



PROGRAM AGREEMENT

I acknowledge that it is my responsibility to submit copies of the requested documentation along with this completed application as requested by BrightStars:

By signing this BrightStars application, I verify/agree to the following (please check all):

I have read Information and Policies for the BrightStars Quality Rating and Improvement System. I understand and will adhere to all policies contained within.

All of the information contained in this application is accurate and true.

I will post my BrightStars rating certificate in my program in a place highly visible to families/the public.

I understand BrightStars Confidentiality Policy: A program's star rating, the level achieved for each BrightStars standard, and other basic program information (address, phone number, ages served, etc.) will be made available on the BrightStars or RIDE hosted websites. Information submitted as part of your BrightStars application will be shared within the state data system with state agency partners, including the RI Department of Human Services (DHS), the RI Department of Education (RIDE), the RI Department of Children, Youth and Families (DCYF), the RI Department of Health (DOH), and The Center for Early Learning Professionals (CELP) at an aggregate level for the purposes of data reporting. Identifiable and specific information about your program may be shared with state agency representatives for the purposes of record keeping, data analysis, and program assessment. Identifying information may be shared with others only with your specific, signed permission.

Print Name

Title

Signature

Date

Curriculum Implementation Plan

INTRODUCTION

The purpose of this curriculum implementation plan is to describe your program's plan with regards to the instructional cycle: the implementation of curriculum, instruction, and assessment that is grounded in the RI Early Learning and Development Standards and aligned with high quality recommended practices. The curriculum implementation plan will outline programmatic decisions made about the selection and use of curricular materials, professional learning, certification, and other decisions related to program improvement. The curriculum implementation plan should align to your program's overarching commitment to ensuring all children have access to a high-quality and developmentally appropriate learning environment that is supportive of their growth and development.

Programs should revisit the Curriculum Implementation Plan on an annual basis to ensure that the information reflected is accurate and up-to-date. Programs will need to resubmit the curriculum implementation plan in the event that there are changes in the Curriculum and/or Assessment system selected.

SECTION 1: PROGRAM INFORMATION

Program Name:

Primary Contact:

Title:

Contact Email:

**Date of
Submission**

SECTION 2: IMPLEMENTING A HIGH-QUALITY CURRICULUM

Does your program currently use a RIDE Endorsed Curriculum?

☐

Yes

☐

No

Identify the Curriculum that your program uses:
(check all that apply)

☐

Approved, Locally Developed Curriculum

☐

Creative Curriculum: Preschool or Pre-K

☐

Eureka Math

☐

Focus on 3s (BPS)

☐

Focus on 4s (BPS)

☐

Building Blocks

☐

HighScope

☐

Tools of the Mind

☐

Focus on Pre-K (BPS)

☐

The Investigator Club

☐

Frog Street Pre-K

What year did you adopt this curriculum?

What criteria influenced your program's choice of curriculum? What factors did you base your selection decision on, and did budget/cost restraints play a role in your selection decision?

Did your program receive professional development when you began implementation of the adopted curriculum? Professional development may be internal or external opportunities.

☐ Yes

☐ No

If you selected “yes” to the question above, please provide more detail on the context of the professional development...

Who provided the professional development?

☐ Curriculum Vendor

☐ Program Staff/Leadership

☐ Center for Early Learning Professionals

☐ Other, Please specify:

Describe the following curricular adoption procedures:

- **Approximately how many hours of professional development staff received?**
- **The number of staff trained in the original roll out?**
- **The year that the professional development was completed?**

How does your program ensure that new staff members are trained in the program's curriculum?

SECTION 3: IMPLEMENTING HIGH-QUALITY INSTRUCTION

How is the classroom designed to support implementation of the curriculum? Describe the general layout of the classroom(s) in your program, the defined areas of the classroom and their uses (e.g., learning centers), and the supplies and materials that are accessible to children.

What does curriculum implementation look like in your program?

How does the classroom environment change based on the units of study, children's interests, and activities planned?

What are some of the ways that teachers remove physical and structural barriers within an environment to support access (Universal Design for Learning)?

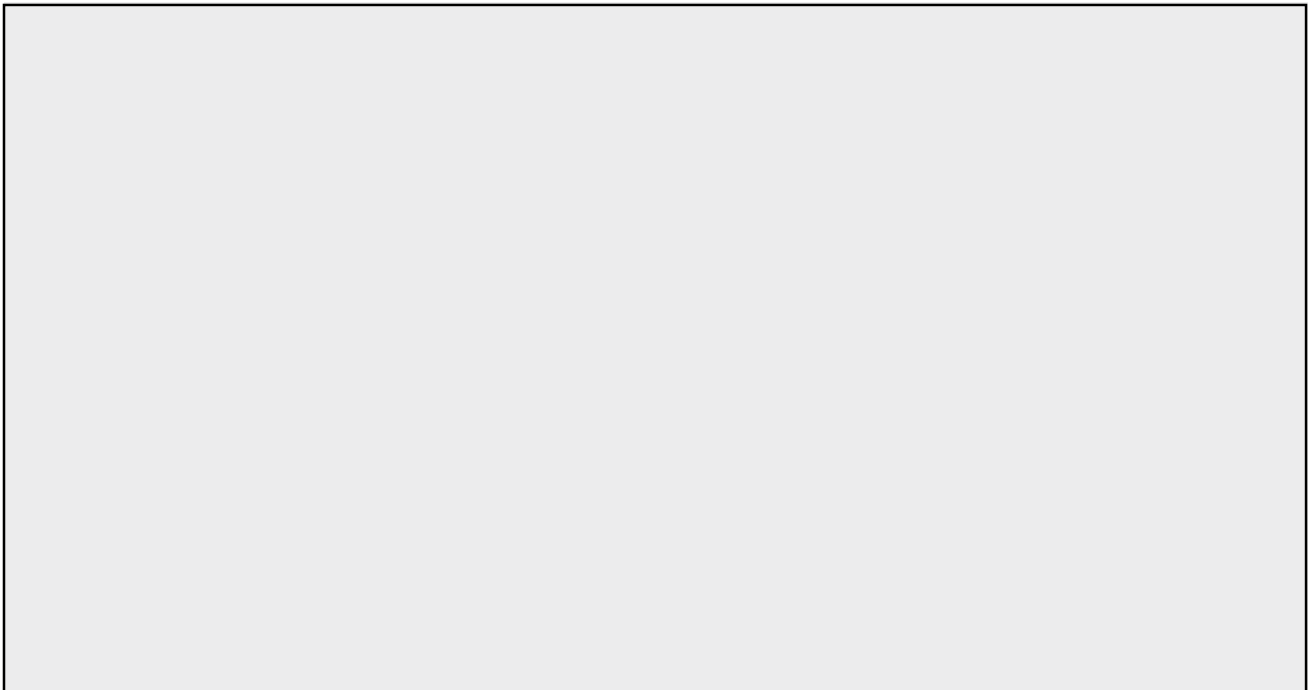
Describe how your program's classroom environments reflect diversity and inclusion and support all children, inclusive of race, ethnicity, socioeconomic status, gender, age, home language, family structure, and ability.

Provide a detailed and specific breakdown of your daily schedule as to include: whole-group, small-group, and free-play, outdoor play, transitions, and lunch/rest time.

What does instruction look like? Are learning activities usually facilitated in whole-group, small-group, or a mixture of both types of experiences?



How do teachers integrate cross-domain development into their curriculum planning and learning goals?



How does your program support staff with implementing high quality instructional practices in the classroom?

Reflecting upon your Family Engagement Plan, describe the different ways that your teachers meaningfully engage with families of enrolled children with regards to curriculum.

You may consider the different methods of two-way communication with families that relate to curriculum; opportunities that provide learning activities for the home and community; and any other methods that your program employs to establish and maintain a reciprocal relationship with families.

Did your program receive any additional professional development to support their instruction in the classroom? Professional development may apply to internal and external professional development opportunities.

☐ Yes

☐ No

If you selected “yes” to the question above, please provide more detail on the context of the professional development...

Who provided the professional development?

☐ Curriculum Vendor

☐ Program Staff/Leadership

☐ Center for Early Learning Professionals

☐ Other? Please specify:

Describe the following curriculum implementation processes:

- *Approximately how many hours of professional development staff received related to intellectual preparation for curriculum implementation?*
- *What are the ongoing systems or processes for evaluating curriculum implementation?*
- *How are Education Coordinators continuously trained in recognizing high quality curriculum implementation?*

SECTION 4: IMPLEMENTING HIGH-QUALITY LEARNING THROUGH ASSESSMENT

Does your program currently use a RIDE Endorsed Curriculum?

☐ Yes

☐ No

Identify the assessment system(s) that your program uses for ongoing, formative assessment.

☐ Building Blocks

☐ Cognitive Toybox

☐ COR Advantage

☐ Eureka Math

☐ The Investigator Club

☐ Teaching Strategies GOLD

☐ Frog Street AIM

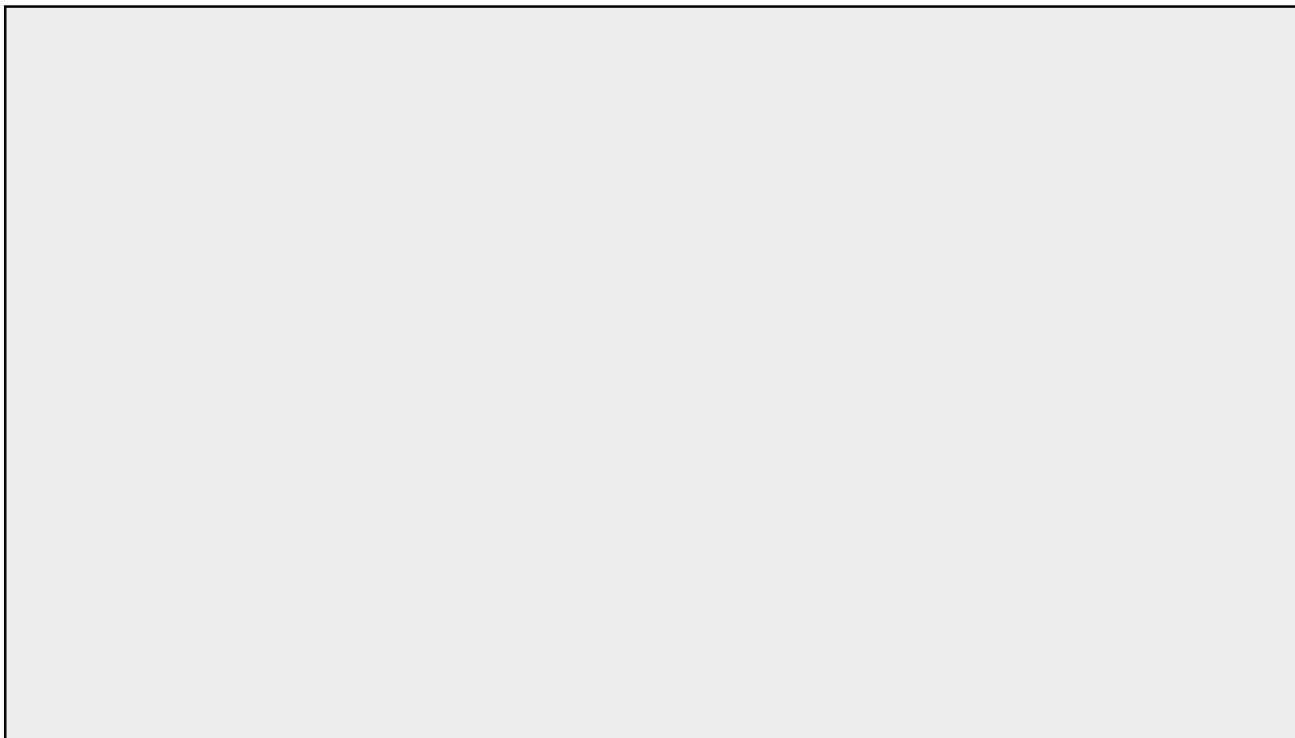
☐ Tools of the Mind

Describe what the assessment cycle looks like across the classrooms in your program:

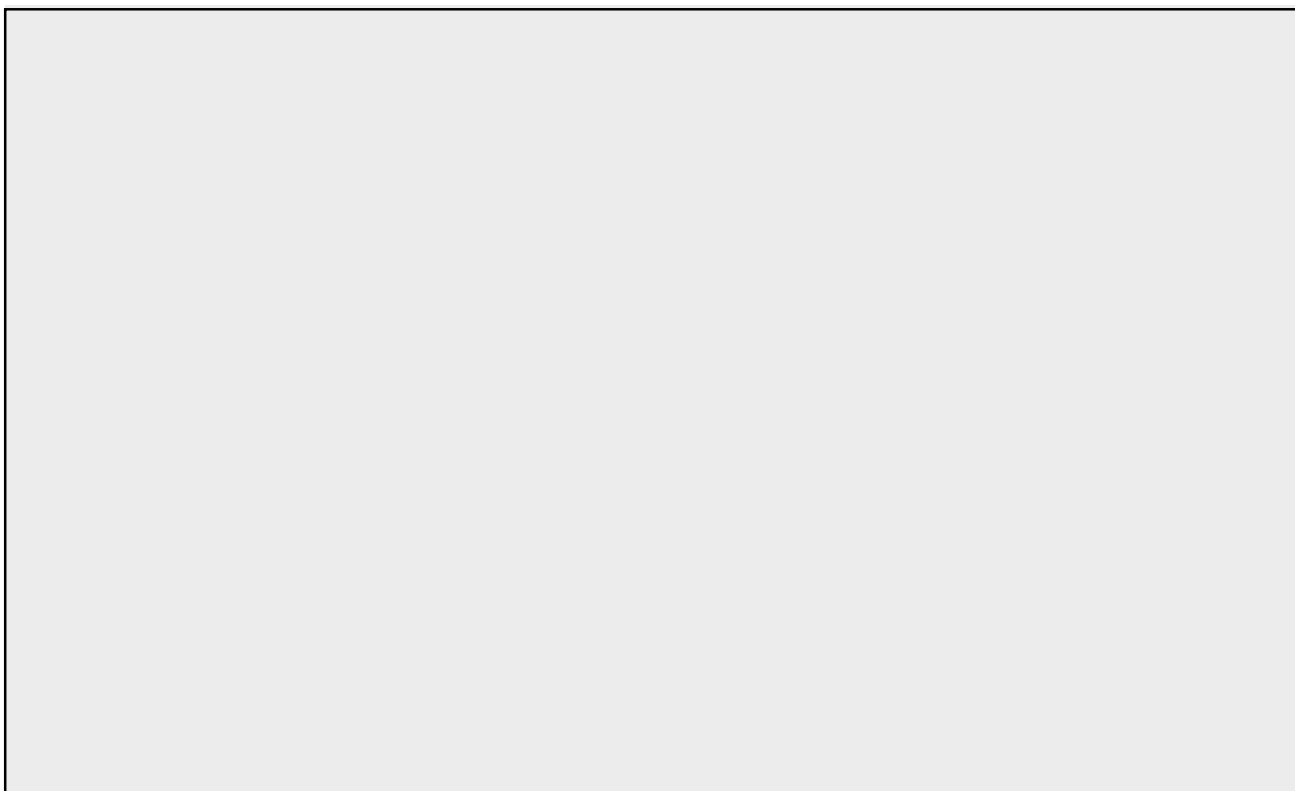
- *Note: The Assessment Cycle ([Curriculum Frameworks p. 96](#)) includes: Planning, Implementing, Reviewing/Analyzing/Interpreting, and Sharing data. Please utilize the information from your Assessment Plan (Year 2) to answer the following questions.*

How do teachers plan for assessment?

Who collects assessment data and how is data collected?



What systems are in place to support teachers in analyzing data and drawing conclusions?



Describe the ways in which your program creates and maintains a strong bidirectional relationship with families to help with the collection of assessment data.

Describe how your program effectively shares information about children’s learning and development with families. Please describe how frequently teachers meet with families to share development and learning information and how data is communicated in a clear and meaningful way to families.

How does your program support staff with implementing high quality assessment practices in the classroom?

Did your program receive any additional professional development to support their assessment in the classroom? Professional development may apply to internal and external professional development opportunities.

☐ Yes

☐ No

If you selected “yes” to the question above, please provide more detail on the context of the professional development...

Who provided the professional development?

☐

Curriculum Vendor

☐

Program Staff/Leadership

☐

Center for Early Learning Professionals

Describe the following assessment processes:

- *Approximately how many hours of professional development staff received related to formative assessment?*
- *What are the ongoing systems or processes for evaluating staff assessment practices?*
- *How are Education Coordinators continuously trained in recognizing high quality and authentic assessment?*

Lastly, how does your program use data?

- *To support educators with utilizing assessment data to make curricular and instructional decisions, as part of the larger instructional cycle?*
- *To develop quality improvement goals and plans?*
- *To make programmatic decisions?*
- *To inform IPDPs/PLPs?*

Child Assessment Plan

Purpose: Programs are required to use a RIDE-designated Summative Assessment Tool, and self-selected valid and reliable formative assessment tool aligned with their endorsed curriculum. Programs are required to implement the formative assessment system, ensure teachers will receive training, use the tool with fidelity, share information with families, and use data to inform classroom and program level improvement plans. The Assessment Plan outlines your program's system for assessment - how assessment is supported and utilized within classrooms and across the program. Teaching Staff are expected to use information from the assessment system to differentiate instruction for each child, to monitor progress toward developmental expectations (e.g., mastery of IEP goals for a child with a disability), and to help families understand and support all children's learning.

PROGRAM INFORMATION

Program Name:

Primary Contact:

Title:

Email:

Date of Submission:

Important!

Programs should revisit the Assessment Plan on an annual basis to ensure that the information reflected is accurate and up-to-date. Furthermore, programs should review and ensure that there is coherence between the Assessment Plan and Curriculum Implementation Plan, for alignment. Programs will need to resubmit the Assessment Plan in the event that there are changes in the Curriculum and/or Formative Assessment system selected, and/or a complete remodeling of the program's assessment cycle system.

Consider your program's system and processes for implementing Summative and Formative Assessments. Answer the questions below.

Describe your program's process for onboarding new staff to the assessment system. Consider the following questions:

- How are assessment policies and procedures communicated to staff?
- How are new teachers onboarded to the assessment system?
- What professional learning, or mentorship/coaching is available?
- How does professional learning and mentorship/coaching evolve as a returning teacher gains more knowledge of assessment processes?

Describe your program's system for planning for and implementing assessment. Consider the following questions:

- How does a teacher plan for assessment in your program?
 - Who is responsible for collecting data?
 - When is data collected?
 - Where is assessment data collected?
 - What method(s) are used to collect data?
 - Where is data stored?
- Describe how your program utilizes authentic practices for collecting assessment data and is developmentally appropriate for preschool-aged children.
- How does your program ensure that assessment information is collected in a culturally responsive manner?

Describe your program's system for reviewing, analyzing, and interpreting assessment data. Consider the following questions:

- How do teachers prepare data for analysis?
- How does your program support teachers with transforming raw data into an official piece of "documentation?"
- How do education coordinators and/or administrators support teachers with collecting data that is of:
 - Quality,
 - Sufficient quantity, and
 - Accuracy

(Continued)

- How do teachers analyze data? What steps do they take to make sense of the documentation that they collected?
- What role does the Education Coordinator play in supporting teachers with data analysis?

Describe your program's system for maintaining a bidirectional relationship with family for child assessment purposes. Consider the following questions:

- How is assessment information communicated to families?
 - Describe how often and in what format.
- How do families contribute assessment information to teachers/the program?
- How is information gained from families used for the purposes of classroom and program quality improvement?

Describe your program's system for reflecting and using assessment data for classroom quality improvement. Consider the following questions:

- Describe how assessment data is analyzed and used for the purposes of **classroom and instructional improvement**.
 - How are curriculum gaps identified and addressed?
 - How is curriculum development and implementation impacted?
 - How is future assessment impacted?

Describe your program's system for reflecting and using assessment data for quality improvement. Consider the following questions:

- Describe how assessment data is analyzed and used for the purposes of **programmatic quality improvement**.