

2-STAR Verification Tool

NOT OBS. NOT OBSERVED



Family Child Care Program: _____

T/TAP Staff Member: _____

Annual Visit _____ First Visit _____

Date: _____

ESSENTIAL ELEMENT 2A:
STAFF QUALIFICATIONS, EVALUATION AND COMMUNICATION

****NO REQUIREMENTS FOR LEVEL 2***

ESSENTIAL ELEMENT 2B:
ENVIRONMENT

RATIONALE—The environment affects the way children behave, develop, and learn. It also affects the quantity and quality of interactions between adults and children. It includes tangible aspects, such as appropriate materials and equipment and intangible aspects, such as the physical and human qualities that together create an atmosphere that promotes self-esteem, social interaction, rich language, and joy of learning.

DEFINITION: The environment meets all required local, state, and federal regulations. It includes space (both indoors and outdoors) with appropriate equipment and materials that encourage children to engage in hands-on learning. The environment represents New Mexico’s diverse languages and cultures.

Essential Element	Examples Of How The Element Can Be Verified	Met	Not Met	Not Obs.	Document How The Element Was Verified
-------------------	---	-----	---------	----------	---------------------------------------

2-STAR Verification Tool

1. Physical Environment	Document How The Element Was Verified				
<p>1a) The environment is organized into functional identifiable learning centers in child care centers, out of school time programs and identifiable spaces for family child care programs, including any modifications required to meet children's special needs. Learning materials should be available on a daily basis. Positive examples of racial and cultural diversity should be represented in the environment through materials, equipment and displays:</p>	<ul style="list-style-type: none"> - Verify that the home has functional learning spaces that represent different cultures including the children who are in care, skills and abilities. The purposes of these spaces are so children have opportunities to engage in learning. They would include: - A place for messy play so children can enjoy activities like: play dough, painting, cutting and gluing. - A place for loud, active play where children can jump or dance to music. - A place where children can run, skip, throw a ball, and use large motor skills. - A space for playing quietly so children can read, relax or be alone. - A place to pretend where children can dress up, act out different characters and use their imagination. - A place to eat where furniture is child size and if spill occurs clean up is not a problem. - A place to rest or sleep where children will not be disturbed. - A place on the floor that is clean and safe where infants can have floor time and protected from older children. <p><i>For homes that have dedicated space</i></p>				

2-STAR Verification Tool

	<p><i>verify by observation that a minimum of four of the following learning areas are available, three for homes that do not have dedicated space.</i></p> <p>Available means that when the children arrive the materials should be put out at each learning center/area. The caregiver should not be setting up the environment while children are arriving.</p> <p>Dramatic Play:</p> <p><u>For infants</u> examples include age appropriate materials that are safe, soft and easy to handle. Like cloth or soft dolls and plastic pots and pans, and telephones.</p> <p><u>For all children</u> child-size kitchen furniture, mops and brooms, play telephone, large cradle or crib with blankets; tables, chairs, pots and pans, dishes, plastic or rubber food items; unbreakable mirrors, clothes for dress-up, dolls and doll clothes, doll buggies and shopping carts, stuffed toys, puppets. Opportunities for boys and girls to engage in non-traditional roles.</p> <p>In addition <u>for school age</u>, written materials and appropriate size props including to put on plays and productions.</p>				
--	--	--	--	--	--

2-STAR Verification Tool

	<p>Creative Art:</p> <p><u>For infants and toddlers</u>, creative art materials must be made available, under close supervision. Examples include large and thick crayons, markers, paint brushes, sponges, non-toxic finger paints, play dough. Large flat surfaces such as table top or large butcher paper where materials can be used.</p> <p><u>For preschool children</u> include a variety of sizes and colors of paper, collage material, non- toxic markers, finger paint and other paints, play dough or clay with accessories, easel, crayons, blunt scissors, paint brushes, sponges, glue</p> <p><u>For school age</u>, weaving, ceramics, model building and other materials that encourage self expression are available. Art activities should have space to keep on going projects up.</p> <p>For children of <u>all ages</u>, smocks or cover-ups should be provided.</p> <p>Blocks and Accessories:</p> <p><u>For infants/toddlers</u> soft or cloth blocks, light weight blocks of various sizes, shape, color, cardboard blocks and other appropriate accessories.</p>				
--	---	--	--	--	--

2-STAR Verification Tool

	<p><u>For preschool children</u>, examples include cardboard blocks, unit blocks, trucks, cars, trains, planes, boats, figures of people and animals made of wood or plastic with no small parts, fences, hats and construction.</p> <p><u>For school age, smaller</u> and more complex building materials may be available, such as Lincoln logs, model trains.</p> <p>Books:</p> <p><u>For Infants/Toddlers</u> soft, cloth, vinyl, board books, with lots of pictures, picture books, large and small storybooks suitable for individuals and reading to a large group, flannel boards and stories for children at various developmental levels.</p> <p><u>For preschool children</u>, books and literacy materials should be provided at higher appropriate developmental levels. For example, books with more words.</p> <p><u>For school age</u>, chapter books, specific interest related books, current magazines and periodicals, research materials and books on tape.</p> <p>Books <u>for all children</u> should be displayed on a shelf or available in a basket. Books are rotated on a regular basis. Books should be a variety of</p>				
--	--	--	--	--	--

2-STAR Verification Tool

	<p>genders and cultures. Books should have diverse pictures of different groups of people. Diversity in families should be represented. Contemporary and realistic books. Stereotyping books should be avoided. Faith based programs should have books that tell religious stories.</p> <p>Manipulatives:</p> <p><u>For infants/toddlers</u> include grasping toys, busy boxes, nested cups, containers to fill and dump, soft and textured balls, texture toys, cradle gym, rattles, noise makers, simple large knobbed puzzles with 1 – 5 pieces, stacking rings, shape sorters, pop beads and other connectors, such as large Duplos, large stringing beads, big pegs with peg boards.</p> <p><u>For preschool children</u>, all of the above would be appropriate at higher developmental levels, further examples would include Bristle blocks, Legos, smaller connectible beads, interlocking blocks, snap beads, smaller peg boards and pegs, waffle toys, simple wooden puzzles with peg handles, interlocking piece puzzles, more advanced shape sorters, stringing beads, matching games, small table blocks, stacking and sorting objects and collectibles.</p> <p><u>For school age children</u> above</p>				
--	---	--	--	--	--

2-STAR Verification Tool

	<p>examples in addition to complex and multi-piece puzzles, smaller beads for stringing, crafts and models, playing card activities and board games</p> <p><u>Music:</u></p> <p><u>For infants/toddlers</u> examples include, shakers, rattles, bells, infant music toys, rhythm instruments that are size appropriate</p> <p><u>For preschool children,</u> all of the above and including more complex sound makers and instruments, and rhythm movement accessories such as ribbons, scarves or streamers.</p> <p><u>For school age children,</u> age appropriate music that can encourage listening, dancing, singing along. Opportunities to explore various musical instruments.</p> <p><u>For children of all ages</u> -a radio or CD/tape player, or record player with a variety of children's music for different activities such as listening, dancing, moving, and playing along. Also, music that can be listened to while the children are engaged in other activities.</p> <p><u>Science/Nature:</u></p> <p><u>For infants and toddlers</u> cause and effect like busy boxes and jack in the</p>				
--	---	--	--	--	--

2-STAR Verification Tool

	<p>box</p> <p>For <u>toddlers and preschool children</u>, examples include a magnifying glass, color paddle microscope, prisms, bug collection, magnets, and balance scales.</p> <p>For <u>school age children</u>, research materials that may be linked to and augment grade curriculum. Measuring devices, telescope, microscope, materials for simple science experiments and investigation.</p> <p>For <u>children of all ages</u>, a variety of opportunities to observe nature and science in the natural setting. For example plants, fish, small caged animals, realistic photos. Materials in the science area should also facilitate exploration. The science centers should not be limited to things children can look at but should have activities that “hold the child at the center and encourage investigation.</p> <p><u>Math/Number:</u></p> <p>For <u>infants and toddlers</u>: Things to count in books, songs and finger play with numbers. Stacking items, different size shapes, things that fit inside each other.</p> <p>For <u>preschool children</u> Examples</p>				
--	--	--	--	--	--

2-STAR Verification Tool

	<p>include balance scales, number puzzles, number lotto games, dominoes, parquetry blocks, magnetic or flannel board numbers, rulers, or items to count such as animal figures, buttons, etc.</p> <p>For <u>school age</u> children, complex number games and puzzles, materials for projects that require measurement.</p> <p>Sensory:</p> <p><u>For infants/toddlers</u>, under close supervision, opportunities to explore a variety of sensory experiences with no small parts that include textures to touch,(hard, soft, warm, brittle), things to smell and taste when appropriate, bright colors to see and different things to hear, such as animal sounds, people’s voices, car sounds.</p> <p><u>For preschool children</u>, they should also have opportunities to explore different tastes, smells, textures, sounds and sights. Other examples include a water or sand table or large container, buckets, shovels, water/sand wheels, cars, trucks, boats, fences, and figures of people and animals made of wood or plastic.</p> <p><u>For school age children</u>, smaller manipulatives may be used in</p>				
--	--	--	--	--	--

2-STAR Verification Tool

	<p>conjunction with sand/water/sensory experiences, such as marbles, buttons, rocks, etc.</p> <p>Gross Motor</p> <p><u>For infant and toddlers</u> space to be on the floor, rolling, crawling and cruising around furniture. Opportunity to push, pull and ride in and on toys.</p> <p><u>For preschool children and school age children</u> opportunities to practice skills such as riding a tricycle, climbing, playing ball.</p>				
	-				

2-STAR Verification Tool

<p>1b) Noisy and quiet areas are arranged so that children’s activities can be sustained without interruption.</p>	<ul style="list-style-type: none"> - Verify by observation that books are in an area that is quiet and comfortable. - Verify by observation that the block area is in a area where children are not interrupted by other children - Verify by observation that soft, cozy spaces are available where children can be alone. - Verify by observation that infants and toddlers have enough room to crawl and walk. 				
<p>1c) Materials are cleaned and well care for and organized by type and, where appropriate, are labeled with words and/or pictures. Adaptations to materials are made when needed to accommodate various abilities of all children. Unused materials are stored in inaccessible storage.</p>	<ul style="list-style-type: none"> - Verify by observation that toys and materials are cleaned and well cared for and are on low shelves or in labeled bins or baskets where children can reach them without assistance, develop independent skills, and keep the play area orderly when children are not at play. - Evidence that words and/or pictures are used to label containers and an effort is made to avoid using catch- all toy boxes. - Verify by observation that unused materials and toys are stored in a safe area. 				<p>Document How The Element Was Verified</p>

2-STAR Verification Tool

<p>1d) Interest areas are functional with adequate space and are logically placed. The environment is set up so children are not continually interrupting one another.</p>	<ul style="list-style-type: none">- Verify by observation that interest areas are logically placed- Learning areas are arranged purposefully with pathways in mind. Large open areas are reduced to avoid indoor running.- Block area is arranged so children do not pass through it on their way to another learning area.- The reading area is placed in a quiet area of the room with access to a variety of books. Soft furniture or pillows are arranged to separate the area from the rest of the room.- A separate area for school-age children who want to do their homework is available if applicable.				
--	--	--	--	--	--

2-STAR Verification Tool

1 e) Examples of individual children's artwork are displayed in the environment or in the home.	<ul style="list-style-type: none"> - Verify by observation that individual children's artwork is displayed in the home. - Home providers avoid using commercially produced worksheets for art projects and learning activities. Ditto worksheets are not considered creative artwork. - Verify by observation that children's artwork is creative and natural without the use of adult models of what is correct or expected. Staff do not make changes to children's artwork. 				Document How The Element Was Verified
1 f) Floor surface is suitable for activities that will occur in each interest area or in the family child care home.	<ul style="list-style-type: none"> - Verify by observation that floor surfaces for meals and art area are washable. 				Document How The Element Was Verified
1 g) File and storage space is available for teacher/caregiver materials.	<ul style="list-style-type: none"> - Verify by confirming that space is available for provider's materials. 				Document How The Element Was Verified
2. Social-Emotional Responsive Environment					Document How The Element Was Verified
a) The environment reflects an atmosphere where all children feel accepted and able to be successful The	<ul style="list-style-type: none"> - Verify by observation that caregivers are respectful of all individual children and their different abilities. - Verify by observation that the 				

2-STAR Verification Tool

<p>classroom/school-age space/home environment has a positive social atmosphere where staff/caregiver and children spend time talking and interacting with one another in general conversation during the day as well as during mealtimes and other scheduled activities. Various methods are used to communicate with nonverbal or language delayed children.</p>	<p>environment supports and encourages all children to be successful in daily routines and activities.</p> <ul style="list-style-type: none"> - Verify by observation that caregivers are pleasant and remain calm in stressful situations, working with both children and families. Stressful situations can include disruptions in simple daily tasks such as a spilled cup of milk or a more stressful situation such as an injured child. - Caregiver’s tone of voice is calm and enthusiastic, facial expressions are pleasant. - Caregiver’s encourage children to communicate. - Verify by observation that caregiver’s actively listen to children and respond appropriately. 				
<p>2a) Staff/caregivers endeavor to establish a positive, caring relationship with every child in their care. Physical contact is used to comfort and or positively support children in daily routines and inter actions.</p>	<ul style="list-style-type: none"> - Verify that caregivers make physical contact with infants and toddlers that includes, holding, rocking, and/or wrapping children in a warm blanket. - Caregivers help children understand emotions by providing opportunities where they talk about, role play or read about and identify feelings/emotions. - Caregivers help children communicate their feelings by providing them with the “language” to express themselves. - Caregivers model appropriate 				

2-STAR Verification Tool

	social behaviors, interactions and empathy.				
2c) Staff /caregivers encourage children to interact with one another in a positive manner. Staff/caregivers intentionally prepare (coach) children to interact positively with children of various abilities.	<ul style="list-style-type: none"> - Caregivers help children express their thoughts and feelings in words and appropriate actions. - Infants and toddlers, when awake are not kept separated in cribs, swings or highchairs. 				
2b) Staff/Caregivers are attuned to and respond promptly and consistently to children’s needs and interests during regular routines and activities.	<ul style="list-style-type: none"> - Caregivers respond to children’s questions and acknowledge their comments, concerns, emotions and feelings. - Caregivers take advantage of teachable moments when children express interest in an activity or topic. - Caregivers talk to and interact with infants and toddlers during play and daily routines, such as diapering and feeding. 				
2c) Staff/Caregivers facilitate children’s growing independence and initiative by giving them many opportunities to make decisions, choose their own activities, and take charge of their own learning.	<ul style="list-style-type: none"> - Caregivers encourage children to take care of their personal needs when appropriate. - Caregivers encourage independence and personal choice, and do not interfere by selecting activities for children during exploration time. 				

2-STAR Verification Tool

<p>2f) Relationships among staff /caregivers are professional and respectful and do not interfere with their responsibility to interact with children both indoors and outdoors.</p>	<ul style="list-style-type: none"> - Verify by observation that home care providers - Are actively engaged in various situations such as while they are sitting on the floor, sitting at the table, or doing outside activities. - Avoid spending excessive amounts of time talking about personal issues during working hours and around children. - Limit doing housework or errands where the children cannot be actively engaged in participating in the activity. - Engage the children in family style meals including setting the table, serving their plates and cleaning their area when they have finished . 				<p>Document How The Element Was Verified</p>
--	---	--	--	--	---

**ESSENTIAL ELEMENT 2C:
CURRICULUM AND ASSESSMENT OF CHILDRN’S PROGRESS**

****NO REQUIREMENTS FOR LEVEL***

**ESSENTIAL ELEMENT 2D:
STAFF PROFESSIONAL DEVELOPMENT PLAN**

RATIONALE—The quality of the staff/caregiver is the most important determinant of the quality of programs. Research shows that the level of professional preparation and formal education directly impact developmental outcomes for children. Teachers/caregivers make

2-STAR Verification Tool

decisions about the environment and the curriculum based on knowledge of early childhood theories and best practices. Well-prepared teachers/caregivers advocate for quality in early childhood programs and take advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of New Mexico’s culturally diverse children and families.

DEFINITION: A staff/caregiver professional development plan is written for the training of any other person employed in the home and working with the children, in order to meet the overall goals of the organization as set forth in the mission statement.

Essential Element	Examples Of How The Element Can Be Verified	Met	Not Met	Not Obs.	Document How The Element Was Verified
Development of a written plan for on-going professional development for any person employed in the home and working with the children.	<p>- Document that the program has received a certificate of verification from their local T/TAP</p> <p style="text-align: center;">OR</p> <p>Verify by reviewing an individualized professional development plan for each person working in the home with the children. The plans should address trainings in areas such as child growth and development, child observation and assessment, learning environments, working with children of different abilities, learning activities, business practices, professionalism, health, safety and nutrition, and strategies for child guidance in the home.</p>				

ESSENTIAL ELEMENT 2E: FAMILY INVOLVEMENT

2-STAR Verification Tool

RATIONALE—Family participation is valuable in assisting families to increase their knowledge about child development and education which enhances their ability to serve as their child’s primary teacher and to help staff make learning meaningful for children.

DEFINITION: There is evidence that the program has developed a written plan on how it will involve families in the program.

Essential Element	Examples Of How The Element Can Be Verified	Met	Not Met	Not Obs	Document How The Element Was Verified
1. Incorporated into the family handbook should be a statement supportive of family involvement, which includes an unrestricted open door policy to the home care program.	<ul style="list-style-type: none"> - Document that the program has received a certificate of verification from their local T/TAP <li style="text-align: center;">OR - Review family handbook regarding family involvement to ensure that policy is in place, including an unrestricted, open door policy to the home. 				
1. Children and family members are acknowledged upon arrival and departure.	<ul style="list-style-type: none"> - Verify by observation that children and family members are addressed at arrival and departure. 				

ESSENTIAL ELEMENT 2F:
ADMINISTRATIVE POLICIES- FINANCIAL POLICIES AND PROCEDURES AND OPERATIONAL EVALUATION*

****NO NEW REQUIREMENTS FOR LEVEL 2***

ESSENTIAL ELEMENT 2G:
EMPLOYEE COMPENSATION AND BENEFITS

RATIONALE— Incremental compensation and benefits act as incentives for the staff as well as for caregivers in-order to participate in professional development activities and remain in the program. Retaining an increasingly qualified teaching staff reduces costly staff/caregiver turnover and increases program quality.

2-STAR Verification Tool

DEFINITION: There is evidence that the program has developed a written statement regarding compensation and benefits for staff/caregiver.

Essential Element	Examples Of How The Element Can Be Verified	Met	Not Met	Not Obs	Document How The Element Was Verified
<p>Development of a compensation philosophy statement that is incorporated into the personnel handbook. A compensation philosophy statement for family childcare homes is required only in the case of a second caregiver who is non-related.</p>	<ul style="list-style-type: none"> - Document that the program has received a certificate of verification from their local T/TAP <li style="text-align: center;">OR - Review personnel handbook to ensure that a compensation philosophy statement is included in their personnel handbook. 				

**ESSENTIAL ELEMENT 2H:
RATIOS AND GROUP SIZE**

****NO NEW REQUIREMENTS FOR LEVEL 2***

**ESSENTIAL ELEMENT 2I:
ACCREDITATION**

****NO NEW REQUIREMENTS FOR LEVEL 2***