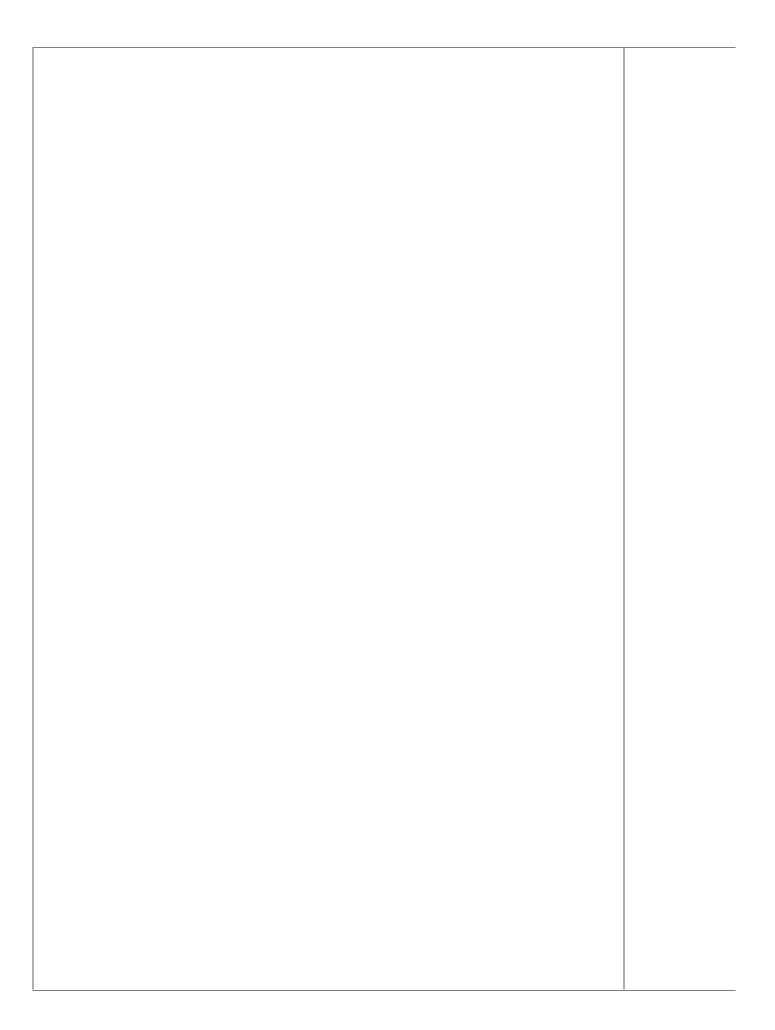## 1. General Questions

The Massachusetts Department of Early Education and Care (EEC) is revising the Quality Rating and Improvement System (MA QRIS). These proposed revisions are based on the results of the MA QRIS Validation Study, key research in the field, and your feedback, which is essential in creating a QRIS that supports educators as they work toward continuous quality improvement on behalf of children and families.

Please take some time to review the proposed MA QRIS standards (provided below) and offer your feedback and comments. This survey is expected to take approximately 15 minutes.

If you have any questions about the survey or would like to provide additional comments, please email Joanne Roberts of the Wellesley College Centers for Women at jroberts@wellesley.edu. All emails will go directly to Wellesley College and will remain confidential.

General Questions about the Structure of the Proposed MA QRIS Standards

* 1. The proposed MA QRIS standards attempt to capture how programs meet quality standards, rather than focusing on individual educator requirements. This is part of a larger program-focused approach to quality improvement in early education and care and afterschool/out-of-school time programs. How much do you agree with this approach?

How much do you agree with this approach?

◯ Strongly Agree   ◯ Somewhat Disagree

◯ Somewhat Agree   ◯ Strongly Disagree

◯ Neutral

Please feel free to comment.

[ ]

* 2. In the current MA QRIS standards, Level 1 programs are required to have a license in good standing or, for public preschool programs, to meet basic EEC licensing requirements. In order to strengthen the base of the MA QRIS, the proposed standards require that programs at Level 1:

- Have a license in good standing (except public preschool programs overseen by the Department of Elementary and Secondary Education);
- Complete a series of federally-required online health and safety trainings;
- Submit a Level 1 Continuous Quality Improvement Plan (CQIP).

How much do you agree with the plan to strengthen the requirements for QRIS Level 1?

◯ Strongly Agree   ◯ Somewhat Disagree

◯ Somewhat Agree   ◯ Strongly Disagree

◯ Neutral

Please feel free to comment.

[ ]

Standards by Program Type

Before we ask you about the proposed MA QRIS standards themselves, we'd like to give you a brief overview of how they work.

The proposed MA QRIS is simplified. It reduces the total number of standards from five to four.

* 3. How much do you agree that these four standards capture the most important elements of program quality?

◯ Strongly Agree   ◯ Somewhat Disagree

◯ Somewhat Agree   ◯ Strongly Disagree

◯ Neutral

Please feel free to comment.

Standards and Criteria

Standards are the overall categories that make up the MA QRIS. The MA QRIS Revisions webpage includes more information about the evidence behind these standards here: http://www.mass.gov/edu/birth-grade-12/early-education-and-care/qris/draft-revisions-qris-standards.html.

Criteria define each standard. The criteria are the methods by which a program achieves each standard.

Indicators break down the criteria for each MA QRIS Level. The indicators identify what programs must do to demonstrate quality at increasingly higher levels.

A Note about MA QRIS Levels 4 and 5

The proposed MA QRIS utilizes a "hybrid" structure.

This means that, if this structure is implemented, programs will need to meet all of the indicators at Levels 1, 2, and 3.

Programs will then earn points to advance to Levels 4 and 5. In this structure, the criteria for Levels 4 and 5 are grouped together, and programs will be assigned either Level 4 or Level 5 based on the points earned. Programs will have the flexibility to meet the criteria of their choice.

The point structure and requirements are currently under development by EEC and will be completed, once the standards and criteria are finalized.

4. How this Survey Works

This survey will ask you for:

- Your feedback about the standards
- Your feedback about criteria within each standard, and how much you agree that each criterion support the standards in which they are included
- Whether the indicators of quality are appropriate and achievable for advancing within the MA QRIS.

The survey will not ask about the process EEC will take for verifying Levels. Verification procedures, measurement methods, and guidance will be developed after the standards, criteria, and indicators are finalized. This is expected to occur in 2018.

While the proposed MA QRIS standards are the same for all program types (community center-based, public preschool, family child care, and afterschool/out-of-school time), there are some differences in the criteria and indicators for unique program types.

When you pick a program type, you will be directed to a series of questions that are specific to that type of program. If you work in more than one program type, you can complete the survey multiple times by exiting the survey and clicking on the survey link again.

Please only take the survey for the program types in which you work directly or directly support.

1. **Community Center-Based or Head Start,** not part of a public school.
2. **Public Preschool,** preschools that are overseen by a public school district
3. **Family Child Care,** early education and care in the home regardless of the age of the children (includes school aged children).
4. **After School/Out-of-School Time,** education and care may be provided by a community agency or public school (does not include afterschool care in a family child care home).

* 4. Please choose the program type with which you would like to complete the survey.

If you work with more than one program type, you may retake the survey by exiting when complete and clicking on the survey link again.

◯ **Community Center-Based or Head Start**, not part of a public school

◯ **Public Preschool**, preschools that are overseen by a public school districts

◯ **Family Child Care**, early education and care in the home regardless of the age of the children (includes school aged children)

◯ **After School/Out-of-School Time**, education and care may be provided by a community agency or public school (does not include afterschool care in a family child care home)

Community Center-Based and Head Start

This section is designed to be completed by educators, administrators, and professional support providers for <u>community center-based programs and Head Start only</u>. Surveys for other types of early education and care are provided below in other sections.

Please review the following requirements for Community Center-Based providers related to MA QRIS Standard 1: CURRICULUM, ASSESSMENT, AND INSTRUCTIONAL PRACTICE.

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan.

Criterion 1A. Curriculum: Program uses a developmentally appropriate curriculum that supports children in all learning domains.

Level 2: Program uses an intentional, documented curriculum that reflects developmentally appropriate practices.

Level 3: Program uses an intentional, documented curriculum that reflects understanding and use of EEC standards and guidelines.

Level 4/5: Program effectively and consistently implements: differentiated curriculum; or emergent curriculum; or specialized curriculum; or evidence-based general curriculum.

Criterion 1B. Assessment: Program uses observation and documentation practices to assess children in the program.

1B.i: Program uses screening tools to assess all children in all developmental domains.

Level 2ii: For all children, program conducts annual developmental screenings using a valid, reliable screening tool.

Level 2ii: Program shares screening data with families for potential follow-up or referral.

Level 3: For all children, program documents children's development across developmental domains using a valid, reliable screening tool and shares data with families.

Level 4/5: Program shares data regarding children's development to ensure smooth transitions between program and Early Intervention and/or public school.

1B.ii: Program uses formative assessment with all children in all early learning domains.

Level 2: For all children, program conducts formative assessments.

Level 3: For all children, program integrates formative assessments into daily activities.

Level 4/5: Program documents children's development across early learning domains; Program uses formative assessment that is responsive to the diverse cultural, linguistic and developmental needs of children.

Criterion 1C. Instructional Practice: Program uses strategies to engage and meet goals for diverse learners.

Level 2: Program identifies patterns in assessment data to inform curriculum.

Level 3: Program demonstrates use of assessment data to differentiate instruction.

Level 4/5: Program develops continuous individual learning goals for all children that are informed by formative assessment process; Program shares data regarding children's development to ensure smooth transitions between program and Early Intervention and/or public school.

* 5. How much do you agree that the criteria and indicators adequately measure the QRIS*Curriculum, Assessment, and Instructional Practice* standard*?*

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment:

6. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 7. How much do you agree that the indicators represent growth in quality from QRIS Level 1 to Level 4/5?

○ Strongly Agree

○ Somewhat Agree

○ Neutral

○ Somewhat Disagree

○ Strongly Disagree

Please feel free to comment.

8. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 9. How easy or difficult do you believe it will be to implement this standard?

○ Very Easy

○ Somewhat Easy

○ Neutral

○ Somewhat Difficult

○ Very Difficult

Please feel free to comment.

10. Feel free to add additional comments here.

8. STANDARD 2: LEARNING ENVIRONMENT AND INTERACTIONS

Please review the following requirements for Community Center-Based providers related to MA QRIS STANDARD 2: LEARNING ENVIRONMENT AND INTERACTIONS.

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan.

Criterion 2A. Learning Environment: Program demonstrates a safe and healthy environment that fosters learning, exploration, and play.

Level 2: Environment Rating Scales (ERS) technical assistance consultation
Level 3: ERS reliable rater visit and Classroom Assessment Scoring System (CLASS) technical assistance consultation
Level 4/5: ERS and CLASS reliable rater visit

Criterion 2B. Interactions: Program implements strategies that promote high-quality interactions.

Level 2: ERS technical assistance consultation
Level 3: ERS reliable rater visit and CLASS technical assistance consultation
Level 4/5: ERS and CLASS reliable rater visit

* 11. How much do you agree that the criteria and indicators adequately measure the *Learning Environments and Interactions Standard?*

( ) Strongly Agree   ( ) Somewhat Disagree

( ) Somewhat Agree   ( ) Strongly Disagree

( ) Neutral

Please feel free to comment.

12. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 13. How much do you agree that the indicators represent growth in quality from Level 1 through Level 4/5?

( ) Strongly Agree   ( ) Somewhat Disagree

( ) Somewhat Agree   ( ) Strongly Disagree

( ) Neutral

Please feel free to comment.

14. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 15. How easy or difficult do you believe it will be to implement this standard?

◯ Very Easy   ◯ Somewhat Difficult

◯ Somewhat Easy   ◯ Very Difficult

◯ Neutral

Please feel free to comment.

16. Feel free to add additional comments here.

9. *STANDARD 3: FAMILY AND COMMUNITY ENGAGEMENT*

Please review the following requirements for Community Center-Based providers related to MA QRIS STANDARD 3: FAMILY AND COMMUNITY ENGAGEMENT.

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan.

Criterion 3A. Family Engagement: Program communicates and partners with families.
Level 2a: Program implements a survey to determine how program can better support families.
Level 2b: Program Administration Scale (PAS) score of 3 on Family Communications Item.
Level 3a: Program implements evidence-based family engagement assessment.
Level 3b: PAS score of 4 on Family Communications Item.
Level 4/5: PAS score of 5 on Family Communications Item; Program demonstrates individualized family support plans; Program implements family visiting model; Program encourages families to engage in enrichment activities that connect curriculum to home; Program invites family participation in program decision making.

Criterion 3B. Community Engagement: Program collaborates with community organizations to support children and families.
Level 2: Program provides information about community-based resources for children and families related to data collected in family survey.
Level 3: Program provides individualized referrals for community-based resources to families and provides informal follow-up with families.
Level 4/5: Program participates in community-based comprehensive service councils; Program establishes strategic partnerships with community organizations, community members, and businesses to increase access to community resources for families.

* 17. How much do you agree that the criteria and indicators adequately measure the *Family and Community Engagement* Standard?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

18. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 19. How much do you agree that the indicators represent growth in quality from Level 1 through Level 4/5?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

20. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 21. How easy or difficult do you believe it will be to implement this standard?

○ Very Easy   ○ Somewhat Difficult

○ Somewhat Easy   ○ Very Difficult

○ Neutral

Please feel free to comment.

22. Please feel free to add additional comments here.

Please review the following requirements for Community Center-Based providers related to MA QRIS STANDARD 4: *PROFESSIONAL CULTURE, PROFESSIONAL DEVELOPMENT, AND REFLECTIVE PRACTICE.*

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan.

Criterion 4A. Professional Culture: Program policies encourage a professional work environment and program sustainability.

Level 1: Meets licensing requirements, plus foundational coursework and Continuous Quality Improvement Plan submitted within 12 months

Level 2: PAS score of 3 on the following items: Staff Orientation, Staff Development, Staffing Patterns and Scheduling, **and** Budget Planning

Level 3: PAS score of 4 on the following items: Staff Orientation, Staff Development, Staffing Patterns and Scheduling **and** Budget Planning

Level 4/5: PAS of 5 on the following items: Staff Orientation, Staff Development, Staffing Patterns and Scheduling, Budget Planning, Compensation, Benefits, Accounting Practices **and** External Communications

Criterion 4B. Professional Development: Program uses observation, quality supports, and professional development to increase knowledge and competency.

Level 2a: Program administrator provides educator observation and guidance to promote practice and foster Career Lattice advancement.

Level 2b: Program uses quality supports and professional development opportunities in response to ERS technical assistance consultation and internal observations.

Level 3a: Program administrator provides regular feedback to educators based on observation of practice and educators' Career Lattice goals, which include experience, competencies, knowledge, and qualifications.

Level 3b: Program uses quality supports and professional development opportunities in response to ERS reliable rater visit, CLASS technical assistance consultation, and internal observations.

Level 4a: Program administrator develops program-wide professional development plan to assist staff in advancing in Career Lattice.

Level 4b: Program uses quality supports and professional development opportunities in response to feedback from ERS/CLASS reliable rater visit and internal observations.

Level 5: Program gives quality support and professional development to programs at Levels 1-4 to promote their advancement in QRIS.

Criterion 4C. Reflective Practice: Program engages in process of continuous quality improvement.

Level 2: Program staff collaborate to develop Level 2 Continuous Quality Improvement Plan.

Level 3: Program staff collaborate to develop Level 3 Continuous Quality Improvement Plan.

Level 4/5: Program staff collaborate to develop Level 4/5 Continuous Quality Improvement Plans

* 23. How much do you agree that the criteria and indicators adequately measure the *Professional Culture, Professional Development, and Reflective Practice* standard?

( ) Strongly Agree   ( ) Somewhat Disagree

( ) Somewhat Agree   ( ) Strongly Disagree

( ) Neutral

Please feel free to comment.

[   ]

24. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 25. How much do you agree that the indicators represent growth in quality from Level 1 through Level 4/5?

○ Strongly Agree

○ Somewhat Agree

○ Neutral

○ Somewhat Disagree

○ Strongly Disagree

Please feel free to comment.

26. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 27. How easy or difficult do you believe it will be to implement this standard?

○ Very Easy

○ Somewhat Easy

○ Neutral

○ Somewhat Difficult

○ Very Difficult

Please feel free to comment.

28. Please feel free to add additional comments here.

11. Questions about the Community Center-Based Standards

* 29. How much do you agree that the proposed standards adequately meet the unique program structure of Community Center-Based programs?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

[   ]

* 30. How much do you agree that the proposed standards provide enough flexibility to accommodate diverse programs and programming differences?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

[   ]

* 31. How much do you agree that your Community Center-Based program (or the programs that you work with) can meet the proposed standards at Levels 3, 4, and 5, at least in the long-term?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

[   ]

32. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

[   ]

Please feel free to comment.

[   ]

* 33. What do you think will be the most challenging about implementing the revised standards?

[   ]

[   ]

* 34. Please rank the standards in order in terms of what you believe will be easiest to most difficult to meet.

Please use the following ranking:

- Easiest to meet: 1
- Next easiest to meet: 2
- Next easiest to meet: 3
- Most difficult to meet: 4

	Curriculum, Assessment, and Instructional Practice

	Learning Environment and Interactions

	Family and Community Engagement

	Professional Culture, Professional Development, and Reflective Practice

35. What types of supports do you believe that MA EEC needs to provide to help Community Center-Based programs improve their quality?

1

2

3

4

5

36. We want to hear from you! Please feel free to provide any additional comments related to the MA QRIS and the revision of its standards below.

Thank you for taking the survey to inform this important work!

Public Preschool

This section is designed to be completed by educators, administrators, and professional support providers for Public Preschool programs (ECE that is part of a public school). Surveys for other types of early education and care are provided below in other sections.

13. *STANDARD 1: CURRICULUM, ASSESSMENT, AND INSTRUCTIONAL PRACTICE*

Please review the following requirements for Public Preschool providers related to MA QRIS Standard 1: CURRICULUM, ASSESSMENT, AND INSTRUCTIONAL PRACTICE.

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan

Criterion 1A. Curriculum: Program uses a developmentally appropriate curriculum that supports children in all learning domains.

Level 2a: Program implements developmentally appropriate curriculum that addresses multiple domains of children's development
Level 2b: Program plans and integrates intentional play throughout all curriculum areas
Level 3a: Program implements research-based curriculum that addresses the multiple domains of children's development and aligns with the MA Curriculum Frameworks and Guidelines for Preschool Learning Experiences
Level 3b: Program plans daily opportunities for children to develop a variety of play skills, including sensory-motor, dramatic, constructive, complex, and investigative play
Level 4/5: Curriculum is responsive to all children; Curriculum incorporates background knowledge gained at home, in the community, and within the culture

Criterion 1B. Assessment: Program uses observation and documentation practices to assess children in the program.

1B.i: Program uses screening tools to assess all children in all developmental domains.
Level 2a: For all children, program conducts annual developmental screenings using a valid, reliable screening tool.
Level 2b: Program shares screening data with families for potential follow-up or referral.
Level 3: For all children, program documents children's development across developmental domains using a valid, reliable screening tool and shares data with families.
Level 4/5: Program shares data regarding children's development to ensure smooth transitions between program and Early Intervention and/public school/Kindergarten.

1B.ii: Program uses formative assessment with all children in all early learning domains.
Level 2: For all children, program conducts formative assessments.
Level 3: Educator teams integrate formative assessments into daily activities.
Level 4/5: Program documents children's development across early learning domains; Program uses formative assessment that is responsive to the diverse cultural, linguistic and developmental needs of children.

Criterion 1C. Instructional Practice: Program uses strategies to engage and meet goals for diverse learners.

Level 2: Program identifies patterns in assessment data for the purpose of providing diverse learning experiences.
Level 3: Program demonstrates use of assessment data to inform curriculum and differentiate instruction.
Level 4/5: Program develops continuous individual learning goals for all children that are informed by formative assessment process

* 37. How much do you agree that the criteria and indicators adequately measure the *Curriculum, Assessment, and Instructional Practice* Standard?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

[ ]

38. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

[ ]

[ ]

* 39. How much do you agree that the indicators represent growth in quality from Level 1 through Level 4/5?

( ) Strongly Agree   ( ) Somewhat Disagree

( ) Somewhat Agree   ( ) Strongly Disagree

( ) Neutral

Please feel free to comment.

[ ]

40. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

[ ]

[ ]

* 41. How easy or difficult do you believe it will be to implement this standard?

( ) Very Easy   ( ) Somewhat Difficult

( ) Somewhat Easy   ( ) Very Difficult

( ) Neutral

Please feel free to comment.

[ ]

42. Feel free to add additional comments here.

[ ]

14. *STANDARD 2: LEARNING ENVIRONMENT AND INTERACTIONS*

Please review the following requirements for Public Preschool providers related to MA QRIS STANDARD 2: LEARNING ENVIRONMENT AND INTERACTIONS.

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan

Criterion 2A. Learning Environment: Program demonstrates a safe and healthy environment that fosters learning, exploration, and play.

Level 2: Early Childhood Environment Rating Scale (ECERS) technical assistance consultation
Level 3: ECERS reliable rater visit and Classroom Assessment Scoring System (CLASS) technical assistance consultation
Level 4/5: ECERS and CLASS reliable rater visit

Criterion 2B. Interactions: Program implements strategies that promote high-quality interactions.

Level 2: ERS technical assistance consultation
Level 3: ERS reliable rater visit and CLASS technical assistance consultation
Level 4/5: ERS and CLASS reliable rater visit

* 43. How much do you agree that the criteria and indicators adequately measure the *Learning Environment and Interactions* Standard?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

44. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 45. How much do you agree that the indicators represent growth in quality from Level 1 through Level 4/5?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

46. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 47. How easy or difficult do you believe it will be to implement this standard?

◯ Very Easy   ◯ Somewhat Difficult

◯ Somewhat Easy   ◯ Very Difficult

◯ Neutral

Please feel free to comment.

48. Feel free to add additional comments here.

15. *STANDARD 3: FAMILY AND COMMUNITY ENGAGEMENT*

Please review the following requirements for Public Preschool providers related to MA QRIS STANDARD 3: FAMILY AND COMMUNITY ENGAGEMENT.

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan.

Criterion 3A. Family Engagement: Program communicates and partners with families.

Level 2a: Program Administration Scale (PAS) score of 3 on Family Communications Item

Level 2b: Program implements survey to determine how program can better support families

Level 3a: PAS score of 4 on Family Communications Item

Level 3b: Program implements evidence-based family engagement assessment

Level 4/5: PAS score of 5 on Family Communications Item; Program demonstrates individualized family support plans; Program provides parent/teacher conferences; Program encourages families to engage in enrichment activities that connect curriculum to home; Program invites family participation in program decision-making

Criterion 3B. Community Engagement: Program collaborates with community organizations to support children and families.

Level 2: Program develops partnerships with agencies and organizations in the community to provide information/referrals to children and families

Level 3: Program provides individualized referrals for community-based resources to families and provides informal follow-up with families

Level 4/5: Program participates in community-based comprehensive service councils; Program establishes strategic partnerships with community organizations, community members, and businesses to increase access to community resources for families; Program coordinates transition activities for incoming preschool children and their families

* 49. How much do you agree that the criteria and indicators adequately measure the*Family and Community Engagement* Standard*?*

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

50. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 51. How much do you agree that the indicators represent growth in quality from Level 1 through Level 4/5?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

[ ]

52. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

[ ]

[ ]

* 53. How easy or difficult do you believe it will be to implement this standard?

○ Very Easy   ○ Somewhat Difficult

○ Somewhat Easy   ○ Very Difficult

○ Neutral

Please feel free to comment.

[ ]

54. Feel free to add additional comments here.

[ ]

16. *STANDARD 4: PROFESSIONAL CULTURE, PROFESSIONAL DEVELOPMENT, AND REFLECTIVE PRACTICE*

Please review the following requirements for Public Preschool providers related to MA QRIS STANDARD 4: PROFESSIONAL CULTURE, PROFESSIONAL DEVELOPMENT, AND REFLECTIVE PRACTICE.

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan.

Criterion 4A. Professional Culture: Program policies encourage a professional work environment and program sustainability.
Level 2a: Program administrator makes occasional, unannounced visits to the classroom and provides feedback and support to improve educator practice.
Level 2b. Program administrator supports educators to develop meaningful and measurable professional goals.
Level 3a: Program administrator makes regular, unannounced visits to the classroom and provides targeted feedback and support to improve educator practice.
Level 3b: Program administrator works with educators to attain meaningful and measurable professional goals.
Level 4/5: Program administrator makes multiple unannounced visits to preschool classrooms every week and provides targeted, constructive feedback and support to improve educator practice.

Criterion 4B. Professional Development: Program uses quality supports and professional development to increase knowledge and competency.
Level 2: Program uses quality supports and professional development opportunities in response to ERS technical assistance consultation and internal observations.
Level 3: Program uses quality supports and professional development opportunities in response to ERS reliable rater visit, CLASS technical assistance consultation, and internal observations.
Level 4: Program uses quality supports and professional development opportunities in response to feedback from ERS/CLASS reliable rater visit and internal observations.
Level 5: Program gives quality support and professional development to programs at Levels 1-4 to promote their advancement in QRIS.

Criterion 4C. Reflective Practice: Program engages in process of continuous quality improvement.
Level 2: Program staff collaborate to develop Level 2 Continuous Quality Improvement Plan
Level 3: Program staff collaborate to develop Level 3 Continuous Quality Improvement Plan
Level 4/5: Program staff collaborate to develop Level 4/5 Continuous Quality Improvement Plans

* 55. How much do you agree that the criteria and indicators adequately measure the *Professional Culture, Professional Development, and Reflective Practice* Standard?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

56. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 57. How much do you agree that the indicators adequately represent growth in quality from Level 1 through Level 4/5?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

[ ]

58. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

[ ]

[ ]

* 59. How easy or difficult do you believe it will be to implement this standard?

○ Very Easy   ○ Somewhat Difficult

○ Somewhat Easy   ○ Very Difficult

○ Neutral

Please feel free to comment.

[ ]

60. Feel free to add additional comments here.

[ ]

17. Questions about the Public Preschool Standards

* 61. How much do you agree that the proposed standards provide enough flexibility to accommodate diverse programs and programming differences?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

_____

* 62. How much do you agree that the proposed standards adequately accommodate the unique program structure of public preschool?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

_____

* 63. How much do you agree that the proposed standards appropriately integrate the Department of Elementary and Secondary Education (DESE) quality indicators?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

_____

* 64. How much do you agree that your Public Preschool program (or the programs that you work with) can meet the proposed standards at Levels 3, 4, and 5, at least in the long-term?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

_____

65. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

Please feel free to comment.

* 66. What do you think will be the most challenging about implementing the revised standards?

* 67. Please rank the proposed standards in order of easiest to most difficult to meet.

Please use the following ranking:

Easiest to meet: 1
Next easiest to meet: 2
Next easiest to meet: 3
Most difficult to meet: 4

Curriculum, Assessment, and Instructional Practice

Learning Environment and Interactions

Family and Community Engagement

Professional Culture, Professional Development, and Reflective Practice

68. What types of supports do you believe that MA EEC needs to provide to help Public Preschool programs improve their quality?

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69. We want to hear from you! Please feel free to provide any additional comments related to the MA QRIS and the revision of its standards below.

Thank you for taking the survey to inform this important work!

Family Child Care

This section is designed to be completed by educators, administrators, and professional support providers for Family Child Care Programs (care within the home, including school aged children) only. Surveys for other types of early education and care are provided below in other sections.

Please review the following requirements for Family Child Care providers related to MA QRIS Standard 1: CURRICULUM, ASSESSMENT, AND INSTRUCTIONAL PRACTICE.

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan.

Criterion 1A. Curriculum: Program uses a developmentally appropriate curriculum that supports children in all learning domains.

Level 2: Program uses an intentional, documented curriculum that reflects developmentally appropriate practices across the mixed-age group

Level 3: Program uses an intentional, documented curriculum that reflects understanding and use of EEC standards and guidelines across the mixed-age group

Level 4/5: Program effectively and consistently implements: differentiated curriculum; or emergent curriculum; or specialized curriculum; or evidence-based general curriculum.

Criterion 1B. Assessment: Program uses observation and documentation practices to assess children in the program.

1B.i: Program uses screening tools to assess all children in all developmental domains.

Level 2a: For all children, program conducts annual developmental screenings using a valid, reliable screening tool

Level 2b: Program shares screening data with families for potential follow-up or referral

Level 3: For all children, program documents children's development across developmental domains using a valid, reliable screening tool and shares data with families

Level 4/5: Program shares data regarding children's development to ensure smooth transitions between program and Early Intervention and/or public school

1B.ii: Program uses formative assessment with all children in all early learning domains.

Level 2: For all children, program conducts formative assessments

Level 3: For all children, program integrates formative assessments into daily activities

Level 4/5: Program documents children's development across early learning domains; Program uses formative assessment that is responsive to the developmental needs of children

Criterion 1C. Instructional Practice: Program uses strategies to engage and meet goals for diverse learners.

Level 2: Program identifies patterns in assessment data for the purpose of providing diverse learning experiences across the mixed-age group

Level 3: Program demonstrates use of assessment data to inform curriculum and differentiate instruction across the mixed-age group.

Level 4/5:Program develops continuous individual learning goals for all children that are informed by the formative assessment process.

* 70. How much do you agree that the criteria and indicators adequately measure the*Curriculum, Assessment, and Instructional Practice* Standard?

○ Strongly Agree

○ Somewhat Agree

○ Neutral

○ Somewhat Disagree

○ Strongly Disagree

Please feel free to comment.

[ ]

71. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

[ ]

[   ]

* 72. How much do you agree that the indicators adequately represent growth in quality from Level 1 through Level 4/5?

( ) Strongly Agree   ( ) Somewhat Disagree

( ) Somewhat Agree   ( ) Strongly Disagree

( ) Neutral

Please feel free to comment.

[   ]

73. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

[ ]

[   ]

* 74. How easy or difficult do you believe it will be to implement this standard?

( ) Very Easy   ( ) Somewhat Difficult

( ) Somewhat Easy   ( ) Very Difficult

( ) Neutral

Please feel free to comment.

[   ]

75. Please feel free to add additional comments here.

[   ]

20. *STANDARD 2: LEARNING ENVIRONMENT AND INTERACTIONS*

Please review the following requirements for Family Child Care providers related to MA QRIS STANDARD 2: LEARNING ENVIRONMENT AND INTERACTIONS.

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan.

Criterion 2A. Learning Environment: Program demonstrates a safe and healthy environment that fosters learning, exploration, and play.

Level 2: Family Child Care Environment Rating Scale-Revised (FCCERS-R) technical assistance consultation
Level 3: FCCERS-R reliable rater visit
Level 4/5: FCCERS-R reliable rater visit

Criterion 2B. Interactions: Program implements strategies that promote high-quality interactions.

Level 2: FCCERS-R technical assistance consultation
Level 3: FCCERS-R reliable rater visit
Level 4/5: FCCERS-R reliable rater visit

* 76. How much do you agree that the criteria and indicators adequately measure the *Learning Environment and Interactions* Standard?

- ( ) Strongly Agree
- ( ) Somewhat Agree
- ( ) Neutral
- ( ) Somewhat Disagree
- ( ) Strongly Disagree

Please feel free to comment.

[ ]

77. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

[ ]

[ ]

* 78. How much do you agree that the indicators adequately represent growth in quality from Level 1 through Level 4/5?

- ( ) Strongly Agree
- ( ) Somewhat Agree
- ( ) Neutral
- ( ) Somewhat Disagree
- ( ) Strongly Disagree

Please feel free to comment.

[ ]

79. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 80. How easy or difficult do you believe it will be to implement this standard?

○ Very Easy   ○ Somewhat Difficult

○ Somewhat Easy   ○ Very Difficult

○ Neutral

Please feel free to comment.

81. Please feel free to add additional comments here.

21. *STANDARD 3: FAMILY AND COMMUNITY ENGAGEMENT*

Please review the following requirements for Family Child Care providers related to MA QRIS STANDARD 3: FAMILY AND COMMUNITY ENGAGEMENT.

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan.

Criterion 3A. Family Engagement: Program communicates and partners with families.
Level 2a: Program implements survey to determine how program can better support families
Level 2b: Business Administration Scale (BAS) score of 3 on Provider-Parent Communications Item
Level 3a: Program implements evidence-based family engagement assessment
Level 3b: BAS score of 4 on Provider-Parent Communications Item
Level 4/5: BAS score of 5 on Provider-Parent Communications Item; Program demonstrates individualized family support plans; Program implements family visiting model; Program encourages families to engage in enrichment activities that connect curriculum to home; Program offers flexible programming to meet the needs of families

Criterion 3B. Community Engagement: Program collaborates with community organizations to support children and families.
Level 2: Program provides information about community-based resources for children and families related to data collected in family survey
Level 3: Program provides individualized referrals for community-based resources to families and provides informal follow-up with families
Level 4/5: Program establishes ongoing communication with other FCC providers to exchange information and resources in support of children and families

* 82. How much do you agree that the criteria and indicators adequately measure the *Family and Community Engagement* Standard?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

83. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 84. How much do you agree that the indicators above adequately reflect growth in quality from Level 1 through Level 4/5?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

[ ]

85. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

[ ]

[ ]

* 86. How easy or difficult do you believe it will be to implement this standard?

○ Very Easy   ○ Somewhat Difficult

○ Somewhat Easy   ○ Very Difficult

○ Neutral

Please feel free to comment.

[ ]

87. Please feel free to add additional comments here.

[ ]

Please review the following requirements for Family Child Care providers related to MA QRIS STANDARD 4: PROFESSIONAL CULTURE, PROFESSIONAL DEVELOPMENT, AND REFLECTIVE PRACTICE.

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan.

Criterion 4A. Professional Culture: Program policies encourage a professional work environment and program sustainability.

Level 2: BAS score of 3 on the following items: Income and Benefits
Fiscal Management, Marketing and Public Relations
Level 3: BAS score of 4 on the following items: Income and Benefits
Fiscal Management, Marketing and Public Relations
Level 4/5: BAS score of 5 on the following items: Income and Benefits
Fiscal Management, Marketing and Public Relations

Criterion 4B. Professional Development: Program uses quality supports and professional development to increase knowledge and competency.

Level 2a: Program uses Individual Professional Development Plan to promote Career Lattice advancement
Level 2b: Program uses quality supports and professional development opportunities in response to ERS technical assistance consultation and internal observations
Level 3a: Program uses Individual Professional Development Plan to set goals for Career Lattice advancement
Level 3b: Program uses quality supports and professional development opportunities in response to ERS reliable rater visit and internal observations
Level 4a: Program uses Individual Professional Development Plan to achieve Career Lattice advancement
Level 4b: Program uses quality supports and professional development opportunities in response to feedback from ERS reliable rater visit and internal observations
Level 5: Program gives quality support and professional development to programs at Levels 1-4 to promote their advancement in QRIS

Criterion 4C. Reflective Practice: Program engages in process of continuous quality improvement.

Level 2: Program staff collaborate to develop Level 2 Continuous Quality Improvement Plan
Level 3: Program staff collaborate to develop Level 3 Continuous Quality Improvement Plan
Level 4/5: Program staff collaborate to develop Level 4/5 Continuous Quality Improvement Plans

* 88. How much do you agree that the criteria and indicators adequately measure the *Professional Culture, Professional Development, and Reflective Practices* Standard?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

89. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 90. How much do you agree that the indicators above adequately reflect growth in quality from Level 1 through Level 4/5?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

91. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 92. How easy or difficult do you believe it will be to implement this standard?

○ Very Easy   ○ Somewhat Difficult

○ Somewhat Easy   ○ Very Difficult

○ Neutral

Please feel free to comment.

93. Please feel free to add additional comments here.

23. Questions about the Family Child Care Standards

* 94. How much do you agree that the proposed standards accommodate the unique program structure of family child care, including the education and care of children of different ages?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

[ ]

* 95. How much do you agree that the proposed standards provide enough flexibility to accommodate diverse programs and programming differences?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

[ ]

* 96. How much do you agree that your Family Child Care program (or the programs that you work with) can meet the proposed standards at Levels 3, 4, and 5, at least in the long-term?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Somewhat Disagree

○ Neutral

Please feel free to comment.

[ ]

97. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

[ ]

Please feel free to comment.

[ ]

* 98. What do you think will be the most challenging about implementing the revised standards?

[ ]

[ ]

* 99. Please rank the proposed standards in order of the easiest to the most difficult to meet.

Please use the following ranking:

Easiest to meet: 1
Next easiest to meet: 2
Next easiest to meet: 3
Most difficult to meet: 4

	Curriculum, Assessment, and Instructional Practice

	Learning Environment and Interactions

	Family and Community Engagement

	Professional Culture, Professional Development, and Reflective Practice

100. What types of supports do you believe that MA EEC needs to provide to help Family Child Care programs improve their quality?

1

2

3

4

5

101. We want to hear from you! Please feel free to provide any additional comments related to the MA QRIS and the revision of its standards below.

Thank you for taking the survey to inform this important work!

Afterschool/Out-of-School Time

This section is designed to be completed by educators, administrators, and professional support providers for afterschool and out of school time providers that are center-based programs and/or part of public school programs (does not apply to FCC programs that care for school aged children).

Please only complete this part of the survey if you work in or support this program type; surveys for other types of early education and care are provided below in other sections.

25. *STANDARD 1: CURRICULUM, ASSESSMENT, AND INSTRUCTIONAL PRACTICE*

Please review the proposed requirements for Afterschool/Out-of-School Time providers related to MA QRIS Standard 1:CURRICULUM, ASSESSMENT AND INSTRUCTIONAL PRACTICE.

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan.

Criterion 1A. Curriculum: Program uses a developmentally appropriate curriculum that supports children in all learning domains.
Level 2: Program has planned activities every day that incorporate youth voice and choice
Level 3: Program develops an intentional curriculum plan
Level 4/5: Program develops an intentional curriculum plan that reflects understanding and use of age/grade-specific EEC and DESE standards and guidelines; Program demonstrates effective use of: differentiated curriculum; or emergent curriculum; or specialized curriculum; or evidence-based general curriculum; or project-based learning

Criterion 1B. Assessment: Program uses observation and documentation practices to document children's development and progress.
Level 2: Program uses observation practices to develop semi-annual progress notes for children
Level 3: Program has a plan to regularly observe and document children's progress according to program's specialized focus
Level 4/5: Program uses assessment tools to document children's progress according to program's mission and philosophy; Program shares assessment data with families; Program uses assessment that is responsive to the diverse cultural, linguistic, and developmental needs of children

Criterion 1C. Instructional Practice: Program uses strategies to engage and meet goals for diverse learners.
Level 2: Program uses observation practices to identify domains of children's growth
Level 3: Program uses observations practices to set challenging, achievable learning goals for children
Level 4/5: Program has continuous individual learning plans for children; Program differentiates instruction

* 102. How much do you agree that the criteria and indicators adequately measure the*Curriculum, Assessment, and Instructional Practice* Standard?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

>

103. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

>

>

* 104. How much do you agree that the indicators adequately represent growth in quality from Level 1 through Level 4/5?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

105. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 106. How easy or difficult do you believe it will be to implement this standard?

○ Very Easy   ○ Somewhat Difficult

○ Somewhat Easy   ○ Very Difficult

○ Neutral

Please feel free to comment.

107. Please feel free to add additional comments here.

26. STANDARD 2: LEARNING ENVIRONMENT AND INTERACTIONS

Please review the following requirements for Afterschool/Out-of-School Time providers related to MA QRIS STANDARD 2: LEARNING ENVIRONMENT AND INTERACTIONS.

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan.

Criterion 2A. Learning Environment: Program demonstrates a safe and healthy environment that fosters learning, exploration, and play.
Level 2: School Age Care Environment Rating Scale (SACERS) technical assistance consultation
Level 3: SACERS reliable rater visit and Assessment of Program Practices Tool (APT) technical assistance consultation
Level 4/5: SACERS reliable rater visit and APT observation

Criterion 2B. Interactions: Program implements strategies that promote high-quality interactions.
Level 2: SACERS technical assistance consultation
Level 3: SACERS reliable rater visit and APT technical assistance consultation
Level 4/5: SACERS reliable rater visit and APT observation

* 108. How much do you agree that the criteria and indicators adequately measure the *Learning Environment and Interactions* Standard?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

[ ]

109. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

[ ]

[ ]

* 110. How much do you agree that the indicators adequately represent growth in quality from Level 1 through Level 4/5?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

[ ]

111. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 112. How easy or difficult do you believe it will be to implement this standard?

○ Very Easy   ○ Somewhat Difficult

○ Somewhat Easy   ○ Very Difficult

○ Neutral

Please feel free to comment.

113. Please feel free to add additional comments here.

27. *STANDARD 3: FAMILY AND COMMUNITY ENGAGEMENT*

Please review the following requirements for Afterschool/Out-of-School Time providers related to MA QRIS STANDARD 3: FAMILY AND COMMUNITY ENGAGEMENT.

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan.

Criterion 3A. Family Engagement: Program communicates and partners with families.
Level 2: Program communicates monthly with families regarding program activities
Level 3: Program implements survey to determine how program can better support families
Level 4/5: Program implements evidence-based family engagement assessment; Program encourages families to engage in enrichment activities that connect program activities to home; Program invites family participation in program decision-making

Criterion 3B. Community Engagement: Program collaborates with community organizations to support children and families.
Level 2: Program provides information about community-based resources for children and families
Level 3: Program provides individualized referrals based on family survey for community-based resources to families and provides informal follow-up with families
Level 4/5: Program uses community-based resources to enrich programming; Program collaborates with public schools; Program establishes strategic partnerships with community organizations, community members, and businesses to increase access to community resources for families

* 114. How much do you agree that the criteria and indicators adequately measure the *Family and Community Engagement* Standard?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

115. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 116. How much do you agree that the indicators adequately represent growth in quality from Level 1 through Level 4/5?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

117. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 118. How easy or difficult do you believe it will be to implement this standard?

○ Very Easy   ○ Somewhat Difficult

○ Somewhat Easy   ○ Very Difficult

○ Neutral

Please feel free to comment.

119. Please feel free to add additional comments here.

28. *STANDARD 4: PROFESSIONAL CULTURE, PROFESSIONAL DEVELOPMENT, AND REFLECTIVE PRACTICE*

Please review the following requirements for Afterschool/Out-of-School Time providers related to MA QRIS STANDARD 4: PROFESSIONAL CULTURE, PROFESSIONAL DEVELOPMENT, AND REFLECTIVE PRACTICE.

For all standards, MA QRIS Level 1 requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan.

Criterion 4A. Professional Culture: Program policies encourage a professional work environment and program sustainability.

Level 2: Program implements formal staff orientation that includes staff handbook, defined process of accountability, and clear outline of organizational structures, resources, and supervision

Level 3: Program regularly conducts staff survey to gather feedback regarding job satisfaction, needed supports, monthly staff meeting, and orientation procedures

Level 4/5: Program staff and administrators ensure program sustainability through regular examination of organizational practices and protocols

Criterion 4B. Professional Development: Program uses quality supports and professional development to increase knowledge and competency.

Level 2a: Program administrator provides staff observation and guidance to promote practice and foster Career Lattice advancement

Level 2b: Program uses quality supports and professional development opportunities in response to ERS technical assistance consultation and internal observations

Level 3a: Program administrator provides regular feedback to staff based on observation of practice and staff Career Lattice goals

Level 3b: Program uses quality supports and professional development opportunities in response to ERS reliable rater visit, APT technical assistance consultation, and internal observations

Level 4a: Program administrator develops program-wide professional development plan to assist staff in advancing in the Career Lattice

Level 4b: Program uses quality supports and professional development opportunities in response to feedback from ERS/APT reliable rater visits and internal observations

Level 5: Program gives quality support and professional development to programs at Levels 1-4 to promote their advancement in the QRIS

Criterion 4C. Reflective Practice: Program engages in process of continuous quality improvement.

Level 2: Program staff collaborate to develop Level 2 Continuous Quality Improvement Plan

Level 3: Program staff collaborate to develop Level 3 Continuous Quality Improvement Plan

Level 4/5: Program staff collaborate to develop Level 4/5 Continuous Quality Improvement Plans

* 120. How much do you agree that the criteria and indicators adequately measure the *Professional Culture, Professional Development, and Reflective Practice* Standard?

◯ Strongly Agree　　　　　　　　　　　◯ Somewhat Disagree

◯ Somewhat Agree　　　　　　　　　　 ◯ Strongly Disagree

◯ Neutral

Please feel free to comment.

121. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 122. How much do you agree that the indicators adequately represent growth in quality from Level 1 through Level 4/5?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

123. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

* 124. How easy or difficult do you believe it will be to implement this standard?

○ Very Easy   ○ Somewhat Difficult

○ Somewhat Easy   ○ Very Difficult

○ Neutral

Please feel free to comment.

125. Please feel free to add additional comments here.

29. Questions about the Afterschool/Out-of-School Time Standards

* 126. How much do you agree that the proposed standards adequately accommodate the unique program structure of Afterschool/Out-of-School Time programs?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

[   ]

* 127. How much do you agree that the proposed standards provide enough flexibility to accommodate diverse programs and programming differences?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

[   ]

* 128. How much do you agree that your Afterschool/Out-of-School Time program (or the programs that you work with) can meet the proposed standards at Levels 3, 4, and 5, at least in the long-term?

○ Strongly Agree   ○ Somewhat Disagree

○ Somewhat Agree   ○ Strongly Disagree

○ Neutral

Please feel free to comment.

[   ]

129. If you answered "Somewhat Disagree" or "Strongly Disagree" to the previous question, please tell us why.

[   ]

Please feel free to comment.

[   ]

* 130. What do you think will be the most challenging about implementing the revised standards?

[   ]

[   ]

* 131. Please rank the proposed standards in order from the easiest to most difficult to meet.

Please use the following ranking:

Easiest to meet: 1
Next easiest to meet: 2
Next easiest to meet: 3
Most difficult to meet: 4

	Curriculum, Assessment, and Instructional Practice
	Learning Environment and Interactions
	Family and Community Engagement
	Professional Culture, Professional Development, and Reflective Practice

132. What types of supports do you believe that MA EEC needs to provide to help Afterschool/Out-of-School Time programs improve their quality?

1

2

3

4

5

133. We want to hear from you! Please feel free to provide any additional comments related to the MA QRIS and the revision of its standards below.

Thank you for taking the survey to inform this important work!

30. Thank you!