

Administrative Practices Requirements

Professional Development Plans

Programs at all Step levels must have a written description of the program's system for completing professional development plans which includes the process for:

- ensuring PD plans are completed within 30 days of employment
- ensuring Profiles are completed in the OHPD Registry at www.opdn.org
- submitting and tracking verification of education qualifications and training to PD Registry
- determining if specialized training pre-requisites have been met
- determining PD needs and setting goals for new and existing staff
- scheduling and tracking the completion of required specialized training hours
- revising/updating PD plans (Plans are to be updated at least annually if not more often)
- completing annual performance appraisals

A blank copy of the professional development plan form should be in the Evidence Portfolio. A random sampling of completed plans will be reviewed during the verification visit.

Benefits and Compensation

Written description of program's benefits plan that includes one, two or three (for the SUTQ Rating applied for) of the benefits as outlined on the Tiers and in the SUTQ Guidance Document.

Program Planning/Evaluation

- **Program Administration Scale (PAS)** – Program administrator at all Step levels is required to complete the Program Administrator Scale (PAS) annually.
- **Classroom Self- Assessments** – Step 2 & 3 programs are required to conduct annual classroom assessments and provide a written description of how the program conducts annual classroom assessments which include:
 - Tool(s) used for each classroom and/or age group served
 - Methods used to conduct observation
 - Process used to evaluate information obtained from observation
 - Process used to create goals for classroom improvement
 - Process used to include observation results in Quality Improvement Plan (QIP)
 - Completed classroom observation tool for each classroom

- **Quality Improvement Plan** – All steps are required to complete an annual Quality Improvement Plan with the following components:
 - Goals – the goals which must be included for each step level are found below.
 - Each goal must have the following components for implementation outlined:
 - Action steps
 - Person(s) responsible
 - Resources needed
 - Implementation timeline and checkpoints
 - Annual updates to reflect progress towards meeting goals

Step 1 QIP Goals

- Raise PAS score(s)
- Implement age appropriate standards and guidelines for all age groups served in program (e.g. research curriculum models, begin lesson planning process)

Step 2 QIP Goals

- Raise PAS score(s)
- Implement (or continue to implement) age appropriate standards and guidelines for all age groups served in program (e.g. ongoing monitoring of program's current curriculum process)
- Identify classroom improvement opportunities based on classroom self-assessment

Step 3 QIP Goals

- Raise PAS score (s)
- Implement (or continue to implement) age appropriate standards and guidelines for all age groups served in program(e.g. – On-going monitoring of program's current curriculum planning and assessment process)
- Identify classroom improvement opportunities based on classroom self-assessment
- Identify program improvement based on parent input
- Identify program improvement based on staff input