Systems of Staff Support and the Individual Professional Development Plan (IPDP)

Quality early care and education programs in Rhode Island are on a continuous improvement path that is informed by Department of Children, Youth, and Families (DCYF) licensing regulations; Department of Education Basic Education Program (BEP) regulations; BrightStars Tiered Quality Rating and Improvement Standards; and Department of Education Comprehensive Early Childhood Education (CECE) Program Standards for Approval. The graphics below illustrate the state’s quality continuum for center-based programs, family child care programs, and school-based programs. Larger versions of the graphics can be found in Appendix A.

This Tip Sheet describes how programs progress on that continuum in the area of systems of staff support.

High-quality early childhood programs recognize that their staff members are their greatest resource. Their leaders foster a program culture where staff are valued and appreciated and where they are encouraged to continually improve their performance to benefit the children and families they serve.

Wise program administrators know that the time and effort they spend to nurture their staff’s development—as well as their own professional development—has an enormous payoff:

- Staff become committed to their work and more likely to retain their positions.
- Over time, staff become self-directed learners who initiate their own professional development plans.
- Program practices reflect the latest research and best practices for improving outcomes for children.
- Program leaders enhance their knowledge and competencies to administer high-quality programs.
- Overall program quality is improved.
Information throughout Rhode Island’s quality continuum points to ways that programs can support their staff and develop a formal system of support. Elements of that system include the following:

- Job descriptions and staff qualifications
- Recruitment and hiring practices
- Ongoing orientation
- Individualized supervision that incorporates reflection, classroom observations, and feedback
- Performance reviews
- Individual Professional Development Plans (IPDPs)
- Program-wide Professional Development Plans

Rhode Island’s Workforce Knowledge and Competency Frameworks (WKCs) define what early care and education professionals should know, understand, and be able to do. Programs use the information in these documents to frame their system of support. Early childhood administrators will want to review elements of their system of staff support—such as their program’s job descriptions, orientation practices, performance reviews, and IPDPs—to ensure that they reflect the knowledge and competencies outlined in the WKCs.

The graphic on the next page illustrates how seven key program elements work together to create a coherent system of staff support.

### Systems of Staff Support and Family Child Care Providers

While family child care providers typically have small numbers of staff, if any at all, high-quality family child care providers demonstrate their commitment to continuous learning by establishing systems to support their own professional development and that of any staff they hire.

Family child care providers seeking a 2-star rating or above in BrightStars must have on file an Individual Professional Development Plan (IPDP) aligned with *Rhode Island’s Workforce Knowledge and Competencies for Family Child Care Educators*.

Family child care providers who work alone can review their IPDP with a colleague or mentor in the family child care community. This helps assure they are accessing all available resources to support their professional growth and reflects their commitment to continuous learning and improvement.
System of Staff Support

- Job Descriptions/Staff Qualifications
- Recruitment and Hiring Practices
- Program-wide PD Plans
- IPDPs
- Ongoing Orientation
- Performance Reviews
- Individualized Supervision
Hiring and Retaining Staff

The following three elements work together to enhance the hiring and retention of staff. In the graphic below, we have highlighted these three elements:

**Job Descriptions/Staff Qualifications:** Job descriptions include all the duties that staff are required to perform in each position. Programs have distinct job descriptions for each position, and programs keep the descriptions current. The descriptions also state staff qualifications for each position and establish the expectations of high-quality initiatives.

**Recruitment and Hiring Practices:** Programs create and adopt human resource policies and procedures with the goal of attracting highly qualified candidates to fill position openings. These practices include recruitment strategies that cast a wide net and interview practices that are designed to find individuals who meet the needs of the program.

**Ongoing Orientation:** Providing orientation, or “onboarding” staff who are new to their position, should not be a one-time event. High-quality programs design an orientation process that provides staff with scaffolded and ongoing learning and that includes such strategies as shadowing and mentorship. CECE Program Standards for Approval require programs to provide new staff and volunteers with an orientation.
Supporting Staff Excellence

The following elements ensure that program staff—at every level of their professional development—are supported to be the best they can be and that programs are responsive to the evolving nature of the early childhood profession. In the graphic on the next page, we have highlighted these elements:

**Individualized Supervision:** Every staff member within an organization deserves supervision. Leaders ensure that the ratio between supervisor and supervisees is reasonable and that supervisors have sufficient time to engage in regular, ongoing, and individualized supervision with their staff. Supervisors have the skills and competencies they need to engage in reflective supervision, which builds on employee strengths, is aligned with the WKCs, and supports staff in achieving the goals outlined in their individual professional development plan.

**Performance Reviews:** Organizations adopt a process for conducting performance reviews that is consistently administered with every employee. Information shared during the review should come as no surprise to the employee; the information represents a culmination of the professional development strengths and goals discussed during individualized supervision. The items in the performance review align with the WKCs. CECE-approved programs maintain an ongoing staff evaluation process articulated in an annual, program-wide professional development plan.

**Individual Professional Development Plans:** The Individual Professional Development Plan (IPDP) is referenced in DCYF regulations, the BrightStars frameworks, and CECE Program Standards for Approval and is an important element of an effective system of staff support. The IPDP is an outgrowth of the annual performance review and describes the following:

- Concrete professional development goals
- The process used to determine those goals
- The specific domains and subheadings of the WKCs related to each goal
- Concrete action steps for achieving each goal
- Checkpoints to assess and document the progress made towards achieving each goal

Programs have an IPDP on file for each staff person, including all administrators, which demonstrates the program’s commitment to supporting the professional growth of all staff. IPDPs are reviewed regularly by staff members and their supervisors and are adapted as staff members achieve their goals and become ready to pursue new heights in their own professional development. IPDPs are aligned with the WKCs appropriate for the staff member’s role and position.
A state-approved common IPDP form that programs can use to develop staff IPDPs can be downloaded from the Center for Early Learning Professionals website:

center-elp.org/resourcesforms/ipdp/

**Program-wide Professional Development Plans:** Program-wide Professional Development Plans anticipate, articulate, and provide for the professional development needs of the program as a whole. These plans are informed by the program’s annual self-assessment and draw upon data gathered from IPDPs created by teachers, teacher assistants, and education coordinators. Programs implement Program-wide Professional Development Plans by employing a variety of strategies that reflect effective, research-based approaches to professional development. These plans serve as a road map for planning and implementing program-level trainings and are reviewed and revised regularly to meet the evolving needs of staff.
**Rhode Island’s Quality Continuum as It Relates to Systems of Staff Support**

This table describes the increasing level of expectations in the area of systems of staff support as programs advance on the quality continuum. Evidence of increasing program quality begins with foundational DCYF licensing regulations/BEP requirements, moves progressively up through the BrightStars rating system, and culminates with the highest standards for systems of staff support articulated in the RIDE\(^1\) CECE Program Standards for Approval.

<table>
<thead>
<tr>
<th>Regulations or Standards</th>
<th>Level</th>
<th>Progression of Systems of Staff Support Expectations as Programs Advance through the Quality Continuum</th>
<th>Quality Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEP Regulations</td>
<td></td>
<td>RIDE BEP Regulations, June 2009; Chapter G-15-2.2</td>
<td>In development</td>
</tr>
</tbody>
</table>
| DCYF Regulations       | Program| Staff Qualifications and Ongoing Professional Development Requirements  
Section Three, Regulations IV. A–I  
Administration  
Section Three, Regulations VI. F.3, G, H.2 | DCYF confirms required documentation through license application/renewal and Monitoring Visits.  
DCYF communicates with programs during Monitoring Visits. |
| DCYF Regulations       | Family Child Care | Qualifications of Providers and Assistants  
Section Three, Regulations II. A–B | DCYF confirms required documentation prior to orientation and through license application/renewal and Monitoring Visits. |
| DCYF Regulations       | Group Family Child Care | Number of Children in Care and Their Supervision  
Section Three, Regulation I. G  
Qualifications of Providers and Assistants  
Section Three, Regulations II. A–B | DCYF confirms through observation during unannounced Monitoring Visits.  
DCYF confirms required documentation prior to orientation and through license application/renewal and Monitoring Visits. |

\(^1\) Rhode Island Department of Education
### Tip Sheet: Systems of Staff Support

<table>
<thead>
<tr>
<th>Regulations or Standards</th>
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</tr>
</thead>
</table>
| BrightStars Standards   | Program | Standard 4: Teacher Qualifications  
- 1-star rating: Programs must comply with DCYF licensing or BEP regulations.  
- 2- through 5-star rating: All teachers must have a written IPDP aligned with Rhode Island’s WKCs.  
- 3-star rating: At least 75% of teachers must have a CDA and 9 college credits in ECE²/related field or 12 college credits in ECE/related field.  
- 4-star rating:  
  - At least 75% of teachers must have 12 college credits in ECE/related field. Of these teachers, at least 25% have an Associate’s Degree/higher (60 college credits are accepted).  
  - 50% of preschool teachers must have a RIELDS³ Certificate relevant for this position.  
- 5-star rating:  
  - At least 75% of teachers must have an Associate’s Degree/higher (60 college credits are accepted) and 24 college credits in ECE/related field. Of these teachers, at least 50% of preschool teachers have a Bachelor’s Degree/higher and 24 college credits in ECE/related field.  
  - 75% of preschool teachers must have a RIELDS Certificate relevant for this position. | BrightStars requires an IPDP that is clearly aligned to the Workforce Knowledge and Competencies for Early Childhood Teachers and Early Intervention/Early Childhood Special Educators to be on file for 100 percent of the lead group teachers randomly selected. |

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² Early Childhood Education  
³ Rhode Island Early Learning and Development Standards
<table>
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<tr>
<th>Regulations or Standards</th>
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<th>Progression of Systems of Staff Support Expectations as Programs Advance through the Quality Continuum</th>
<th>Quality Indicators</th>
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</thead>
</table>
| BrightStars Standards    | Family Child Care    | **Standard 3: Educator Qualifications**                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | BrightStars requires an IPDP that is clearly aligned to the *Workforce Knowledge and Competencies for Family Child Care Educators* to be on file for the family child care provider.
                                                                                                          | 1-star rating: Programs must comply with DCYF licensing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
                                                                                                          | 2- through 5-star rating: The family child care provider must have a written IPDP aligned with Rhode Island’s WKCs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
                                                                                                          | 3-star rating: The family child care provider must have a CDA[^4] and 9 college credits in ECE/related field or 12 college credits in ECE/related field.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
                                                                                                          | 4-star rating: The family child care provider must have 12 college credits in ECE/related field and a RIELDs Certificate relevant for this position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
                                                                                                          | 5-star rating: The family child care provider must have an Associate’s Degree/higher (60 college credits are accepted) and 24 college credits in ECE/related field and a RIELDs Certificate relevant for this position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

[^4] Child Development Associate Credential
<table>
<thead>
<tr>
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<th>Quality Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIDE CECE Standards</td>
<td>Program</td>
<td>Standards 4.1, 5.15, 5.16, 5.18</td>
<td>Education Coordinator must hold current RIDE ECE/ECSE(^5) certification OR a bachelor’s or master’s degree in an ECE-related field, including 24 ECE credits, and have a minimum two years of teaching experience. Education Coordinator must have 3 college credits OR 40 PD hours in mentoring, supervision and leadership, and RIELDS certificates relevant to position OR an IPDP to meet these requirements within two years. Program must have a RIDE-approved Program Professional Development Plan scored using a standards-based rubric. RIDE conducts administrator and education coordinator standards-based interviews and scores responses using a checklist. RIDE reviews administrator and education coordinator IPDPs to ensure alignment with Rhode Island’s WKCs.</td>
</tr>
</tbody>
</table>

\(^5\) Early Childhood Education/Early Childhood Special Education
### Tip Sheet: Systems of Staff Support

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</tr>
</thead>
<tbody>
<tr>
<td>RIDE CECE Standards</td>
<td>Classroom</td>
<td>Standard 4.2, 4.3, 5.17</td>
<td>Teacher must hold current RIDE ECE/ECSE certification OR a bachelor’s or master’s degree in an ECE-related field, including 24 ECE credits, and an IPDP to complete requirements to become certified ECE teacher within one year and documented progress toward requirements. Teachers must have RIELDS certificates relevant to position OR an IPDP to meet this requirement within one year. Teacher Assistants(TAs) meet TA qualifications established in RI law (RIGL 12-11.2) for TAs employed by school districts OR are 18, have a diploma/GED, and have completed a TA program approved by RIDE OR have 12 ECE credits OR a CDA credential plus 6 ECE credits. TAs also have RIELD certificate relevant to the position. RIDE conducts a standards-based teacher interview and scores interview responses using a checklist. RIDE reviews teacher and TA IPDPs to ensure alignment with Rhode Island’s WKCs.</td>
</tr>
</tbody>
</table>
Resources to Extend Your Learning

- Center for Early Learning Professionals InfoLine: [www.center-elp.org](http://www.center-elp.org)

- The Rhode Island Early Learning and Development Standards (RIELDS) professional development courses: *Developing a Standards-Based Curriculum, Implementing a Standards-Based Classroom, Implementing a Standards-Based Program*: [www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/Workforce.aspx#23021-rields-professional-development](http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/Workforce.aspx#23021-rields-professional-development)

- Rhode Island Workforce Knowledge and Competency Frameworks for Early Care and Education Professionals: [http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/Workforce.aspx](http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/Workforce.aspx)


APPENDIX A

Center-based Program Quality Continuum

Family Child Care Program Quality Continuum

School-based Program Quality Continuum
APPENDIX B

RIDE Basic Education Plan (BEP) Regulations, June 2009

CHAPTER 15: Administration, Management, and Accountability of the Local Education Agency

G-15-2.2. Human Capital

(a) Improving achievement requires recruitment of talented educators driven by strategic human capital management. Human capital management involves the practices of recruiting, developing, rewarding and retaining talented and demonstrably successful staff. The human capital management system enables the LEA to address the following functions: Recruit, Support and Retain Highly Effective Staff; Use Information for Planning and Accountability, and Ensure Equity and Adequacy of Fiscal and Human Resources. In order to effectively meet these functions, each LEA shall maintain control of its ability to recruit, hire, manage, evaluate, and assign its personnel.

(b) Each LEA shall develop, implement, and monitor a human capital management system that is connected to its educational improvement strategy, and supports the people with the knowledge and skills necessary to execute that strategy. Human capital management systems shall adhere to standards and state regulations that relate to professional knowledge, skills, and competencies expected of all staff. Human capital management systems shall contain the following components:

1. Policies and Procedures to Recruit, Support, and Retain Highly Effective Staff

   The LEA shall establish a set of policies and an array of strategies to recruit, hire, and retain highly effective district and school personnel; said policies and strategies shall align to district needs, focus on screening methods for determining candidate knowledge and skills to match the needs of the LEA, promote early identification of openings, use research-based protocols and incentives to address LEA related factors affecting retention and its impact on mobility trends, and address staffing low performing schools with highly effective and experienced staff.

   The LEA shall establish effective procedures for ensuring the completeness and security of personnel records and files for all of its employees. The LEA shall provide for proper storage, retention, and access. Each LEA shall have a policy for the examination of personnel records by individual employees. All personnel records shall adhere to state and federal laws regarding open records, public access, security, and confidentiality, as applicable.
2. Ongoing Supports to Staff

Staffing schools and districts with qualified and effective personnel requires a systems approach that allows support for all staff throughout their professional careers. The LEA shall provide differentiated support to all staff. These supports shall include induction programs to support the developing proficiencies for new staff and staff serving in new assignments, mentoring and coaching to enhance professional learning and to foster peer relationships, job embedded professional development for continuous improvement, a compensation system reasonably related to achieving the purposes of these regulations, and a targeted support system for staff in need of improving their performance.

Each LEA shall develop and implement policies and protocols that promote the health of school employees to support their overall well-being and their performance as educators and role models, including, as necessary, wellness programs, employee assistance programs, referral systems, and/or other services or supports as may be needed to help school staff maintain healthy lifestyles.

3. Cohesive System of Professional Development

Effective professional development is planned systematically, driven by multiple sources of data and designed with input from staff. It is job embedded and considers an individual’s growth needs as well as district and school improvement goals. A cohesive system of professional development is designed to affect student achievement and overall student success as well as to enable professional growth. It shall be informed by analysis of district needs and aligned with state expectations for student proficiency and professional standards. The LEA shall require all staff to participate in professional development that is structured and coordinated to ensure that all support staff meet their individual as well district goals. The LEA shall monitor and evaluate the effectiveness of professional development and make necessary changes to support individual growth and the effectiveness of resources.

4. Evaluation of Personnel Performance

Appraising personnel performance and quality is an extremely important factor affecting student learning. The LEA shall establish a set of clearly detailed and widely disseminated policies and procedures for the supervision and evaluation of all staff. These policies and procedures shall include personnel policy statements, job descriptions that outline job functions and responsibilities, and assignment and discipline of all LEA staff.

(c) In order to ensure that all staff show consistent positive impact on student learning, the LEA shall have a formal evaluation process that is completed on a regular basis and is compliant with applicable legal requirements. The evaluation system promotes the growth and effectiveness of staff, provides feedback for continuous improvement, and includes processes for disciplinary action and exiting of ineffective staff. The
evaluation system shall be developed, implemented and managed by persons with the necessary qualifications, skills, and training. The evaluation system shall be described in sufficient detail so that it is clear who is responsible and what is expected.
APPENDIX C

DCYF Child Care Program Regulations for Licensure, November 2013

SECTION THREE – LICENSING STANDARDS

IV. STAFF QUALIFICATIONS AND ONGOING PROFESSIONAL DEVELOPMENT REQUIREMENTS

A. Administrator
   1. Each program has a program administrator who is responsible for the overall operation of the program in compliance with these regulations.
   2. The child care program administrator, executive director or education coordinator who meets the following qualifications may assume this role:
      a. Option one: Full-time education coordinator.
         i. Administrator in a program where there is a full-time education coordinator has experience in administration and/or business management.
         ii. Has a minimum of three years of experience working in a licensed/approved early childhood program.
      b. Option two: Part-time education coordinator
         i. Administrator in a program where there is a part-time education coordinator has experience in administration and/or business management;
         ii. Has successfully completed at least eighteen credits in early childhood education and/or child development at the post-secondary level; and
         iii. Has a minimum of three years of experience working in a licensed/approved early childhood program.

B. Education Coordinator
   1. Each program has an education coordinator. The education coordinator is responsible for:
      a. the implementation of the early learning and development program, including classroom curriculum;
      b. the organization of children’s groups; and
      c. staff performance.
   2. This role may be assumed by the program administrator or teacher who meets the following qualifications:
      a. Option one: has a current RI Department of Education teacher certification for grades pre-kindergarten to second grade.
b. Option two: has a bachelor's or master's degree in a related field such as child development, elementary education or special education and twenty-four credits in early childhood education from an accredited or approved institution of higher education.

c. Option three: has a current RI Department of Education teacher certification for early childhood special education, which includes early childhood certification.

3. The education coordinator has a minimum of three months supervised teaching experience in a licensed/approved early childhood program (student teaching may fulfill this requirement).

C. Teacher
   1. Each group of children has a teacher who works under the supervision and guidance of the education coordinator to care for the children and implement the classroom curriculum.
   2. The teacher meets the following qualifications:
      a. Option one: Has a high school diploma with a vocational concentration in child care that includes two years of supervised experience in an licensed/approved early childhood program;
      b. Option two: Has a high school diploma or a General Education Development (GED) certificate; and
         i. three years of supervised experience in a licensed/approved early childhood program or certified family day care home; and
         ii. a history of regular participation in an ongoing early childhood staff development program.

D. Each group of children has a teacher’s assistant who is responsible for supporting the teacher in the care and early learning of children, is at least eighteen years old; has a high school diploma or a GED certificate and participates in an ongoing early childhood staff development program.

E. Administrative Assistant
   1. The administrative assistant supports the program administrator in the overall operations in compliance with these regulations.
   2. Has experience in administration or has professional experience in a field appropriate for those who work with young children.

F. Auxiliary Staff Qualifications
   1. The qualifications of staff employed to carry out clerical, housekeeping, kitchen or maintenance functions is consistent with the skills needed to perform the respective job.
   2. Kitchen staff participate in eight hours of training each year related to their position.
G. When the program employs or uses the services of consultants or other professional staff such as physicians, psychiatrists, social caseworkers, psychologists or nurses, these persons meet the professional standards required by the Rhode Island Department of Health.

H. Orientation
1. The orientation includes a review of the regulations for licensure and the state law governing child abuse and neglect, as well as program policies, procedures and operations.
2. All new staff and volunteers are oriented during their first week in the program.
3. A description of the information covered in the orientation is kept on file for review by the Department representative during monitoring visits.

I. Professional Development
1. All child caring staff, including the administrator and education coordinator, complete a minimum of twenty hours per year of training aligned with the workforce knowledge and competencies relevant to their role.
2. The education coordinator, in conjunction with the administrator, is responsible for developing and overseeing an individualized training plan for each staff person.
3. Training is in areas relevant to the care of young children and is directed towards transferable skills rather than program specific knowledge.
4. Training may consist of workshops/seminars conducted by recognized professionals in the field, professional conferences, courses at an approved or accredited institution of higher education or comparable professional activities.

VI. ADMINISTRATION

F. Program Policies and Procedures
3. Policies and procedures include information on:
   a. child, family and staff orientation programs;
   b. medical emergency and sick child procedures;
   c. classroom management;
   d. calendar, program closing and hours of operation;
   e. schedule of daily activities;
   f. curriculum, goals and philosophy;
   g. program evaluation;
   h. requirements for children’s files;
   i. evaluation of children;
   j. supervision of children; and
k. procedure for reporting cases of child abuse and neglect.

G. Personnel Policies and Procedures
1. A written statement of personnel policies and procedures is developed and is available to all staff.
2. This statement is used in the orientation of new staff members and contains the following:
   a. job descriptions and qualifications for employment;
   b. time and procedure for staff evaluation;
   c. employment benefits;
   d. channels for complaints and suggestions;
   e. work day, work week and scheduling of staff;
   f. salary and wage scales;
   g. procedures for disciplinary action and termination; and
   h. staff training.

H. An appropriate system of record-keeping is established; hard copy and/or electronic files are maintained and space is provided within the program for the files to be maintained.
2. An individual file is maintained for each staff. This file contains:
   a. personal data sheet or application containing the staff’s name, age, home address, phone, education and work experience;
   b. job description;
   c. fingerprinting documentation, results of criminal record check and clearance of agency activity;
   d. notarized employment history and criminal record affidavits;
   e. documentation of employment history verification;
   f. health documents;
   g. attendance record;
   h. staff performance evaluations;
   i. documentation of qualifications;
   j. staff training plan and documentation of participation in staff training; and
   k. statement at time of leaving employment.
SECTION THREE – LICENSING STANDARDS

II. QUALIFICATIONS OF PROVIDER AND ASSISTANTS

A. Requirements for Providers
   1. Provider shall be at least twenty-one (21) years of age and shall show evidence of having successfully completed the following:
      a. High school or GED (Individuals holding a Family Child Care Home License issued prior to the effective date of these regulations shall not be subject to this requirement.)
      b. Current certification in CPR and First Aid
      c. Approved Family Child Care Training Program
      d. DCYF orientation to Family Child Care
   2. Provider shall complete a minimum of one (1) hour per month or twenty-four (24) hours of training (excluding CPR and First Aid) every two (2) years.
      a. The provider shall be responsible for maintaining documentation of completed training hours.
      b. Training shall be in areas relevant to the care of young children. Training should cover a variety of subject areas, such as health, safety and nutrition (e.g., healthy eating, childhood obesity, breastfeeding), communication with parent/guardian, child development, infant care and development, developmentally appropriate activities, child abuse and neglect and ethics and cultural competency.
      c. Training may consist of workshops, seminars, presentations, speaking programs, conferences, telecourses, college courses, CDA training, related readings or television/video programs, correspondence courses, mentoring experiences, association meetings with training components or collaborative experiences with other agencies.

B. Requirements for Assistants
   1. Assistant shall be at least eighteen (18) years of age and shall show evidence of having current certification in CPR and First Aid.
   2. Provider shall orient a new assistant within the first week of work in the family child care home. The orientation shall include a review of:
      a. Family Child Care Home Regulations
      b. State law governing child abuse and neglect
      c. Policy and procedures and other information specific to the operation of the child care home
3. Assistant shall complete a minimum of sixteen (16) hours of training (excluding CPR and First Aid) every two (2) years.
   a. Provider shall be responsible for maintaining documentation of assistant’s completed training hours.
   b. See Section A. above for acceptable subject areas and types of training.
SECTION THREE – LICENSING STANDARDS

I. NUMBER OF CHILDREN IN CARE AND THEIR SUPERVISION

G. Provider shall be responsible for the supervision of assistants and shall ensure that assistants are directly involved with the care of the children. Written work schedules shall be maintained for provider and assistants.

II. QUALIFICATIONS OF PROVIDER AND ASSISTANTS

A. Requirements for Providers
   1. Provider shall be at least twenty-one (21) years of age and shall show evidence of meeting one of the following criteria:
      a. Hold a degree at the Associate’s level or beyond from an approved/accredited post-secondary institution in Child Development, Early Childhood Education or a field directly related to the care of young children.
      b. Hold a Child Development Associate Certificate (CDA) in Family Child Care.
      c. Hold a certificate (one year) in Child Development from an approved/accredited post-secondary institution and have, at least, two (2) years of satisfactory experience operating a licensed home child care program.
      d. Hold a high school diploma or its equivalent, show evidence of having successfully completed a minimum of three (3) courses related to the care of young children at an approved/accredited post-secondary institution and have a minimum of five (5) years of satisfactory experience operating a licensed home child care program.
      e. National Association for Family Child Care (NAFCC) or equivalent accreditation approved by DCYF.
   2. Provider shall show evidence of having successfully completed the following:
      a. Current certification in CPR and First Aid
      b. Approved Family Child Care Training Program
      c. DCYF orientation to Family Child Care
   3. Provider shall complete a minimum of fifteen (15) hours of training every year.
      a. The provider shall be responsible for maintaining documentation of his/her completed training hours.
      b. Training shall be in areas relevant to the care of young children. Training should cover a variety of subject areas, such as health, safety and nutrition (e.g., healthy eating,
childhood obesity, breastfeeding), communication with parent/guardian, child
development, infant care and development, developmentally appropriate activities, child
abuse and neglect and ethics and cultural competency.
c. Training may consist of workshops, seminars, presentations, speaking programs,
conferences, telecourses, college courses, CDA training, related readings or
television/video programs, correspondence courses, mentoring experiences, association
meetings with training components or collaborative experiences with other agencies.

B. Requirements for Assistants
1. Assistant shall show evidence of having current certification in CPR and First Aid and shall be:
   a. At least 21 years of age; or
   b. At least eighteen (18) years of age and show evidence of:
      i. Successful completion of a secondary (high school) child care/child development
         curriculum approved by the Department of Education; or
      ii. College courses, totaling six (6) credits, in human growth and development or early
         childhood education.
2. Provider shall orient a new assistant within the first week of work in the group family child care
   home. The orientation shall include a review of:
   a. Group Family Child Care Home Regulations
   b. State law governing child abuse and neglect
   c. Policy and procedures and other information specific to the operation of the group child
      care home
3. Assistant shall complete a minimum of eight (8) hours of training every year.
   a. The provider shall be responsible for maintaining documentation of the assistant’s
      completed training hours.
   b. See Section A. above for acceptable subject areas and types of training.
### Domain 3: Staff Qualifications & Ongoing Professional Development

#### Standard 4: Teacher Qualifications

Each group of children shall have a teacher who works under the supervision and guidance of the Education Coordinator to care for the children and implement the classroom curriculum. The teacher has the **formal education and professional preparation** to work with children in their assigned age group.

<table>
<thead>
<tr>
<th>Level One</th>
<th>Level Two</th>
<th>Level Three</th>
<th>Level Four</th>
<th>Level Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensing Compliance</td>
<td><strong>Professional Development Plan</strong></td>
<td><strong>Professional Development Plan</strong></td>
<td><strong>Professional Development Plan</strong></td>
<td><strong>Professional Development Plan</strong></td>
</tr>
<tr>
<td>Community-based programs</td>
<td>All teachers have a written individual professional development plan aligned with RI's Workforce Knowledge and Competencies</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>OR BEP Compliance</td>
<td><strong>Formal Education</strong></td>
<td><strong>Formal Education</strong></td>
<td><strong>Formal Education</strong></td>
<td><strong>Formal Education</strong></td>
</tr>
<tr>
<td>Public Schools</td>
<td>At least 75% of teachers have:</td>
<td>At least 75% of teachers have:</td>
<td>At least 75% of teachers have:</td>
<td>At least 75% of teachers have:</td>
</tr>
<tr>
<td></td>
<td>• A CDA and 9 college credits in ECE/related field</td>
<td>• 12 college credits in ECE/related field</td>
<td>• Associate’s Degree/higher (60 college credits is accepted) and 34 college credits in ECE/related field</td>
<td>• Associate’s Degree/higher (60 college credits is accepted) and 34 college credits in ECE/related field</td>
</tr>
<tr>
<td></td>
<td>OR 12 college credits in ECE/related field</td>
<td>OR 12 college credits in ECE/related field</td>
<td>OR 12 college credits in ECE/related field</td>
<td>OR 12 college credits in ECE/related field</td>
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<tr>
<td></td>
<td><strong>RI Early Learning and Development Standards (RIELDS) Training</strong></td>
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<tr>
<td></td>
<td>50% of preschool teachers have a RIELDS Certificate relevant to this position</td>
<td>50% of preschool teachers have a RIELDS Certificate relevant to this position</td>
<td>75% of preschool teachers have a RIELDS Certificate relevant to this position</td>
<td>75% of preschool teachers have a RIELDS Certificate relevant to this position</td>
</tr>
</tbody>
</table>

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1 Education Coordinator is a term specific to community-based programs. In the public schools, individuals with different titles may support the early childhood program.
Tip Sheet: Systems of Staff Support

BrightStars – Family Child Care Quality Framework, November 2013

### Domain 3: Staff Qualifications & Ongoing Professional Development

#### Standard 3: Educator Qualifications

The educator has the **formal education and professional preparation** to work with children in his/her care.

<table>
<thead>
<tr>
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<tbody>
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<td>Licensing Compliance</td>
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<td>Professional Development Plan</td>
<td>Professional Development Plan</td>
<td>Professional Development Plan</td>
</tr>
<tr>
<td></td>
<td>The educator has a written individual professional development plan aligned with RI’s Workforce Knowledge and Competencies</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Formal Education A CDA and 9 college credits in ECE/related field</td>
<td>+</td>
<td>Formal Education 12 college credits in ECE/related field</td>
<td>Formal Education Associate’s Degree/higher (60 college credits is accepted) and 24 college credits in ECE/related field</td>
</tr>
<tr>
<td></td>
<td>OR 12 college credits in ECE/related field</td>
<td>+</td>
<td>RI Early Learning and Development Standards (RIELDS) Training RIELDS Certificate relevant to this position (if serving preschoolers)</td>
<td>RI Early Learning and Development Standards (RIELDS) Training</td>
</tr>
</tbody>
</table>

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Exceed Tip Sheet: Systems of Staff Support
APPENDIX E

RIDE Comprehensive Early Childhood Education Programs Standards for Approval of Preschool and Kindergarten Programs, 2013

Standard Four: Staff Qualifications and Ongoing Professional Development

The following standards apply to all programs seeking approval.

4.1 Each program shall have a person assigned to the role of the Education Coordinator. This role may be assumed by the following, but not necessarily be limited to, the administrator, principal, education manager, consultant or teacher; or may be a stand-alone position. The Early Childhood Education Coordinator shall meet the following criteria to serve as the program’s pedagogical leader:

Qualifications

Option One
Hold a current Rhode Island Department of Elementary and Secondary Education Early Childhood Education Certificate (PreK – Grade 2).

Option Two
Hold a current Rhode Island Department of Elementary and Secondary Education Teacher Early Childhood Special Education Certificate (Birth – Grade 2), which includes Early Childhood Education Certification.

Option Three
Hold a Bachelor’s or Master’s degree in a related field such as Child Development, Elementary Education, or Special Education with 24 credits in Early Childhood Early Education from an accredited or approved institution of higher education. Public school staff must also hold a current Rhode Island Department of Elementary and Secondary Education Certificate.

Experience

1. A minimum of 2 years of early childhood education classroom teaching experience.
2. A 3-credit college course or a minimum of 40 documented hours of professional development over the course of 2 years in mentoring, supervision and leadership OR an individual professional development plan not to exceed 2 years from the date of employment for achieving this requirement.
3. A Rhode Island Early Learning and Development Standard certificate relevant to this position OR an individual professional development plan not to exceed 2 years from the date of employment for achieving this requirement.
Ongoing Professional Development
The program shall assure that each Early Childhood Education Coordinator shall have an individual professional development plan to complete at least 20 hours of professional development related to the Workforce Knowledge and Competencies appropriate to his/her position. This plan shall be developed and updated annually as part of each staff person’s annual performance evaluation.

4.2 Each program shall employ at least one professionally prepared early childhood Teacher in each classroom qualified consistent with the requirements listed below. If the teacher is employed by a school district in any type of classroom, then the teacher shall meet the qualification under Option Two. If the teacher is employed by a community agency or program in a kindergarten classroom, the teacher shall meet the requirements in Option One. All three options apply to teachers in community programs other than school districts.

Qualifications

Option One
Hold a current Rhode Island Department of Elementary and Secondary Education Early Childhood Education Certificate (PreK – Grade 2).

Option Two
Hold a current Rhode Island Department of Elementary and Secondary Education Teacher Early Childhood Special Education Certificate (Birth - Grade 2), which includes Early Childhood Education Certification.

Option Three
1. Bachelor’s or Master’s in Early Childhood Education, Early Childhood Special Education, Human Development, or Child Development from an accredited or approved Institution of Higher Education AND
2. An individualized plan for completing requirements to be a certified Early Childhood Education Teacher (PreK – Grade 2) within 1 year of employment AND
3. Documentation of progress toward plan completion that is submitted annually to the Rhode Island Department of Elementary and Secondary Education as part of the early childhood education program’s annual approval renewal.

Experience
1. A Rhode Island Early Learning and Development Standard certificate relevant to this position OR an individual professional development plan not to exceed 1 year from the date of employment for achieving this requirement.
2. A minimum of 3 months of successful supervised teaching in a licensed/approved education program for the appropriate age level (student teaching may fulfill). “Supervised teaching” is
defined as a teaching experience in accordance with an individualized professional development plan that is overseen by someone qualified as an Early Childhood Education Coordinator as defined in 5.1 of these standards and that includes active regularly scheduled supervision and review and documentation of the individual’s work as it relates to that individualized professional development plan.

**Ongoing Professional Development**

The program shall assure that each teacher shall have an individual professional development plan to complete at least 20 hours of professional development related to the Workforce Knowledge and Competencies appropriate to his/her position. This plan shall be developed and updated annually as part of each staff person’s annual performance evaluation.

4.3 **Teacher assistants** shall meet the requirements in one of the columns on the chart below. If the teacher assistant is employed by a school district in any type of classroom, the teacher assistant shall meet the qualification under Option One. Options One and Two apply to community programs other than school districts.

**Qualifications**

**Option One**

Meet teacher assistant qualifications as established in Rhode Island law (RIGL 16-11.2) for teacher assistants employed by school districts.

**Option Two**

1. Be at least 18 years of age.
2. Have documentation of a high school diploma OR general equivalency.
3. Have documentation of one of the following options at the time of employment OR have an individual professional development plan not to exceed 2 years from the date of employment for achieving:
   a. Successful completion of a Teacher Assistant Training Program approved by the Rhode Island Department of Elementary and Secondary Education OR
   b. A minimum of 12 credit hours of college coursework relevant to the early childhood education program setting OR
   c. A Child Development Associate (CDA) Credential PLUS nine credit hours of college coursework relevant to the early childhood education program setting.

Documentation of progress toward any one of these plans shall be submitted annually to the RI Department of Elementary and Secondary Education as part of the early childhood education program’s annual approval renewal, when applicable.
Experience
A Rhode Island Early Learning and Development Standard certificate relevant to this position OR have an individual professional development plan for achieving this requirement within 2 years of employment.

Ongoing Professional Development
The program shall assure that each teacher assistant shall have an individual professional development plan to complete at least 20 hours of professional development related to the Workforce Knowledge and Competencies appropriate to his/her position. This plan shall be developed and updated annually as part of each staff person’s annual performance evaluation.

Standard Five: Administration

Staff Evaluation and Professional Development
Each program shall have a system of staff evaluation and professional development in place that provides individualized supervision and support to every person employed by the program, as defined herein, aligned to the Workforce Knowledge and Competencies relevant to her or his position.

5.15 Each program shall have a staff and volunteer orientation which includes a review of the program’s staff and family handbook(s) and/or policies and procedures. A signed and dated description of the information covered in the orientation shall be kept on file in the center for review by the Department representative during monitoring visits.

5.16 Each program shall have an ongoing staff evaluation process that:

- includes individual self-assessments;
- includes supervisor feedback based on formal observation;
- includes an evaluation of family engagement;
- is linked to the individual’s job description;
- is performance-based;
- includes a formal supervisor/staff conference, conducted at least annually;
- leads to an annual individual professional development plan; and
- provides results that inform the program’s annual professional development plan.
5.17 The program shall have individual professional development plans in place, aligned with the Workforce Knowledge and Competencies and the staff evaluation process, which supports staff in developing competencies associated with:

- curriculum design and implementation and are associated with achieving child outcomes; implementing differentiated teaching and learning practices to enhance each child’s learning and development; child assessment; and
- enhancing families’ involvement in the program and in their child’s learning and development.

5.18 A program-wide professional development plan shall be developed annually, and shall:

- be informed by the program evaluation;
- be informed by individual staff professional development plans; and
- include a variety of ongoing professional development strategies that reflect effective research-based professional development practices.