

ABC Quality

Adaptation Summary

ABC Quality Adaptation Process:

ABC Quality also has a continuous quality improvement process to ensure the validity and effectiveness of our quality standards. Our process includes the following:

- **Implementation** – use the assessment tool in the field.
- **Evaluation** – data collection (i.e., line-item analysis, surveys, focus groups). Data is obtained from various stakeholders (i.e., analysis, practitioners, programs). Review of data. Identifying strengths and weaknesses.
- **Adaptation** – establishing solutions and refining practices to achieve better outcomes over time.

As part of their evaluation phase, ABC Quality completed several different studies to gain feedback on the implementation of the Process and Structural Standards. These included:

1. Quantitative Analysis
 - a. Process Quality
 - b. Structural Quality
2. Anchor/Assessor/Health Educator surveys and focus groups
3. Program surveys and focus groups

After gathering all the data and feedback from the various studies and stakeholders, the research teams and ABC Quality leadership triangulated the information to summarize key findings and brainstorm possible revision options. A guiding factor was program feedback in determining areas of focus and attention. It was decided to concentrate adaptations on strategic wording changes to enhance clarity, provide consistency, expand examples, and reduce duplication. Additional wording edits were made to remove language to support priorities of the federal government. The goal was to ensure that the design did not present barriers in program's showcasing their individualized quality.





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Adaptation strategies:

- Unlinked indicators, which had required credit to be earned on a prior indicator to receive credit.
- Removed duplication within the assessments when captured in other areas.
- Removed all or nothing scoring, when possible and divided some indicators.
- Provided incremental opportunities to receive credit when possible.
- Revisited the point structure to ensure a more proportionate balance.
- Provided more clarity and expansion of concepts.

Training considerations:

- Mindset shift to encourage assessors to look for the strengths and how programs showcase meeting indicators. If they are unable to find evidence, then they document why credit cannot be received.
- Trained ABC Quality team to ensure consistent interpretation of indicators statewide as part of the launch of the revisions. This included a reliability process.
- Trained Technical Assistance Partners (Child Care Resource and Referral, Program for Infant and Toddler Care, SC Inclusion Collaborative, SC First Steps) on adapted standards.
- Ongoing training opportunities for programs (conferences, webinars, and online).

Empowering programs to advance their quality:

- Use the ABC Quality strengths-based framework to evaluate your program's quality.
- Select priorities based on the assessment and reports, which can be used as roadmap for goal setting.
- Seek resources and support. Quality is not a one-size fits all approach and the tool is designed to support many types of curriculums and approaches.

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Structural Quality (Center-based and School-Age)

Implemented Indicator	Adaptation	Justification
Element I: Program Administration and Structure	Increased the total number of points for this element.	Equalized the point distribution across the SQP.
I.A.1: The program utilizes staff and parent program evaluations to inform written plans for continuous quality improvement.	<ul style="list-style-type: none"> Scoring change to allow 1pt earned per part submitted. Added an example 	Strengths-based approach that allows programs to earn points incrementally. Removes all or nothing approach.
Process Quality: Program Structure indicators related to continuity of care. IT- D.1, D.2, and D.3 PS- D.1	I.A.2 <i>NEW Indicator:</i> The program implements practices to encourage assignment of familiar and consistent teachers in classrooms. (up to 5 pts) N/A in School-Age	Program feedback that these indicators were determined at the program level. Directors make decisions that impact the implementation of continuity practices. Therefore, this practice was moved to the SQP. Indicator is written in a strengths-based approach that allows programs to earn points incrementally.
I.B.1: The program has a transition policy that includes practices to support successful internal transitions and external transitions .	<ul style="list-style-type: none"> 2 components - earning 2pts for internal and 1 pt for external. Removed the 1-year time frame for internal transitions. Added an extensive list of examples that was divided by internal and external, that was pulled from exemplary policies. 	Strengths-based approach that allows programs to earn points incrementally. Removes all or nothing approach. Continuity of care may be practiced in multiple ways and the 1-year time frame was a limitation in that implementation. Adding more examples provides clarity for assessors and programs.

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Element II: Staff Education and Professional Development	Updated Career Ladder chart Reduced the total number of points in this element. Change in Standard heading to Education Qualifications	SC Endeavors released a new career ladder chart. Equalized the point distribution across the SQP.
Eligibility requirement: All staff must have career ladder levels.	II.A.1. <i>New indicator:</i> All staff have a career ladder level. (2 pts)	Strengths based approach to remove the requirement and make this a scored building block to meeting education indicators.
II.B.1 Teachers meet education qualifications.	II.A.3. <i>New indicator</i> numbering: All education indicators are together. Decrease thresholds to varying percentages of staff meeting entry and removing higher tier levels (each is worth 3 points). <ul style="list-style-type: none"> • 30% meet or exceed entry • 60% meet or exceed entry • 90% meet or exceed entry 	Data from the CRDC showed that this indicator was the most difficult to achieve. Programs commented frequently that the expectations for this were unrealistic. Removal of the higher tier levels to honor that at the teacher level meeting entry is meeting more than the basic foundations set by CCL. Highest point threshold earned at 90% allows for some flexibility in staffing.
II.C.2. The results of written evaluations inform staff professional development plans and/or targeted staff supports to improve practice. And II.C.3. The program's early care and education professionals utilize an individualized professional development plan.	II.B.2 The results of written evaluations inform staff professional development plans and/or targeted staff supports to improve practice. <i>Merged II.C.2 and II.C.3. – this removed timeframe requirement that was part of II.C.3.</i>	These indicators were duplicative.

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II.C.5. Teachers exceed minimum standards for annual training.	II.B.4 Decreased thresholds: <ul style="list-style-type: none"> • 30% exceed 15 hours • 60% exceed 15 hours • 90% exceed 15 hours 	Removal of the higher training hours (20 hours) to honor that at the teacher level exceeding the foundations set by CCL is a higher level of quality. Highest point threshold earned at 90% allows for some flexibility in staffing.
II.C.6, II.C.7 and II.C.8- training specific indicators on social emotional, nutrition, physical activity.	II.B.5, II.B.6, and II.B.7 <ul style="list-style-type: none"> • Decrease threshold from all staff needing to have the training to 90%. 	Highest point threshold earned at 90% allows for some flexibility in staffing.
II.C.9 The program has a written plan/procedure for staff orientation.	Wording change to indicator: II.B.8 - The program has a written plan/procedure to orient staff. <ul style="list-style-type: none"> • Removed job description as a requirement for Part B. 	Job description is already a CCL requirement for orientation.

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Element III – Child Well-being	<ul style="list-style-type: none"> Increased the total number of points for this element. Standard C- Removed (Mental Health) 	Equalized the point distribution across the SQP.
III.C.1. The program's discipline policy is founded in an understanding of social-emotional development/ behavioral health. The program staff collaborate with parents to plan developmentally appropriate, evidence-based strategies to support children with challenging behaviors.	<ul style="list-style-type: none"> Expanded example 	Expanded example provides resources for assessors and programs.
III.C.2 The program adopts a policy to limit or eliminate suspension and expulsion .	<i>Divided</i> requirements into parts as follows: Part A: A program's policy must outline how it limits or eliminates suspension and expulsion. (2 pt) Part B: Must meet Part A AND include at least 2 strategies to support children and families such as, prevention measures, parent and program collaboration, alternative options, and/or a transition process. (2 pts)	Added a new part to ensure a baseline policy to build upon. Strengths-based approach that allows programs to earn points incrementally. Removes all or nothing approach.
III.D.1 The program conducts developmental, vision and hearing screenings and shares information about a child's growth and progress, based on results of the screenings, with families confidentially according to the instruments' implementation timeframe.	<i>Divided</i> into 2 indicators: III.D.1- The program conducts vision and hearing screenings. III.D.2- The program conducts developmental screenings and shares information about a child's growth and progress, based on results of the screenings, with families confidentially according to the instruments" implementation timeframe.	Strengths-based approach that allows programs to earn points for the different screenings they conduct.

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<p>III.D.2 The program partners with families to make appropriate referrals based on parental concerns/requests, child screening, and/or ongoing documentation</p>	<p>III.D.3</p> <ul style="list-style-type: none"> Removed separate component for mental health referrals and embedded it into the indicator as a whole. 	<p>Strengths-based approach that allows programs to demonstrate all ways referrals are made for families within one indicator.</p>
<p>III.D.3 The program collaborates with experts, professionals, and community resources/agencies/organizations to support children and families regarding medical, developmental, mental health, and/or other needs.</p>	<p>III.D.4 Wording change to indicator: The program collaborates with experts, professionals, and community resources/agencies/organizations to support children and families regarding medical, developmental, social-emotional health, and/or other needs.</p> <ul style="list-style-type: none"> Scoring change to allow 1pt earned per collaboration submitted. 	<p>Strengths-based approach that allows programs to earn points incrementally. Removes all or nothing approach.</p>

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Element IV: Family Communication, Engagement and Cultural Competence	<ul style="list-style-type: none"> Wording change: Individualized Family Communication and Engagement Increased the total number of points for this element. 	Equalized the point distribution across the SQP.
IV.A.7. The program supports families by having a plan to communicate in their home language and providing policies and documents in their home language.	IV.A.1. The program orients incoming families to their program in a way that meets the family's individual needs.	Adapted indicator to focus on all families receiving an individualized orientation. Strengths based approach that allows programs to decide how they will share information with incoming families.
IV.A.1. The program utilizes a method to collect information about the child and their family.	IV.A.2 <ul style="list-style-type: none"> Scoring change to allow 1pt earned per topic submitted. Removing this indicator from the school-age SQP 	Strengths-based approach that allows programs to earn points incrementally. Removes all or nothing approach. Deleting this indicator for SA because the items here are captured in Program Eligibility.
IV.A.2. The program communicates with families in multiple ways, including a plan or policy for daily communication between families and teachers.	IV.A.3. Wording change to indicator: The program communicates with families in multiple ways. <ul style="list-style-type: none"> Removed daily communication requirement. Scoring change to allow 1pt earned per communication strategy submitted. Added additional examples 	Strengths-based approach that allows programs to earn points incrementally. Removes all or nothing approach. Adding more examples provides clarity for assessors and programs.

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<p>IV.A.3 The program maintains a resource list and/or literature from appropriate services/agencies to support children and families. The resource list and/or literature includes appropriate mental health services/agencies.</p>	<p>IV.A.4. Wording change to indicator: The program maintains a resource list and/or literature from appropriate services/agencies to support children and families.</p> <ul style="list-style-type: none"> Removed 2nd component (mental health resources) and embedded into indicator as a whole. Scoring change to allow 1pt earned per resource submitted. Added additional examples 	<p>Strengths-based approach that allows programs to earn points incrementally. Removes all or nothing approach.</p> <p>Adding more examples provides clarity for assessors and programs.</p>
<p>IV.A.5 The program demonstrates multiple methods to support family engagement including opportunities to engage families based on cultural needs and interests.</p>	<p>IV.A.6 Wording change to indicator: The program demonstrates multiple methods to support family engagement.</p> <ul style="list-style-type: none"> Scoring change to allow 1pt earned per method submitted. 	<p>Strengths-based approach that allows programs to earn points incrementally. Removes all or nothing approach.</p>
<p>IV.A.6. The program has policies and practices in place to support the needs of dual language learners (DLL).</p>	<ul style="list-style-type: none"> <i>Deleted</i> indicator 	<p>This content is embedded into Process Quality indicators.</p>

Process Quality- Element V: Intentional Teaching Tool

Standard A: Responsive and Sensitive/Respectful Care		
Indicator	Adaptation	Justification
IT A.1: Physical Warmth	<i>Removed</i> indicator and <i>merged</i> as an example of positive climate in A.2; similar to School-Age	Indicator had low correlation to the quality level. Physical warmth is one way to demonstrate positive climate.
IT, PS A.2: Positive Climate SA A.1: Positive Climate	IT, PS, and SA A.1: Contributes to the positive climate by building relationships. <ul style="list-style-type: none"> • Reworded indicator to match school-age • Examples from physical warmth added. (IT and PS) 	Age continuum across tools is strengthened when the indicator language matches.
IT A.3: Spends majority of time with children. IT- A.6: Positions body to interact and engage with children on their eye-level.	IT A.2 <ul style="list-style-type: none"> • <i>Merged</i> indicators: Indicator IT – A.3 and A.6 are now indicator IT- A.2 • Added examples of closeness and body position as part of spending time with children 	Data showed that A3 and A6 had low correlations to the quality level.
IT A.7, PS A.5, SA A.4- Recognizes and responds to all children as individuals with unique strengths and needs.	IT A.5, PS A.4, and SA A.4 <ul style="list-style-type: none"> • Assessment change to remove “1 instance” to receive credit and instead to focus on overall practice of teacher valuing children as individuals. • Added additional examples 	Strengths-based approach to allow for assessment of overall practice, rather than singling out 1 instance as an example to receive credit. <p>Adding more examples provides clarity for assessors and programs.</p>

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Standard B: Language and Communication		
Indicator	Adaptation	Justification
IT B.8, PS B.7, SA B.4: Expands children's knowledge by elaborating, extending, or sharing information.	<ul style="list-style-type: none"> Added examples (IT) 	Adding more examples provides clarity for assessors and programs.
IT B.10- Facilitates peer-to-peer communication to promote social interaction.	<i>Removed indicator</i>	<p>Data showed that 97% of programs met this indicator, which is not discriminatory.</p> <p>This indicator was only present in Infant/Toddler, which was indicator dense compared to the other tools.</p> <p>Children being close enough to each other to engage is addressed in multiple indicators throughout the tool.</p>
IT B.11, PS B.10, and SA B.5: Encourages children to communicate and share language with each other.	IT B.10, PS B.10, and SA B.5 <ul style="list-style-type: none"> Assessment change to allow for credit when children are observed to communicate with each other for the majority of the observation. New examples added to support the assessment change. 	Edits based on assessor feedback. Adding more examples provides clarity for assessors and programs.

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Standard C: Guidance		
Indicator	Adaptation	Justification
IT, PS, and SA C.1 : Uses positive guidance techniques.	<ul style="list-style-type: none"> • New examples added (PS and SA). 	Examples added support concepts in Conscious Discipline and Pyramid Model.
PS C.3 and SA C.2 : Communicates behavioral expectations to guide children's behavior in a positive manner.	<ul style="list-style-type: none"> • Assessment change to remove duplication of scoring negative phrasing of guidance statements and removed "consistently" as these are assessed in other indicators. • Removed negative examples. 	Shifting to more strengths-based mindset and eliminate loss of points over multiple indicators.
Standard D: Program Structure		
Indicators	Adaptation	Justification
IT D.1 : On a daily basis, children remain in their enrolled classroom for the majority of the day.	<i>Removed</i> indicator	Indicator was moved to Structural Quality, due to provider feedback that this was a program level decision.
PS D.1 : Children are cared for by the same teacher(s) every day, and for the majority of the time.		
IT D.2 : Children's exposure to unfamiliar teachers is limited.	<i>Removed</i> indicator	Indicator was moved to Structural Quality, due to provider feedback that this was a program level decision.
IT D.3 : Each child is assigned a primary teacher.	<i>Removed</i> indicator	Indicator was moved to Structural Quality, due to provider feedback that this was a program level decision.

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IT D.8, PS D.6, and SA D.3: Family style dining	<p><i>Divided</i> into 2 indicators:</p> <p>IT D.5, PS D.5, SA D.3: Teacher allows children to feed and (and/or-IT) serve themselves during meals and snacks.</p> <p>IT D.6, PS D.6, SA D.4: Teacher supports meals as a time for children to engage and socialize.</p>	Strengths-based approach that allows programs to earn points separately for feeding/serving meals vs engagement during mealtimes.
IT D.9, PS D.7 and SA D.4: Daily Schedule	<p>IT D.7, PS D.7, SA D.5:</p> <ul style="list-style-type: none"> Clarified component 1 to distinguish it from component 3. Added interview question to support assessment. Added observer note to support the clarification. 	This change allows the program to provide a justification to why they are not following the written schedule (through interview).
<p>PS D.8: The daily schedule provides activities that are primarily child-directed.</p> <p>SA D.5 The daily schedule provides time for a variety of indoor activities to occur.</p>	<p>PS D.8 and SA D.6</p> <ul style="list-style-type: none"> <i>Unlinked</i> requirement to meet D.7 (PS); D.5 (SA) Removed “indoor” from indicator wording (SA) 	Unlinking eliminates automatic loss of points over multiple indicators. Assessment strategy accommodates programs who spend the majority of their day outside. (SA)
IT D.11; PS D.9; SA D.6: All children must have daily outdoor time, weather permitting.	<p>IT D.9, PS D.9, SA D.7:</p> <p>Wording change indicator: Child-directed active outdoor play time is provided for all children daily, weather permitting.</p> <ul style="list-style-type: none"> Added “active” to component 1. Expanded component 3 to allow the inclement weather plan to be present in varied forms and not just on the schedule. Add additional examples to support expansion of component 3. Allowed programs to use their individualized terminology to explain “equivalent.” Unlinked requirement to meet D.9 (IT) D.7 (PS); D.4 (SA) 	Outdoor Learning Consultant recommended language changes to add “Child-directed active outdoor play.” The changes were designed to allow programs to showcase how they can meet the intent of this indicator in multiple ways. Unlinking eliminates automatic loss of points over multiple indicators.

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Standard E: Early Learning/Enhanced Learning and Enrichment		
Indicator	Adaptation	Justification
IT and PS E.2 : Opportunities are provided for children to complete or participate in self-care and/or community care tasks. SA E.2 : Children are provided opportunities to show initiative and assume leadership roles and responsibilities.	Wording change to indicator: Opportunities are provided for children to complete or participate in self-care and/or classroom-care tasks. (IT and PS) Wording change to indicator: Opportunities are provided for children to show initiative and assume leadership roles and responsibilities. (SA) <ul style="list-style-type: none"> Removed example from IT that was not a good fit to meet the intent of the indicator. 	SA indicator wording change to be more consistent with PS wording and take the focus off the “children” and more to the “opportunities”
IT, PS and SA E.3 : Children are provided activities and experiences that are developmentally appropriate and meaningful.	Wording change to indicator: Teacher provides activities and experiences that are developmentally appropriate and meaningful. <ul style="list-style-type: none"> Provided clear definition of “meaningful.” 	Indicator wording change to take the focus off the “children” and more to the “teacher/activities.” Definitions allow for consistency in assessment.
IT, PS, SA E.4 : Teacher scaffolds children’s learning during routines and activities. IT and PS E.5 : Children are provided developmentally appropriate opportunities to develop use problem-solving skills.	IT, PS, SA E.4 Wording change to indicator: Teacher provides developmentally appropriate support through scaffolding, promoting problem-solving skills or introducing new and challenging experiences. <ul style="list-style-type: none"> <i>Merged</i> indicators: Indicator IT, PS and SA E.4 and IT and PS E.5 are now indicator IT, PS, and SA E.4 Added the concept of risk-taking. Examples reflect the 3 ways credit may be received. Additional statement added to observer note to support scoring clarity. 	Adaptations made due to assessor feedback. Merged indicators and expanded indicator to include ELS APL5 – Risk taking. Since the observation is limited to 40 minutes, this gives the program more ways to receive credit.

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<p>IT and PS E.6: Lesson Plan SA E.5: Written plan of activities</p>	<p>IT E.5, PS E.5, SA E.5:</p> <ul style="list-style-type: none"> Removed component 3 regarding the plan having modifications for children with identified delays. This included the associated examples and interview questions. Added new example (IT and PS) 	<p>Removed component 3 due to duplication- this is assessed in SQP I.B.2 (component B)</p> <p>Adding more examples provides clarity for assessors and programs.</p>
<p>IT and PS E.7: Observation and documentation</p>	<p>IT E.6, PS E.6</p> <ul style="list-style-type: none"> Changed the timeframe for evidence from weekly to twice a year, with at least 4 months between. (IT) Changed the timeframe for evidence from every two weeks to twice a year, with at least 4 months between. (PS) Added example Added interview question to support assessment. 	<p>Reviewed: BUILD Compendium, NAEYC, ERS, Head Start, and PAS.</p> <p>Based on this review there is no set standard for frequency, and it can be dependent on the instrument used. 6 months is similar to other states who have timeframes in place and aligns to the frequency of parent conferences in the SQP.</p>
<p>PS E.9 and SA E.6: Planned physical activities occur daily.</p>	<p>PS E.8, SA E.6</p> <p>Wording change to indicator: Teacher plans physical activities daily.</p> <ul style="list-style-type: none"> Removed posted and generally followed in the observer note. 	<p>Indicator wording change to put focus on the teacher.</p> <p>Removing posted and generally followed allows for the schedule to be assessed outside of restricting criteria (which caused potential for program to lose points across multiple indicators).</p>
<p>IT E.9: Experiences are provided that promote children's early literacy development.</p>	<p>IT E.8</p> <ul style="list-style-type: none"> Removed posted and generally followed regarding the IT- schedule in the clarification. Removed component 3 and associated interview questions and observer notes. Moved two of the examples from this component to component 2. Extended example in component 1 to included use of children's home languages. 	<p>See justification above for rationale for removing posted and generally followed.</p> <p>Embedded concepts of component 3 into examples of components 1 and 2.</p> <p>Removing interview questions ensures less interruptions to a teacher's day.</p>



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<p>PS E.10: Experiences are provided that promote children's early reading development.</p>	<p>PS E.9</p> <ul style="list-style-type: none"> Added current to the clarification regarding the schedule and lesson plan to match Infant/Toddler. Removed component 3 and associated interview questions and observer notes. Moved one example to component 1 and another example to component 2. Modified example in component 2. Assessment change: Added new observer note to clarify how to assess component 2, which made it align to similar indicators in Early Learning. 	<p>Embedded concepts of component 3 into examples of components 1 and 2.</p> <p>Removing interview questions ensures less interruptions to a teacher's day.</p> <p>New observer note supports assessors understanding.</p>
<p>PS E.11: Experiences are provided that promote children's written communication skills.</p>	<p>PS E.10</p> <ul style="list-style-type: none"> Added current to the clarification regarding the lesson plan to match other indicators. 	<p>Supports understanding for programs and assessors.</p>
<p>SA E.7: Provides experiences that promote and extend literacy development.</p>	<ul style="list-style-type: none"> Added current to the clarification regarding the lesson plan to match other indicators. New example to component 3 to reflect some words that were removed. 	<p>Supports understanding for programs and assessors.</p>
<p>SA E.8: Opportunities are provided for children to extend learning using a variety of nature, nutrition, science, engineering, math, or technology concepts.</p>	<ul style="list-style-type: none"> Removed teacher engagement requirement and allowed for the opportunity to be available on an activity plan. Modified examples to support the above changes. 	<p>This assessment change aligns to the way it scored in IT and PS (by allowing children use of materials to count).</p> <p>Allowing evidence to be on a plan, allows programs with shorter operating hours to showcase strengths outside of the observation timeframe.</p>

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Standard F: Environment		
Indicator	Adaptation	Justification
IT, PS, and SA F.1 : The classroom has sufficient materials.	<p>Wording change to indicator: Sufficient materials are provided for children to remain engaged.</p> <ul style="list-style-type: none"> Added a chart to show quantity of materials needed. Added a list of examples. Added observer note to clarify that we assess: Primary space where the children spend the majority of their day is assessed for sufficient materials. 	<p>Changed indicator wording to take focus off the classroom and focus on materials.</p> <p>Chart supports clarity in scoring.</p> <p>Adding more examples provides clarity for assessors and programs.</p> <p>Assessment strategy accommodates programs who spend the majority of their day outside.</p>
IT, PS, and SA F.2 and F.3 : Some and wide variety.	<p>Wording change to indicator - to remove classroom (IT and PS) and to remove indoor space (SA)</p> <ul style="list-style-type: none"> Some variety of materials are organized to support purposeful play. A wide variety of materials are organized to support purposeful play. Clarified that the same space used to assess F.1 would be used to assess variety (could be outside). IT and PS If outside was used to assess F.1, it may be used to assess variety (SA). 	<p>Indicator wording change is consistent across all age groups.</p> <p>Assessment strategy accommodates programs who spend the majority of their day outside.</p>
IT F.4 : Supervision	<i>Removed</i> indicator	Removed indicator as this is a licensing regulation and based on the data does not correlate to the program's overall quality score.

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<p>IT F.5 and PS F.4: Play materials are well-organized for children to make deliberate choices.</p>	<p>IT and PS F.4</p> <ul style="list-style-type: none"> Clarification and observer note edited to reflect materials and not well-organized space. Clarified that the same space used to assess F1 would be used to assess well organized materials 	<p>Edits delineated this indicator from the space and furniture indicator.</p> <p>Assessment strategy accommodates programs who spend the majority of their day outside.</p>
<p>IT F.6: Furnishings and equipment are child-sized and appropriate for the children currently enrolled.</p>	<p><i>Removed</i> indicator and embedded content into F6- The space and furniture are organized and arranged to support play and routines.</p>	<p>This change mirrors where child-size is reflected in Preschool.</p> <p>This indicator was only present in Infant/Toddler, which was indicator dense compared to the other tools.</p>
<p>IT F.8, PS F.5, SA F.4. The classroom is purposefully planned and maintained to promote play and learning.</p>	<p>IT F.6, PS F.5, and SA F.4</p> <p>Wording change to indicator: The space and furniture are organized and arranged to support play and routines.</p> <ul style="list-style-type: none"> Added child-size example (IT) Clarified that the space assessed in F1 is also used here. 	<p>Indicator wording change to remove NLI terminology.</p> <p>Child size example added due to indicator removal. (IT)</p> <p>Assessment strategy accommodates programs who spend the majority of their day outside.</p>
<p>IT F.9 and PS F.6: Cozy area</p> <p>SA F.5: Protected Space</p>	<p>IT F.7, PS F.6, SA F.5</p> <ul style="list-style-type: none"> Added observer note: Only the primary space where children spend the majority of the day is assessed. (IT, PS, and SA) Assessment change to supplement materials: added new optional material type- "Emotional Support Materials" that are commonly present in cozy areas. Added examples of these. (PS) 	<p>Assessment strategy accommodates programs who spend the majority of their day outside.</p> <p>Expanded material types that may be found in Preschool cozy areas to support regulation of emotions.</p>

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IT F.10, PS F.7, and SA F.6: Diversity in materials	IT F.8, PS F.7, SA F.6 Wording change to indicator: Materials represent the unique backgrounds of children and families. <ul style="list-style-type: none"> Added observer note: Only the primary space where children spend the majority of the day is assessed. 	Assessment strategy accommodates programs who spend the majority of their day outside.
IT F.11, PS F.8, and SA F.7: Child-related displays	IT F.9, PS F.8, SA F.7 Wording change to indicator: A variety of child-related displays are easily visible to children. (IT and PS) <ul style="list-style-type: none"> Clarified “larger items” (IT, PS, and SA) Assessment change: Removed 3-D display as a requirement. (IT) Added observer note: Only the primary space where children spend the majority of the day is assessed. Reorganized and added additional examples (IT, PS, and SA) 	Changed indicator wording to take focus off the classroom and focus on the display. Removal of 3-D from indicator was an assessor recommendation. (IT) Organizing/adding more examples provides clarity for assessors and programs (specifically to clarify difference in child related vs child created) Assessment strategy accommodates programs who spend the majority of their day outside.
IT F.12 and PS F.9: A literacy-rich environment is present in the classroom.	IT F.10, PS F.9 Wording change to indicator: A literacy-rich environment is present. <ul style="list-style-type: none"> Removed category types from component 1. Added definition of meaningful print. Added definition of fiction/non-fiction (PS). Removed component 4 (PS). Examples of component 4 are embedded in component 1 and 3 examples. Added observer note: Only the primary space where children spend the majority of the day is assessed. 	Changed indicator wording to take focus off the classroom. Adding definitions provides clarity for assessors and programs. Assessment strategy accommodates programs who spend the majority of their day outside.

Adaptation Summary

<p>IT F.14, PS F.11, SA F.8: Equipment and materials used in the outdoor space are sufficient for children to be actively engaged.</p>	<p>IT F.12, PS F.11, SA F.8</p> <p>Wording change to indicator: Materials used in the outdoor space are sufficient for children to be actively engaged.</p> <ul style="list-style-type: none"> Added to clarification "<i>When more than 20 children use the playground at the same time, at least 20 material types are needed.</i>" (IT) Clarified this statement in PS and SA. Added examples. Added to observer note: If there is no designated outdoor space for the age group, then credit cannot be received. (IT, PS, SA) 	<p>Indicator wording change recommended by Health Educators/Outdoor Learning Consultant.</p> <p>Addition in IT was to align with Preschool and School Age.</p> <p>Added examples provides clarity for assessors and programs.</p> <p>Observer note addition supports consistent scoring.</p>
<p>PS F.12: The outdoor space provides a variety of equipment and materials that are organized to support complex play.</p>	<p>Wording change to indicator: The outdoor space provides a variety of materials that are organized to support complex play.</p> <ul style="list-style-type: none"> Reduced required categories to 3 instead of 4 Added 2 categories with examples to support understanding. <i>Unlinked</i> sufficient materials 	<p>Indicator wording focuses on materials and not equipment.</p> <p>Reduced categories required to represent programs who were emerging with this implementation.</p> <p>Added examples provides clarity for assessors and programs.</p> <p>Unlinking eliminates automatic loss of points over multiple indicators.</p>
<p>IT F.15, PS F.13, SA F.9: Portable play materials used in the outdoor space promote a range of skills.</p>	<p>IT F.13, PS F.13, SA F.9</p> <ul style="list-style-type: none"> <i>Unlinked</i> sufficient materials (IT F.12, PS F.11, SA F.8) as a requirement for meeting this indicator. Increased required number of materials from 4 to 5 (IT) 	<p>Unlinking eliminates automatic loss of points over multiple indicators.</p> <p>Increase in number of materials required for IT was the recommendation of the Outdoor Learning Consultant.</p>

Adaptation Summary

<p>IT F.16, PS F.14, SA F.10: Outdoor space is planned as a play and learning environment.</p>	<p>IT F.14, PS F.14, SA F.10</p> <ul style="list-style-type: none"> Assessment change: Component 2 cannot be met unless component 1 is met. 	<p>Assessment change was the recommendation of the Outdoor Learning Consultant.</p>
<p>IT F.17, PS F.15, SA F.11: The outdoor environment is naturalized.</p>	<p>IT F.15, PS F.15, SA F.11</p> <p>Wording change to indicator: The outdoor environment has a variety of vegetation.</p> <ul style="list-style-type: none"> Edited grouping to now be multiples with a new definition. New category added- Ornamental grasses. More than 3 trees can be counted for more than 1 category. Additional examples provided to the categories and summary examples. 	<p>Programs who were assessed prior to this current version recall naturalize environment equating to materials and equipment, such as tree cookies, wooden fences, bird houses, etc. The shift to looking at vegetation is more clearly evident at the indicator level.</p> <p>New examples, categories, definition of multiples and changes to assessment of trees was recommended by the Outdoor Learning Consultant.</p>