

**Please note:** This resource was created in 2024 based on current portfolio guidelines. Resources will be updated if guidance changes with portfolio requirements. Refer to the Quality Rated website for updated information.

## QUALITY RATED: STANDARD 4

CCR&R Southeast GA



Hello. Welcome to Quality Rated Portfolio Standard 4. This step-by-step guide is being presented to assist you with completing Standard 4 of the Quality Rated Portfolio independently.

## STANDARD 4 RESOURCES

QUALITY RATED CHILD CARE

RETURNING USERS

Welcome to Quality Rated, Georgia's Quality Rating and Improvement System

2023 COHORTS  
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GENERAL FAQ  
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PEER SUPPORT NETWORK  
PROGRAM MANUAL  
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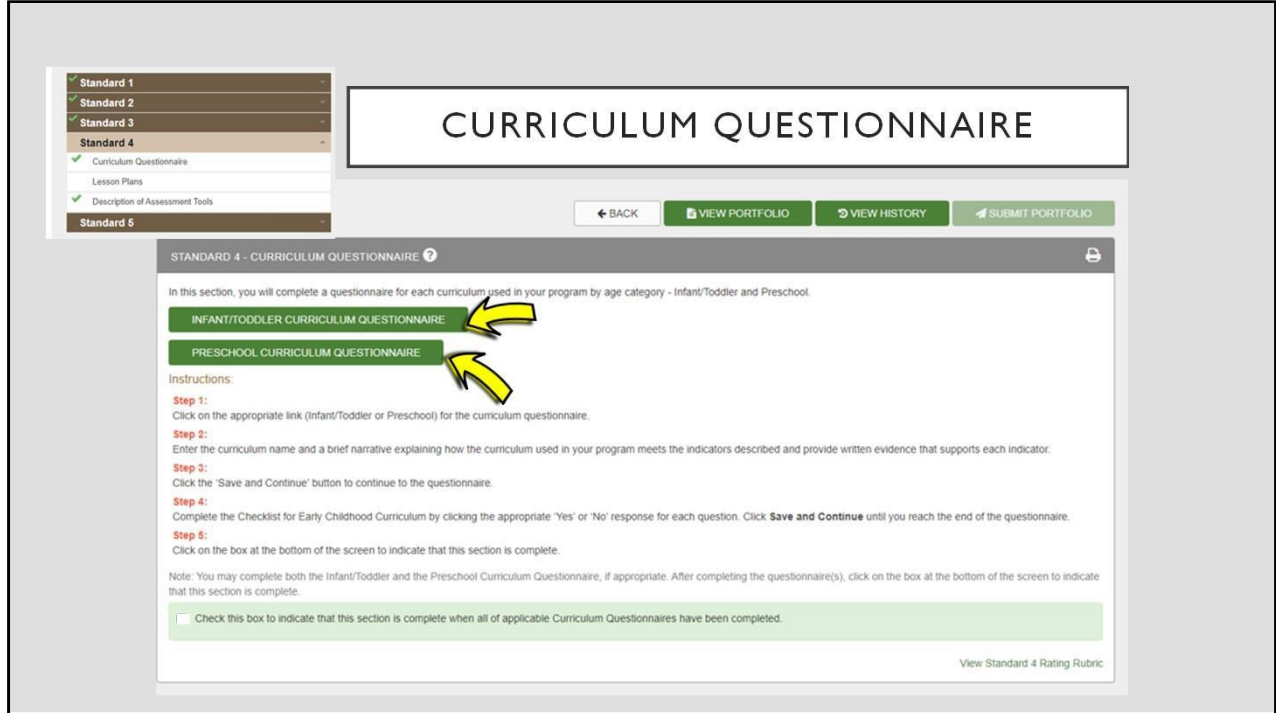
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### Standard 4: Intentional Teaching Practices

- GELDS
- Sample Lesson Plan Form
- Georgia Afterschool & Youth Development Quality Standards
- School-Age Survey – Family
- School-Age Survey – Student

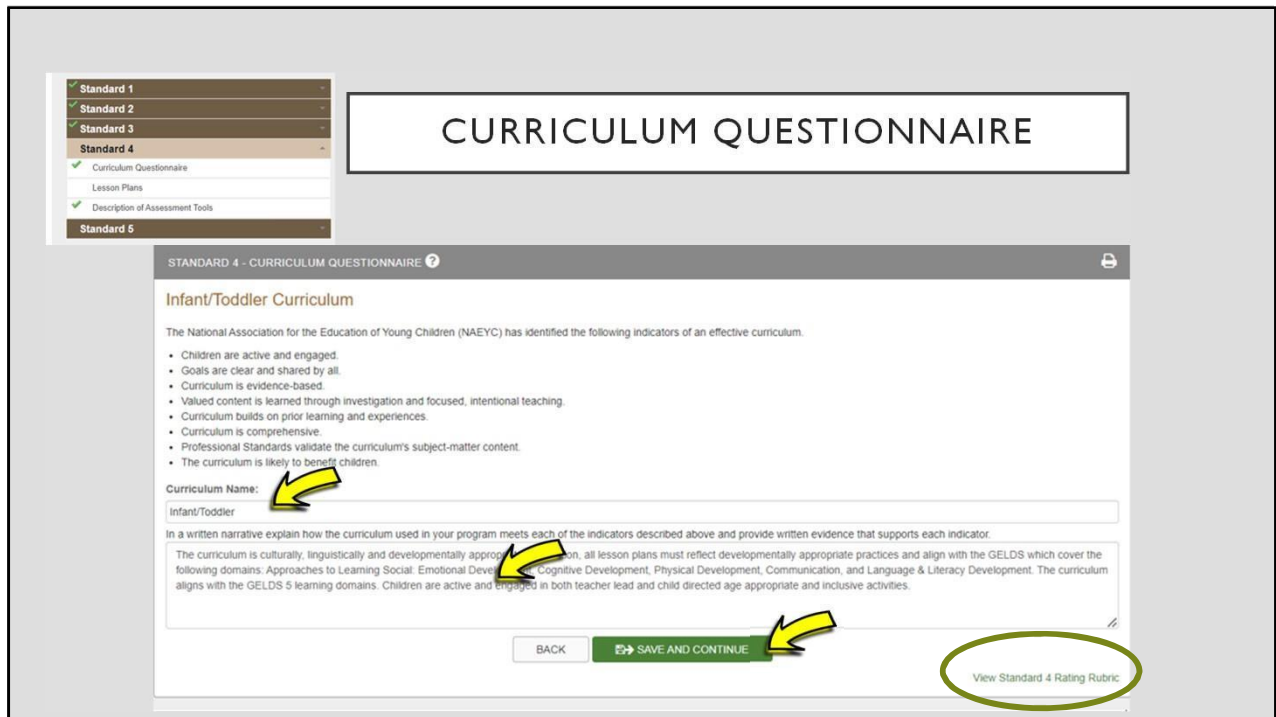
Once you log into your Quality Rated account, you can access your portfolio. Portfolio Standard 4 focuses on intentional teaching practices. Standard 4 allows you to show evidence of how your program's curriculum supports children's learning and growth. Points are earned in this area based on the program's ability to show a direct alignment between a developmentally appropriate curriculum, Georgia's Early Learning and Development Standards, lesson planning, and assessment. It is imperative that programs show intention and responsiveness to the holistic developmental needs of children at each age level.

Evidence for this standard must be descriptive and address all learning domains. The resources for Standard 4 can be found in the portfolio in the dark brown banner located at the bottom of the QR website page. You will click on QR Portfolio. Then click on Standard 4- Intentional Teaching Practices to access these resources. The GELDS (Georgia Early Learning Development Standards) resource can be found here. There is also a sample lesson plan form resource.



When you click on Standard 4, a drop-down menu appears containing the 3 sections for the standard. These sections are the Curriculum Questionnaire, Lesson Plans and the Description of the Assessment Tools. We are now going to look at the Curriculum Questionnaire section shown on the screen. This is the first section for Standard 4. The curriculum is the academic content of a child's day and encompasses everything that a child learns in the classroom. In all matters concerning the philosophy of your program, the curriculum should promote active learning and cultural diversity while helping children meet various language, social emotional, physical and cognitive goals. The curriculum should also provide strategies and guidance to support all children of all ages. In this section, you will complete a questionnaire for each curriculum used in your program by age category. You will complete the Infant/Toddler Curriculum Questionnaire and/or the Preschool Curriculum Questionnaire.

Once you click the green button to begin the questionnaire, the Curriculum screen will appear.



This is the view of the Infant/Toddler Curriculum screen. You will see the box for the Curriculum Name and a box for the curriculum narrative. Input the name of the curriculum you are using in the Curriculum Name box. In the second box, you will provide a written narrative explaining how the curriculum that your program uses meets the needs of each of the indicators described above. Once you have entered the information for your curriculum narrative, click save and continue. Inputting both the curriculum name and written narrative will need to be completed in order to save this portion of the questionnaire. This information must also be completed in order for the question section of the Curriculum Questionnaire to populate.

Please take note that at the bottom right corner of the questionnaire screen, you are able to click the link to view the Rating Rubric for Standard 4. The rubric will provide you clarity and insight on how this standard is scored. We will view the rubric shortly.

**CURRICULUM QUESTIONNAIRE**

**STANDARD 4 - CURRICULUM QUESTIONNAIRE**

**Infant/Toddler Curriculum**

Does Your Program's Curriculum Meet the Following Requirements?

Promote interactive learning and encourage the child's construction of knowledge.  Yes  No

Help children achieve social, emotional, linguistic, physical, and cognitive goals.  Yes  No

Encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills.  Yes  No

Have expectations that are realistic and attainable at this time.  Yes  No

Include children with disabilities in the curriculum.  Yes  No

Build and elaborate on children's current knowledge and abilities.  Yes  No

Promote positive relationships with families.  Yes  No

[View Standard 4 Rating Rubric](#)

[BACK](#) [SAVE AND CONTINUE](#)

This is the Infant/Toddler Curriculum Questionnaire. This screen will appear after the Infant/Toddler Curriculum Name and narrative have been input and saved. You will answer the questions to the questionnaire based on your program's practices, policies and procedures. Click on save and continue until you answer all the Infant/Toddler questionnaire questions. Once all questions have been answered click SAVE AND CONTINUE.

You will complete the same process for the Preschool Curriculum and Questionnaire information. Once all questions for both questionnaires are complete, click Save. Then, check the box in the light green banner at the bottom of the screen. Click Save to indicate that this section is complete.

## CURRICULUM RUBRIC

4.1 Curriculum	Points Possible
4.1.0 Criteria not met.	0
4.1.1 The program uses an age appropriate curriculum that supports development across all five learning domains (physical development and motor skills, social and emotional development, approaches to play and learning, communication, language and literacy, and cognitive development and general knowledge) <b>and</b> is culturally, linguistically, and developmentally appropriate.	2
4.1.2 Has completed all of criteria 4.1.1, <b>and</b> the program curriculum is aligned with the Georgia Early Learning and Development Standards (GELDS).	4
<u>What to Submit for Standard 4.1</u>	
Initial Application and Reassessment: Description of your program's curriculum used at each age level including the following: <ul style="list-style-type: none"> <li>○ Evidence of how curriculum supports the five learning domains (physical development and motor skills, social and emotional development, approaches to play and learning, communication, language and literacy, and cognitive development and general knowledge)</li> <li>○ Evidence of how curriculum is culturally, linguistically, and developmentally appropriate (lesson plans, photos, newsletters, incorporation of children's home language, etc.)</li> <li>○ Evidence of how curriculum is aligned with the GELDS (narratives of how curriculum is aligned)</li> </ul>	
<i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i>	

This is the Curriculum section of the rubric. It shows how points are awarded based on the program's ability to demonstrate their intentional teaching practices utilizing their curriculum. The curriculum narrative allows you to show evidence of how your curriculum supports growth and learning for children. This is the information that would be input in the Infant/Toddler and Preschool area for the curriculum narrative. Include the age group for children for each statement. Your curriculum statement will be assessed, and points awarded based on how well your curriculum supports all 5 developmental learning domains including physical development and motor skills, social and emotional development, approaches to play and learning, communication, language and literacy, and cognitive development and general knowledge. In addition, the curriculum should be inclusive for supporting a culturally, linguistically, and developmentally appropriate environment. Exhibiting the requirements for these criteria would meet the 2-point level.

You would need evidence of inputting the previous information stated and that your curriculum is aligned with the GELDS as a practice of your program to meet the criteria of the 4-point level.

## LESSON PLANS

Portfolio Status: In Progress

Standard 1  
Standard 2  
Standard 3  
Standard 4  
Curriculum Questionnaire  
Lesson Plans  
Description of Assessment Tools  
Standard 5

STANDARD 4 - LESSON PLANS

In this section, upload one week (five full days) of lesson plans for each age group that is included in Standard 1. The applicable age group and dates should be indicated on the lesson plans. If one or more days on a weekly plan indicate that the program is closed, credit cannot be awarded for that plan. For example, if the lesson plans are for the week of Labor Day, and the program is closed on Labor Day, credit could not be awarded because there would be only four days of plans.

At the minimum level of quality, lesson plans must show adaptations, which are sometimes referred to as accommodations. Some examples of adaptations are changes in the classroom, changes in materials, simplifying an activity, or using special equipment. These adaptations help meet a child's individual needs and allow a child to successfully participate in an activity alongside other children. To receive credit at the minimum level, each lesson plan submitted by a program must include adaptations, or must include a designated space where adaptations can be added as needed.

To receive additional points, the plans must show alignment with the GELDS. The GELDS codes on the plans must be complete, to include the domain, the standard, and the correct age correlation. More information about the GELDS can be found at [gelsd.dec.state.ga.gov](http://gelsd.dec.state.ga.gov)

View Upload Instructions

UPLOAD EVIDENCE

Note: The following types of documents are valid to upload on this page: PDF, JPG, JPEG, GIF, PNG, BMP, TIF, TIFF.

No Data Found

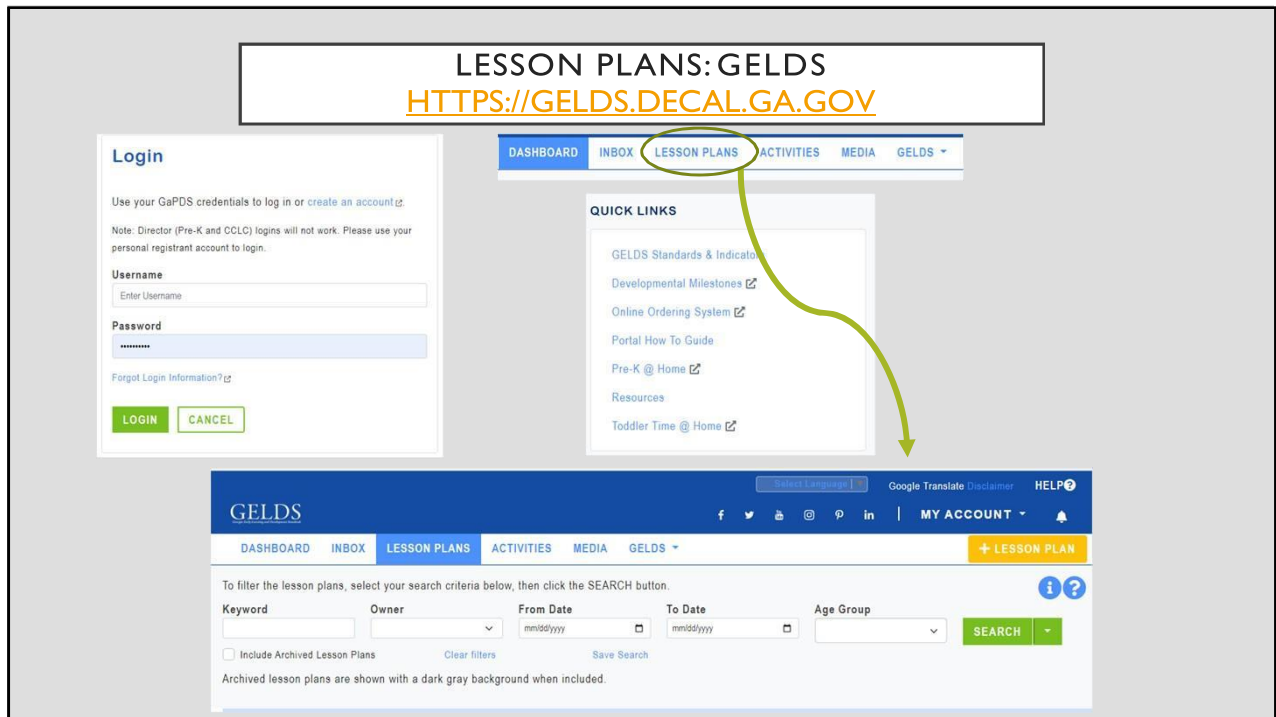
Check this box to indicate that this section is complete when all evidence documents have been uploaded.

View Standard 4 Rating Rubric

The next section for Standard 4 is Lesson Plans. In this section, you will upload a 1-week lesson plan. The lesson plan should include 5 full days for Monday through Friday. No holidays should be included within the 5-day lesson plan. A lesson plan for each of the age groups listed in Standard 1, Classroom Information, should be completed and uploaded. If there are any holidays in that Monday through Friday work week, you will not receive credit for the lesson plan submitted.

The lesson plan should list the teacher's names, the classroom name, and the age group for the children in that classroom. A Monday through Friday work date should be listed. A theme should be listed. The theme should correlate with your current activities, events and interest of the children. The GELDS provide developmentally appropriate activities and if utilized will be reflected on your lesson plans. The GELDS Codes listed on the lesson plans must be complete to include the domain, the standard, and the correct age correlation. Lesson plans can date back one calendar year from the date of your portfolio submission. The dates for the lesson plans submitted do not have to be for the same week. Lesson plans should be saved in the appropriate format and uploaded by clicking the green UPLOAD EVIDENCE button. If utilizing the GELDS is your programs current practice, ensure that you select that GELDS are utilized for each lesson plan during the evidence upload.

Once all lesson plans for all age groups have been uploaded, check the box in the light green banner at the bottom of the screen to indicate that this section is complete.



The GELDS outline the key components and skills that young children develop from birth to age 5. The GELDS form the foundation for curriculum, instruction, assessment and intervention within early care and education programs. They are culturally, linguistically and developmentally appropriate and address the essential domains of school readiness. There is a GELDS website for early learning professionals and caregivers. If you would like to become more knowledgeable of the GELDS and lesson planning, visit the GELDS website.

Each staff person would need to create an account to gain access to the website. Once you create an account you have access to resources such as educational websites, apps, videos, guides, training, and even at home learning activities for children. There are developmentally appropriate activities for all age groups and learning domains. Lesson plan samples are available. There is also a Google translation feature provided for translating information to Spanish.

## OTHER RESOURCES

**STEP THREE: ASSESSMENT**

Earn points based on your support of the development of children's reasoning skills, social-emotional development, language acquisition, and school readiness.

- Receive an Environment Rating Scale (ERS) observation within 90 days of your portfolio being accepted.
- One-third of each age group will be assessed.
- Rating received within 60 days of ERS observation.

2023 COHORTS

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**Documents Available:**

- Inclusion and Behavior Support at DECAL.
- Inclusive Child Care Booklet
- Modifications and Accommodations in Lesson Plans
- Sample Inclusion Policy
- Sample Lesson Plan [6 - 12 months]
- Sample Parent Letter
- Are you concerned? (Read this first)
- Screening Form
- Screening Form Instructions
- Children 1st- Georgia Dept of Public Health

In addition, when completing your lesson plans, if accommodations or adaptations are utilized, you should ensure that they support the growth and development of the child. The childcare environment should be engaging and inclusive for all children of all ages and abilities. Ensure that you list the equipment, materials, tools, visual supports and resources needed for any accommodations or adaptations on your lesson plan. Your accommodations or adaptations should be listed with activities for Monday through Friday.

The children that need the specific adaptations should be identified and listed for each activity. Other inclusive resources can be found on the QR website at the bottom of the page. Click on Inclusion to access these resources for additional inclusive practices, supports, and inclusion services. Inclusion of children with disabilities in supportive early childhood settings benefits the child with disabilities, the other children, families, and the community. For more information about inclusion or to reach the Inclusion Specialist in your area, you can utilize these links.

## LESSON PLANS RUBRIC

4.2 Lesson Plans and Accommodations for Every Child	Points Possible
4.2.0 Criteria not met.	0
4.2.1 Lesson plans are used for all age groups and include evidence of adaptations to meet children's individual needs.	2
4.2.2 Has completed all of criteria 4.2.1, <b>and</b> the program lesson plans are aligned with the Georgia Early Learning and Development Standards (GELDS) for birth to five classrooms.	4
<u>What to Submit for Standard 4.2</u>	
Initial Application and Reassessment: <ul style="list-style-type: none"> <li>○ One week (five full days) of lesson plans <b>per</b> age group that show accommodations to meet children's individual needs (equipment, materials, communication tools, visual supports, etc.) and that show alignment, when applicable, with the GELDS (GELDS codes used with the correct age correlations). For GELDS lesson plan templates, visit <a href="http://gelds.decal.ga.gov/Resources.aspx">http://gelds.decal.ga.gov/Resources.aspx</a>.</li> </ul>	
<i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i>	

Review the Lesson Plans section of the rubric to assess what practices your program utilizes and how you will score based on the practices of your program.

## DESCRIPTION OF ASSESSMENT TOOLS

The screenshot shows a web application interface for 'DESCRIPTION OF ASSESSMENT TOOLS'. At the top, there is a green header with a home icon. Below the header, the page title 'DESCRIPTION OF ASSESSMENT TOOLS' is displayed in a white box. The main content area is divided into a left sidebar and a main panel. The sidebar, titled 'Portfolio Status: In Progress', lists five standards: Standard 1, Standard 2, Standard 3, Standard 4, and Standard 5. Standard 4 is currently selected. The main panel, titled 'STANDARD 4 - DESCRIPTION OF ASSESSMENT TOOLS', contains instructions for uploading evidence, a note about supported file formats (PDF, JPG, JPEG, GIF, PNG, BMP, TIF, TIFF), and a table of uploaded files. The table has columns for 'View', 'File Name', 'Description', 'Date', and 'Delete'. Two files are listed: 'My Policy S4.pdf' and 'Tool for Assessments.pdf'. A green 'UPLOAD EVIDENCE' button is visible. At the bottom of the main panel, there is a light green area with a checked checkbox and the text 'Check this box to indicate that this section is complete when evidence document has been uploaded.' A yellow arrow points to this checkbox. A footer bar at the bottom contains links for '2023 COHORTS', 'ADDITIONAL RESOURCES', 'ERS RESOURCES', 'GENERAL FAQ', 'PEER SUPPORT NETWORK', 'PROGRAM MANUAL', 'TECHNICAL ASSISTANCE', and 'TRAINING'.

The last section of Standard 4 is Description of Assessment Tools. Instructional assessment relates to the ongoing process that measures child outcomes with a purposeful instruction in the 5 learning domains that are linked to the GELDS. The information is used to help teachers plan appropriate activities for lesson plans, instructional strategies, and support. Examples of information collected includes: informal observation notes, anecdotal notes, photos and work samples collected over time.

In this section you would upload one paragraph describing the tools your program uses for instructional assessment with each age group. The paragraph must include how that instructional assessment data is collected, how often the data is collected and how the data is used. You will need to identify when the assessments will be conducted and how this information will be shared with families. Information about assessment tools will be based on the practices and policies that your program currently uses. This evidence must be saved in the proper format. Upload the evidence using the green UPLOAD EVIDENCE button for this section. Check the box in the light green area at the bottom of the screen and click Save for this section to be marked as complete.

Also note that developmental checklists are not instructional assessments and alone do not provide the information needed for ongoing and intentional instruction.

## ASSESSMENTS RUBRIC

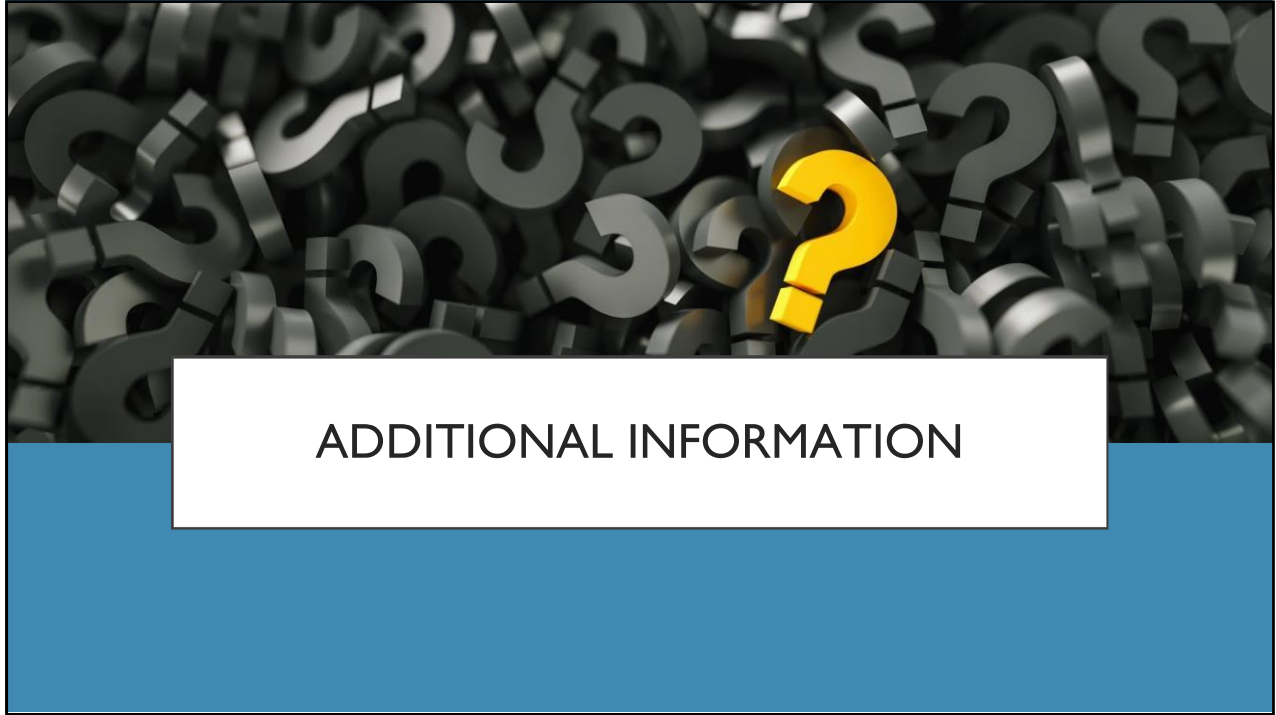
4.3 Assessments	Points Possible
4.3.0 Criteria not met.	0
4.3.1 The program gathers instructional assessment data on at least one age group.	2
4.3.2 The program gathers instructional assessment data on more than one age group.	4
<u>What to Submit for Standard 4.3</u>	
<p>Initial Application and Reassessment:</p> <ul style="list-style-type: none"> <li>○ Submit a paragraph describing how the program uses <b>instructional assessments</b> (an on-going process that informs planning and instruction) with each age group to measure child outcomes. Include how instructional assessment data is collected, how often the data is collected, how the data is used, and indicate the applicable age groups.</li> </ul>	
<p><i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i></p>	

Review the Assessments portion of the rubric to assess the practices your program utilizes and how you will score based on the practices and policies of your program.

## PORTFOLIO CHECKLIST

STANDARD 4			Date Completed: Click or tap to enter a date.
Item	Date Completed	Comments/Questions	
<b>Curriculum Questionnaire</b> Narrative should include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum supports 5 learning domains</li> <li><input type="checkbox"/> Curriculum is culturally, linguistically, and developmentally appropriate</li> <li><input type="checkbox"/> Curriculum is aligned with GELDS</li> <li><input type="checkbox"/> Children are active and engaged</li> <li><input type="checkbox"/> Goals are clear and shared by all</li> <li><input type="checkbox"/> The curriculum is likely to benefit children</li> </ul>	Click or tap to enter a date.		
<b>Lesson Plans</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1 complete week per age group</li> <li><input type="checkbox"/> Must include:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Individualized adaptations</li> <li><input type="checkbox"/> GELDS codes</li> </ul> </li> </ul>	Click or tap to enter a date.		
<b>Instructional Assessments</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Paragraph describing:               <ul style="list-style-type: none"> <li><input type="checkbox"/> How the instructional assessment is used to inform planning and instruction</li> <li><input type="checkbox"/> How data is collected</li> <li><input type="checkbox"/> How often data is collected</li> <li><input type="checkbox"/> How data is used</li> <li><input type="checkbox"/> Applicable age group(s)</li> </ul> </li> </ul>	Click or tap to enter a date.		

The Child Care Resource and Referral Agency has created a resource for you to help guide you through each standard called the Portfolio Checklist. Please ensure you request the Portfolio Checklist from your Coach.



## ADDITIONAL INFORMATION

If you still have questions, please feel free to reach out to your Coach for further consultation. We wish you success in completing Standard 4. Thank you.