# Additional Proposed Revisions

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| **Current Measure** | **Proposed Measure** |
| **IFAL-03****Routine and transition times are used as****opportunities for incidental learning.**Score 0: No evidenceScore 1: There is some (at least 1) evidence of routine and transition times being used for incidental learning; however, caregiveroften misses the opportunity to make effective use of these times for learning.Score 2: There is moderate (at least 2) evidence of routine and transition times being used for incidental learning; however, caregiver may sometimes miss the opportunity to make effective use of these times for learning.Score 3: Routine and transition times are consistently (at least 3) used as time for incidental learning. | **Remove the # of instances and be in-line with some, moderate and consistently defined within Category 2**Score 0: No evidenceScore 1: There is **some** evidence of routine and transition times being used for incidental learning; however, caregiver often misses the opportunity to make effective use of these times for learning.Score 2: There is **moderate** evidence of routine and transition times being used for incidental learning; however, caregiver may sometimes miss the opportunity to make effective use of these times for learning.Score 3: Routine and transition times are **consistently** used as time forincidental learning. |
| **IFAL-06**Implemented learning activities are organized to progressivelybuild skills and knowledge by moving the child from currentdevelopmental levels to the targeted developmental benchmarks. | **Integrate IFAL-06 into PBIG-03 to be a more robust measure about scaffolding****PBIG-03**Provides guidance when children are working to progressivelybuild skills and knowledge ~~complete a task/play~~ rather than using overly directive strategies to move the child from currentdevelopmental levels to the targeted developmental benchmarks |
| **P-ILE-06**Equipment/ materials facilitate social interaction and experiencing the environmentExample score:Score 2: Equipment/ materials provide opportunities for children to work together or alone; provides a variety of experiences and are rotated to provide interest*Currently it looks at if there are small group areas and a variety of materials. 2 separate topics that are covered by ILE-01 (interest centers) and ILE-04 (arrangement of materials)* | **Reword and move into PBIG****PBIG-04**Provides opportunities for and/or facilitates children to have social interactions with the peersScore 0: No opportunities are observedScore 1: Some evidence of opportunities for children to move freely so natural groupings and interactions occur. Score 2: Moderate evidence of opportunities for children to move freely so natural groupings and interactions occur and/ or to work together or alone.Score 3: Consistent evidence that children are allowed to make choices to work and play in large and small groups or alone. |
| **S-ILE-01**1. Indoor environment is arranged to facilitate a distinct division of active and quiet spaces 2. Nap/rest space is conducive for children to relax, rest or sleep as appropriate for the ages and abilities of children 3. Indoor environment includes space where children can play protected from interference by other children, yet be supervised by the caregiver 4. Equipment/materials are clean and in good repair. Providers supply a checklist of cleaning and maintenance tasks they use to ensure a safe and sanitary environment for children. 5. Equipment/materials are readily available and adapted to allow for equal participation by all children | **Remove 2 - 5 as they mimic CCL standards; leaving 1)**1. No specific standard focuses on separation of quiet vs active however there is a standard for each age group requiring interest areas.
2. 746.2909 (arrangement); 746.2911 (lighting)
3. 746.2403 (1) and (2); 746.2503 (1) and (2); 746.2605 (1); 746.2703 (1)
4. 746.3407 (1-13)
5. 746.2405 (5) Infants, 746.2505 (4) Toddlers, 746.2605 (4) PreK
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| **S-ILE-02**1. Indoor environment includes sufficient quantity of sleeping, diapering and feeding equipment to accommodate the number of children served 2. Indoor environment includes sufficient space to allow for different kinds of experiences such as tummy time, active play, quiet play, and messy play 3. Diapering areas include items that enhance cognitive and communication skills 4. Indoor environment includes space and equipment where caregivers and mothers can sit comfortably and hold infants while feeding or breast feeding | **Remove 1), 2) and 4) as they mimic CCL standards; leaving 3)** Diapering areas include items that enhance cognitive and communication skills1. 746.4205 (a)(b)
2. 746.2403 (2), 746.2503 (1)
3. No specific standard focuses on the requirements for diaper changing areas.
4. 746.501 (24)
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| **S-ILE-03**Indoor environment is arranged to include a quiet place with age appropriate tables, chairs and appropriate lighting to facilitate completion of homework. | **Remove as it mimics CCL standards**746.2705 (1) furnishings/equipment and 746.2703 (3) physical space |
| **P-OLE-04**Natural outdoor environment supports social emotional development including but not limited to areas that invite social gatherings, tummy time, dramatic play, group games, music and movement, and spaces for quiet and calm activities. | **Merge with P-OLE-01 to streamline the intent of children having alternate places of play and learning****P-OLE-01**Outdoor environment allows for children to engage in natural small groupings with ~~and~~ activities that are linked to and reinforce indoor learning. |

## Nutrition Measures

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| **Texas Rising Star Measure** | **CCL Minimum Standard** | **Combined Texas Rising Star Measure** |
| **P-N-01 *(All ages)***Items to Observe: Yes/No Indicators -Drinks are offered with food -Seconds of healthy options are available -Children are not hurried to finish eating -Children are not viewing television during mealtime -Children are encouraged to engage in conversation during meal time -Children have the opportunity to feed themselves consistent with their developmental levels | 746.3301 (e) You must ensure a supply of drinking water is always available to each child and isserved at every snack, mealtime746.3305 (d) You must serve enough food to allow children second servings from the vegetable, fruit,grain, and milk groups746.3319 (a)(1) all meals and snack times must: (1) Be unhurried; No current CCL Minimum Standard is focused on ensuring tv is not on during mealtime.No current CCL Minimum Standard is focused on children feeding themselves. | Removal of the duplicate measures (drinks, seconds, and hurried)Possibly add clarification within P-LFS-04 Communicates with children throughout the dayP-LFS-06 Provides children with frequent opportunities to talk with caregiversP-LFS-08 Engages children in conversations (3-5 turns) about a variety of topicsAdd new measure within SCR Children are encouraged to assist with mealtime routines and procedures. *(see full measure in P-N-06)* |
| **P-N-02 *(All ages)***Caregivers model appropriate dining etiquette. | No current CCL Minimum Standard is focused on caregivers modeling dining etiquette | Remove due to data analysis (floor effect) |
| **P-N-03 *(Infants 0-12 months)***Infants are held (if developmentally appropriate)and talked to in reassuring tones while bottle fed. | §746.2401. What are the basic care requirements for infants? (5) Talking to infants as they are fed, changed, and held | No Combining – RemoveThe teacher could still be rated in the subscale of WRS and LFS. P-WRS-02 positive nonverbal behaviors, P-WRS-04 notices and attends to children’s signals and P-WRS-05 responds promptly and sensitively. P-LFS-01 listen and respond to vocalizations, P-LFS-04 communicates with children throughout the day, P-LFS-06 and P-LFS-08. |
| **P-N-04 *(Infants 0-12 months)***Caregivers feed infants on the infant’s cue, such as the infant opening the mouth and making suckling noises or moving hands at random, unless the parent and the child’s physician give written instructions otherwise. The caregivers also stop feeding upon satiety. Caregivers observe satiation indicators such as the infant keeping the mouth closed, turning away from the bottle, and paying increased attention to surroundings | §746.2401. What are the basic care requirements for infants? (4) Prompt attention given to physical needs, such as feeding and diapering;  | No Combining – RemoveThe teacher could still be rated in the subscale of WRS-04 notices and attends to children’s signals and P-WRS-05 responds promptly and sensitively, as well as P-LFS-01 listen and respond to vocalizations.  |
| **P-N-05 *(Toddler and Older)***Meals are served to children seated with their assigned caregivers when not helping with the meal service routine or providing necessary assistance to children. Children are encouraged to sample a variety of food of different colors and textures. | No current CCL Minimum Standard is focused on children being seated with caregivers and encouraged to sample a variety of food. | Possibly adding clarification to P-WRS-04 notices and attends to children’s signals and P-WRS-05 responds promptly and sensitively. Also, clarification could be added for P-LFS-01 listen and respond to vocalizations, P-LFS-04 communicates with children throughout the day, P-LFS-06 and P-LFS-08.  |
| **P-N-06 *(Preschool and Older)***All children assist with mealtime activities, with staff supervision. Items to observe: -Children are encouraged to set tables, put out napkins, clean place mats etc. -Children are encouraged to serve themselves as their abilities permit ex. scoop food using sturdy serving spoons, pour milk from child sized pitchers -An orderly process is in place for taking turns and varying tasks. | No current CCL Minimum Standard is focused on children participating in self-help/family-style meal service. | Add new measure within SCR (*see addition from P-N-01)* Children are encouraged to assist with mealtime routines and procedures. (4 indicators)1. Children have the opportunity to feed themselves consistent with their developmental levels.
2. Children are encouraged to serve themselves as their abilities permit (ex. scoop food using sturdy serving spoons, pour milk from child sized pitchers)
3. Children are encouraged to assist in mealtime prep and/or clean up (set tables, put out napkins, clean place mats, etc.)
4. An orderly process is in place for taking turns and varying tasks
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