

# Virginia Quality Standards

Virginia's Quality Rating and Improvement System (QRIS) awards quality levels to child care and preschool programs based on these four nationally recognized quality standards and best practices.

## EDUCATION & QUALIFICATIONS

A teacher's formal education in child development or early childhood education has an impact on children's school readiness. When teachers have some formal education, such as a Child Development Associate (CDA), professional certificate, or child-related college credits, they are more prepared to intentionally support children's learning through high quality interactions. This standard measures the education and qualifications of program staff.

## CURRICULUM & ASSESSMENT

Intentional teaching has an impact on children's school readiness. This standard does not require programs to use a purchased curriculum. Instead, this standard measures how programs intentionally promote children's learning and development. Virginia has developed the Milestones of Child Development and the Foundation Blocks for Early Learning to guide early childhood educators in promoting school readiness, and this standard considers how the program aligns with Virginia's early learning guidelines.

## ENVIRONMENT

Children engaged in meaningful learning and play, guided by qualified caregivers in an enriched educational environment, has an impact on school readiness. This standard measures the types of materials available to the children and the types of activities they are involved in throughout the day.

## INTERACTIONS

Interactions between teachers and children form the foundation for all social and cognitive learning, significantly impacting school readiness. In addition to exposure to high quality materials and intentional teaching, children benefit most when they experience high quality interactions. At your program, do teachers

- support children's social and emotional growth?
- have a positive attitude towards the children?
- use constructive behavior management techniques?
- encourage children to learn and be creative?

This standard measures the quality of interactions.

Level 1	Level 2	Level 3	Level 4	Level 5
Basic Health & Safety	Education & Qualifications	Curriculum & Assessment	Environment & Interactions	Environment & Interactions
<ul style="list-style-type: none"> <li>✓ In good standing with local and state regulations. Depending on the child care program type, one or more of the following may apply: Virginia Department of Social Services Licensing Standards, Virginia Board of Education Regulations, Head Start Performance Standards, Local Ordinances, or Licensed Family Day System</li> <li>✓ Complete Virginia Quality Orientation (through an online module or by attending an in-person training)</li> </ul>	<p><b>Meet all requirements for Level 1</b></p> <p>— AND —</p> <ul style="list-style-type: none"> <li>✓ Complete the Virginia Quality Professional Development Series (through online modules or by attending in-person trainings)</li> </ul> <p>— + —</p> <p><b>For Classroom-based Programs</b></p> <ul style="list-style-type: none"> <li>✓ One Administrator or Director has earned an Associate degree in a relevant field with a minimum of 15 child-related credits <b>OR</b> has earned 24 child-related credits from an accredited college (or in progress)**</li> <li>✓ At least 50% of Lead Teachers have 12 child-related credits from an accredited college <b>OR</b> a national Child Development Associate credential (also known as a CDA) <b>OR</b> another approved credential<sup>1</sup> such as an American Montessori Society Credential (or in progress)**</li> </ul> <p><b>For Family Child Care Homes</b></p> <ul style="list-style-type: none"> <li>✓ The Family Child Care Provider responsible for the direct supervision of children and delivery of the curriculum and instruction has 12 child-related credits from an accredited college <b>OR</b> a CDA <b>OR</b> another approved credential such as an American Montessori Society Credential (or in progress)**</li> </ul>	<p><b>Meet all requirements for Levels 1 and 2</b></p> <p>— AND —</p> <ul style="list-style-type: none"> <li>✓ Lead teachers have at least eight (8) hours of training on implementing the program’s curriculum or teaching framework</li> <li>✓ Completion of the Virginia QRIS Curriculum &amp; Assessment Checklist to show alignment with <i>Virginia’s Milestones of Child Development</i> or <i>Virginia’s Foundation Blocks for Early Learning</i></li> <li>✓ On-site document review and observation to verify accuracy of Virginia QRIS Curriculum and Assessment Checklist</li> <li>✓ Complete Environment Rating Scale (ERS)<sup>2</sup> self-study using the appropriate tool(s) for the ages served and setting</li> <li>✓ Complete CLASS<sup>3</sup> self-study using the appropriate tool(s) for ages served</li> </ul>	<p><b>Meet all requirements for Levels 1, 2, and 3</b></p> <p>— AND —</p> <ul style="list-style-type: none"> <li>✓ Achieve an average Environment Rating Scale (ERS) score of <b>4.00 or higher</b> across four ERS subscales (Language-Reasoning/Listening and Talking, Activities, Interaction, and Program Structure)</li> <li>✓ Achieve an average Classroom Assessment Scoring System (CLASS) score of <b>5.00 or higher</b> in: <ul style="list-style-type: none"> <li>• Emotional Support &amp; Classroom Organization (Pre-K CLASS)</li> <li>• Emotional and Behavioral Support (Toddler CLASS)</li> <li>• Relational Climate &amp; Teacher Sensitivity (Infant CLASS)</li> </ul> </li> <li>✓ Achieve an average CLASS score of <b>3.25 or higher</b> in: <ul style="list-style-type: none"> <li>• Instructional Support (Pre-K CLASS)</li> <li>• Engaged Support for Learning Score (Toddler CLASS)</li> <li>• Facilitated Exploration &amp; Early Language Support (Infant CLASS)</li> </ul> </li> <li>✓ Develop a quality improvement plan based on ERS &amp; CLASS on-site observation</li> </ul>	<p><b>Meet all requirements for Levels 1, 2, 3, and 4</b></p> <p>— AND —</p> <ul style="list-style-type: none"> <li>✓ Achieve an average Environment Rating Scale (ERS) score of <b>5.00 or higher</b> across four ERS subscales (Language-Reasoning/Listening and Talking, Activities, Interaction, and Program Structure)</li> <li>✓ Achieve an average Classroom Assessment Scoring System (CLASS) score of <b>6.00 or higher</b> in: <ul style="list-style-type: none"> <li>• Emotional Support &amp; Classroom Organization (Pre-K CLASS)</li> <li>• Emotional and Behavioral Support (Toddler CLASS)</li> <li>• Relational Climate &amp; Teacher Sensitivity (Infant CLASS)</li> </ul> </li> <li>✓ Achieve an average CLASS score of <b>4.25 or higher</b> in: <ul style="list-style-type: none"> <li>• Instructional Support (Pre-K CLASS)</li> <li>• Engaged Support for Learning Score (Toddler CLASS)</li> <li>• Facilitated Exploration &amp; Early Language Support (Infant CLASS)</li> </ul> </li> <li>✓ Develop a quality improvement plan based on ERS &amp; CLASS on-site observation</li> </ul>

Notes:

\*\* If in progress, programs may complete a professional development plan or request a waiver to this requirement, provided that they meet all Level 3 requirements and are seeking a Level 4 or 5 observation

<sup>1</sup> VDSS Child Care Provider Resources : Career Pathways [http://www.dss.virginia.gov/files/division/cc/provider\\_training\\_development/intro\\_page/publications/career\\_pathways/Career\\_Pathways\\_8\\_2015..pdf](http://www.dss.virginia.gov/files/division/cc/provider_training_development/intro_page/publications/career_pathways/Career_Pathways_8_2015..pdf)

<sup>2</sup> Go to <http://ersi.info> for more information on the ERS

<sup>3</sup> Go to <http://teachstone.com> for more information on the CLASS