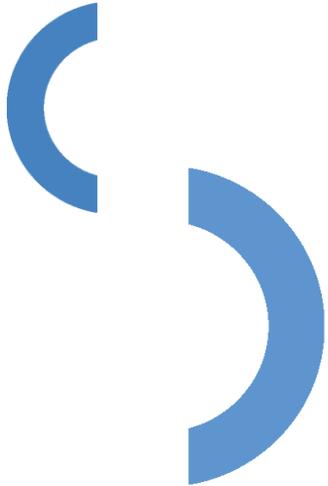




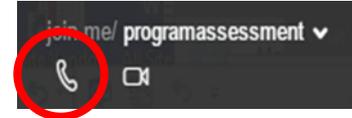
Early Childhood Environment Rating Scale (ECERS-R) 103



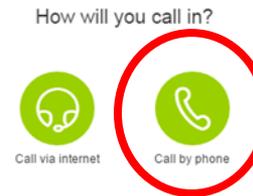
- ECERS-R scoring structure
- Subscale review and some of their requirements:
 - Language-Reasoning
 - Activities
 - Interaction

Welcome to ECERS-R 103!

1. Call in by clicking on the phone icon.



2. Select "Call by phone."



3. During the presentation, use the chat icon to ask and respond to questions.



ECERS-R Webinar Series - Scope & Sequence

Title	Description	Timing
ECERS-R 101	<ul style="list-style-type: none">• Why the DECE uses the ECERS-R tool• What the ECERS-R tool measures, broadly• What to expect before, during, and after an ECERS-R assessment• What resources are available to support you	Occurred September 29, 2016
ECERS-R 102	<ul style="list-style-type: none">• How the ECERS-R is scored• Deep dive into subscales:<ul style="list-style-type: none">• Space and Furnishings• Personal Care Routines• Program Structure	October 11, 2016
ECERS-R 103	<ul style="list-style-type: none">• Deep dive into subscales:<ul style="list-style-type: none">• Language-Reasoning• Activities• Interaction	October 25, 2016
ECERS-R 104	<ul style="list-style-type: none">• How to read and interpret your ECERS-R report• How to use ECERS-R data and recommendations to inform pre-K program goals	December 6, 2016

ECERS 102 Recap

Deep dive into the items in the following subscales:

- Space and Furnishings
- Personal Care Routines
- Program Structure

The ECERS-R Subscales

Space & Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure
<ol style="list-style-type: none"> 1. Indoor space 2. Furniture for care, play, and learning 3. Furnishings for relaxation and comfort 4. Room arrangement for play 5. Space for privacy 6. Child-related display 7. Space for gross motor play 8. Gross motor equipment 	<ol style="list-style-type: none"> 9. Greeting/departing 10. Meals/snacks 11. Nap/rest 12. Toileting/diapering 13. Health practices 14. Safety practices 	<ol style="list-style-type: none"> 15. Books and pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language 	<ol style="list-style-type: none"> 19. Fine motor 20. Art 21. Music/movement 22. Blocks 23. Sand/water 24. Dramatic play 25. Nature/science 26. Math/number 27. Use of computers 28. Promoting acceptance of diversity 	<ol style="list-style-type: none"> 29. Supervision of gross motor activities 30. General supervision of children 31. Discipline 32. Staff-child interactions 33. Interactions among children 	<ol style="list-style-type: none"> 34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities

It is the average of all of these factors that relate to children's outcomes

ECERS-R 103 Objectives

- Understand key requirements of the following subscales:
 - Language-Reasoning
 - Activities
 - Interaction
- Understand some scoring revisions that will be made by the DECE



Materials that will be helpful during this webinar

- The *All About the ECERS-R* book
- ECERS-R spiral-bound scale (if you have one)
 - To request a copy, email programassessment@schools.nyc.gov

Scoring Refinement

- The DECE has made some refinements to the way that a few indicators within some of the items will be scored moving forward
- This refinement was made based on feedback from program leaders
- The aim of the scoring refinements was twofold:
 - Make the ECERS-R tool a better fit for the context of NYC
 - Fix any discrepancies between low-level, basic ECERS-R requirements and the Policy Handbook
- Scoring refinements are in an *ECERS-R Additional Notes* document that is posted on DECE's website.
- Throughout this webinar, you will see any scoring refinements in red text

Language-Reasoning

*All About the
ECERS-R
p. 147*

15. Books and pictures
 16. Encouraging children to communicate
 17. Using language to develop reasoning skills
 18. Informal Use of language
-

PQS Connection:

8) Engaging Children in Meaningful Activity

PKFCC Connection:

Domain 4: Communication, Language, Literacy

All About the ECERS-R book

The book is setup to give more details about each of the items, including why the item is important for children, and comprehensive information about each indicator

- Turn to page 147
 - **Item name and number**
 - **General information:** describes the reason why this set of requirements is in the scale
 - **A closer look at each indicator:** describes the requirement with more detail than is in the scale itself

Item 15: Books and pictures

- Some books related to current classroom unit of study
- Books are rotated throughout the year
- Staff read informally throughout the day, not just during large group times
- Books are placed throughout the classroom, but there should also be a library center
- There are books from different genres:
 - Fiction
 - Non-fiction
 - Nature/science
- There are books that represent different races, cultures, and abilities
- Books that contain violence pertaining to guns, war, and killing **(not just dying)** are considered inappropriate, since it can be difficult for young children to understand the difference between fact and fantasy

Item 16: Encouraging children to communicate

- There are materials that encourage communication throughout the room (e.g., puppets, small figures in block area)
- There are plenty of opportunities for children to talk throughout the day
- Staff link children's spoken thoughts to writing (e.g., write down children's stories and read back to them, help write notes to friends)
- Staff ask questions throughout the day that encourage children to talk – both to teachers and to each other

Item 17: Using language to develop reasoning skills

- Staff use children's interests and need to solve problems as "teachable moments" to introduce new ideas
- Staff encourage children to talk about their thinking when solving problems by asking "how," "why," and "what" questions
- Staff members use materials, like puzzles and fine motor materials, to talk to children about math concepts (e.g., recognize small groups of objects, compare the number of objects, match geometric shapes to other shapes or outline; identify and distinguish between basic shapes)



Item 18: Informal Use of language

- Staff have informal conversations with most of the children in the class, daily
- Informal conversations are those that happen in response to things that happen throughout the day (i.e., unplanned)
 - Language is mostly used to share information and strengthen relationships, not to control behavior
- Children are encouraged to talk throughout all parts of the day
- Staff ask open-ended questions to encourage longer answers

Language-Reasoning Questions?



Activities

*All About the
ECERS-R
p. 189*

19. Fine Motor
20. Art
21. Music/movement
22. Blocks
23. Sand/water
24. Dramatic play
25. Nature/science
26. Math/number
27. Use of TV, video, and/or computers
28. Promoting acceptance of diversity

PQS Connection:

- 8) Engaging Children in Meaningful Activities
- 13) Resource Management

PKFCC Connection:

- Domain 1: Approaches to Learning
- Domain 4: Communication, Language, Literacy
- Domain 5: Cognition and Knowledge of the World

Learning Centers and the *Activities* subscale

- Play is an important vehicle for developing a variety of skills outlined in the PKFCC
- Children are more likely to be engaged and learn when they can select their own materials
- All children should be able to access and choose from the materials in the *Activities* subscale for at least one-third of the pre-K hours (2 hours, 7 minutes)
 - Does not include transitions
 - Does not include clean-up
 - Does not include small groups if children do not have a choice to be in them
- “Access” means that children can reach and use materials, and there is time in the schedule for them to do that
- During Center Time, staff model language through initiating, joining and extending conversations, using self- and parallel-talk, and asking open-ended questions
- Materials are rotated throughout the year to maintain children’s interest

Item 19: Fine motor

- There are 3-5 materials in each of these categories:

Examples	Small building toys	Art materials	Manipulatives	Puzzles
	<ul style="list-style-type: none">• Interlocking blocks• Small blocks, inch cubes• Magnetic blocks• Tinker toys	<ul style="list-style-type: none">• Crayons, markers• Pencils• Paints• Tools (e.g., hole punches, tape)• Clay	<ul style="list-style-type: none">• Beads/string• Lacing cards/string• Peg boards• Parquet shapes• Zip, snap, and button toys	<ul style="list-style-type: none">• Floor puzzles• Wooden tables with pegs

- Materials are rotated to maintain children's interest
- Containers are labeled and available for children
- Puzzles and sets of materials are complete (i.e., not missing parts)

Item 20: Art

- There are at least 3-5 materials from at least 4 out of the 5 categories below:

	Drawing	Painting	3-Dimensional	Collage	Tools
Examples	<ul style="list-style-type: none">• Paper• Crayons• Markers• Colored pencils• Pens• Chalk	<ul style="list-style-type: none">• Easel paint• Finger paint• Watercolors	<ul style="list-style-type: none">• Play dough• Clay• Craft sticks• Wood• Pipe cleaners	<ul style="list-style-type: none">• Glue• Pom-poms• Sequins• Feathers• Yarn/string	<ul style="list-style-type: none">• Safe scissors• Staplers• Ole punches• Tape• Brushes

- Individualized expression is encouraged when materials are used
- Some art activities are related to instructional units

Item 21: Music/movement

- Movement/Dance activity happens at least once a week
- Music activities happen daily (i.e. sing songs during morning circle)
- Creativity is encouraged during music activities (e.g., give leadership opportunities, allow for made-up words)
- There are many music materials available for at least 47 minutes daily (at least enough for half of the class)
- There is a way for children to independently play recorded music in the classroom (e.g., MP3 player and speakers, CD player and CDs)
- At least three types of music are used in the classroom (e.g., jazz, reggae, lullabies, classical)

Item 22: Blocks

- **Block area**

- Enough space for at least three children to build different structures at the same time
- Out of the way of foot traffic
- Floor surface should allow for balancing
- Blocks and accessories should be stored on open, labeled shelves

- **Materials**

- At least two kinds of blocks (e.g., large wooden blocks, homemade “blocks” like empty food containers)
- Enough blocks for at least three children to build
- Accessories to enrich block play (e.g., toy animals and people, road signs), **not** to distract from block play

Item 23: Sand/water

- Offer both water and sand-like material for children
 - Appropriate sand substitutes are materials that can easily be poured (e.g., fine soil)
- A variety of accessories should also be available (e.g., containers, spoons, measuring cups, toy cars)
- If possible, offer sand and water activities outside, too

Item 24: Dramatic play

- There are materials that represent two different “themes” at any time
- There are many materials available, including dress-up clothes
 - Enough for at least three children to use them at a given time
- There are dress-up items that are both traditionally masculine and traditionally feminine
 - More options help support complex forms of play

Item 25: Nature/science

- There are at least 3 items from at least three of the categories below:

Examples	Collections of Natural Objects	Living Things	Nature/science Books, Games, or Toys	Nature/science Activities
	<ul style="list-style-type: none">• Leaves• Rocks• Shells• Pinecones	<ul style="list-style-type: none">• Class pet (e.g., fish)• Window bird feeder• Living plants	<ul style="list-style-type: none">• Non-fiction books about items in science center• Nature picture matching cards• Realistic plastic sets of animals	<ul style="list-style-type: none">• Magnet set• Magnifying glasses with items to look at• Shaking cans with different items• Cooking activities

- Encourage children to bring in natural things to add to collections (e.g., bring leaves that were found on the way to pre-K)
- Organize materials by type to allow for easier clean-up and organization
- Use everyday events to teach scientific concepts (e.g., weather, shadows, observing insects, melting snow)
- There are books and pictures available to help extend children's hands-on experiences

Item 26: Math/Number

- There is at least 3 items from the following categories:

Examples	Counting	Measuring	Comparing amounts	Recognizing shapes	Becoming familiar with written numbers
	<ul style="list-style-type: none">• Collections of small objects to count• Puzzles in which number are matched to items• Beads and bead pattern activities	<ul style="list-style-type: none">• Balance scale with items to weigh• Rulers and tape measures• Thermometers	<ul style="list-style-type: none">• Cubes that stack to different heights• Chart and graph activities• Dominos• Playing cards	<ul style="list-style-type: none">• Parquetry (shape) blocks• Magnetic shapes• Puzzles with different geometric shapes	<ul style="list-style-type: none">• Number puzzles• Cash register with play money• Calendar• Play telephone

- Organize materials by type to allow for easier clean-up and organization (e.g., all pieces needed for games are stored together)
- Use everyday events to teach mathematical concepts (e.g., counting while climbing steps, using timers to take turns)
- There are books and pictures available to help extend

Item 27: Use of TV, video, and/or computers

- For each child, computer/screen time is limited to 30 minutes in a week, and no more than 15 minutes per day in total
 - Includes computers, tablets, interactive whiteboards, mobile devices, and cameras and recording devices
- Alternative activities are given while TV/computers are used (i.e., not during large group time)
- Information presented encourages active involvement (e.g., dancing, active thinking)
- Staff are actively involved in the use of TV/computers (e.g., sit with children and ask questions or offer encouragement)
- Information presented supports units of study or other activities
- Some software encourages creativity

Item 28: Promoting Acceptance of Diversity

- Many books, pictures, and materials that show people of different races, cultures, ages, abilities, and gender
- Some props related to various cultures in the dramatic play area
- Materials show diversity in a positive, non-stereotyping way
- Staff intervene if prejudice is shown by children or adults

Activities Questions?



Interaction

*All About the
ECERS-R*
p. 299

29. Supervision of of gross motor activities
30. General supervision of children (other than gross motor)
31. Discipline
32. Staff-child interactions
33. Interactions among children

PQS Connection:

- 8) Engaging Children in Meaningful Activity
- 9) Creating a Positive Classroom Culture

PKFCC Connection:

Guiding principle 5: Children learn through interactions

Domain 1: Approaches to Learning

Domain 3: Social and Emotional Development

Item 29: Supervision of gross motor activities

- During gross motor play:
 - Staff help develop positive social interactions
 - Staff help children use the equipment
 - Staff help children develop new skills
 - Interaction between children and staff are positive and helpful
 - Staff prevent dangerous situations before they happen
 - Staff are positioned so that all parts of the gross motor space are monitored

Item 30: General supervision of children (other than gross motor)

- Staff are aware of the whole group, even when working with one child or a small group
- Supervision is adjusted based on the age and ability of children
- Staff act to prevent inappropriate use of materials
- Staff offer encouragement to children when needed
- Staff talk with children about ideas related to their play

Item 31: Discipline

- Staff use positive behavior strategies, also outlined in the DECE's Statement on Positive Behavior Guidance
 - Proactive measures
 - Positive reinforcement
 - Appropriate responsive strategies
- Staff are actively involved in helping solve problems when they arise
- Activities or books are used to help develop social skills
- Staff react consistently to behavior (i.e., all staff apply rules in the same way)
- There is generally a positive classroom culture and children follow rules
- Expectations for behavior are appropriate for developmental level of children

Item 32: Staff-child interactions

- Staff interact with children in a warm, supportive way
- There are few unpleasant interactions (if any)
- Staff show respect for children (e.g. listen and make eye contact when children speak)
- Staff are sympathetic when children are upset
- There is shared excitement between staff and children throughout the day
- Staff model and encourage mutual respect

Item 33: Interactions among children

- Peer interactions are usually positive
- Peer interaction is actively encouraged throughout the day
- There is a relaxed, rather than strict, atmosphere
- There are enough materials and choices for children to help prevent competition and arguments
- Opportunities are provided for children to work together to accomplish a goal
- Staff model good social skills for children

Interactions Questions?



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ECERS-R 104	<ul style="list-style-type: none"> • How to read and interpret your ECERS-R report • How to use ECERS-R data and recommendations to inform pre-K program goals 	December 6, 2016

Thank you!

Before you go

1. Enter your email into the chat window to receive a copy of today's presentation
2. Fill out this short survey to let us know what you thought:
<https://goo.gl/forms/1DxJPHugpYoBtow52>
3. Email any further questions to:
programassessment@schools.nyc.gov

See you on December 6 at 2:00 pm for
ECERS-R 104: Your ECERS-R report

