Change to Policy/Procedure Memo

Date: 10/27/22
Policy: Standard 4.5.2
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Rationale: As part of the Pyramid Model Implementation Site program, the Socio-Emotional Formation Initiative (SEFI) assesses classrooms using the TPOT and/or TPITOS tools. TPOT and TPITOS score sheets should remain confidential and should only be shared with classroom teaching staff, as a component of coaching, by the assessor. Further, full implementation of a research-based system for social emotional strategies - from this point forward - should be conceptualized using the following criteria: (1) enrollment into the PMIS program and (2) engagement in coaching with use of the TPOT and TPITOS assessments.

Existing policy/procedure: Standard 4.5.2 - Program has fully implemented a research-based system that provides teaching staff, in particular, with strategies that promote social emotional competence and effectively address challenging behaviors. Evidence/Documentation Required: Copy of completed assessment score sheets from each classroom (TPOT and TPITOS as appropriate for each classroom’s age group).

Change to policy/procedure:

- Centers that enrolled in the Pyramid Model Implementation Site program within the last year prior to rating submission should submit their new enrollment paperwork to receive credit for 4.5.2.

- SEFI is creating a checklist for centers that enrolled over a year prior to rating submission as a Pyramid Model Implementation Site to indicate that they are moving towards fully implementing the Pyramid Model into their program. This checklist will serve as evidence for credit for standard 4.5.2.

- Partial credit will not be given for this standard. Centers will only receive the full 3 points if they provide one of the above as evidence that they are participating in the Pyramid Model Implementation Site program.

- TPOT and TPITOS scoresheets are intended to be confidential, and should not be shared. As such, we will no longer expect to receive TPOT and TPITOS scoresheets as evidence of standard 4.5.2.

- Centers that utilize TPOT and TPITOS assessments in their classrooms, but are not enrolled as Pyramid Model Implementation Sites, may submit evidence for standards 2.3.2 and/or 2.4.2.

2.3.2: Structured classroom observation tools are used to focus on curricular areas such as literacy, math, science and diversity. Evidence/Documentation Required: Copy of policies for completed structured classroom observation/assessment tool(s) (e.g. ECERS-3; SELA; PCMI; PRISM; QBCC; ITERS-3; CLASS; TPOT; TPITOS)

2.4.3: Additional structured observation/assessment instruments are used to focus on specific instructional supports and interactions to further inform quality improvement, inform instruction and determine overall trends in children’s development and learning. Evidence/Documentation Required: Copy of policies for additional completed structured classroom observation/assessment tool(s) (e.g. ECERS-3; SELA; PCMI; PRISM; QBCC; ITERS-3; CLASS; TPOT; TPITOS)