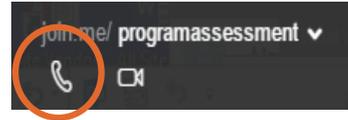


Welcome to ECERS-R 101!

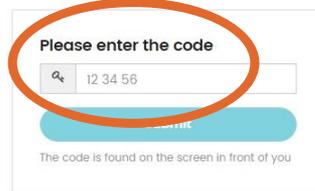
1. Call in by clicking on the phone icon.



2. Select "Call by phone."

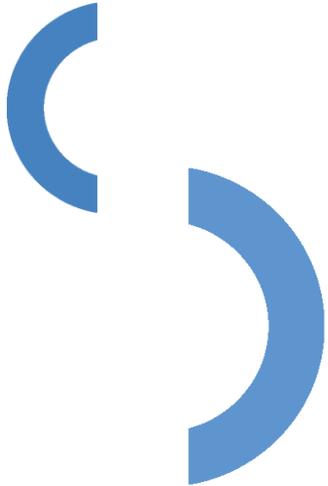


3. Let us know what you want to know about the CLASS assessment process! Go to www.menti.com and enter the code [ADD CODE] to participate in the poll, if you haven't already.



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





ECERS-R 101

The pre-K program assessment process

Thanks for taking the poll!

What do you want to know about the ECERS-R...



I would like to know how to best help the teachers obtain high ECERS scores in all areas	everything	everything!
ECERS-R is the way were are evaluated on how well we are implementing program quality standards. an evaluator comes the building and spends	I have a combination Nursery and Prek class. Is this taken into account if my class gets ECERed? If yes, in what way?	Everything!
If you are going to stop allowing Assessors to say books like "Where the Wild Things Are" are violent.	If there are plans to re-invent it to be more culturally sensitive.	This is assessment of children's educational environment based on room design, tools, size, and flow using a scoring system 1-7.
	When will yo match assessors to	When the assessment will cease being biased against an urban



16

ECERS-R 101 Objectives:

- Understand why the DECE uses the ECERS-R tool and how the ECERS-R aligns with the Program Quality Standards and Framework for Great Schools
- Understand what the ECERS-R tool measures, broadly
- Understand how the DECE uses ECERS-R data
- Know what to expect before, during, and after a ECERS-R observation
- Learn how ECERS-R results are communicated to programs



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	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

The PQS and the Framework for Great Schools

The Framework for Great Schools



The Pre-K for All Program Quality Standards (PQS)

- Define the NYCDOE's vision for high-quality Pre-K for All programs
- Are grounded in the DOE's Framework for Great Schools
- Describe the key practices that support children in gaining the knowledge and skills outlined in the New York State Prekindergarten Foundation for the Common Core (PKFCC)

Policy and Quality Alignment

Policy Handbook

Provides standards that are minimal requirements that all programs must meet. These minimal standards are aligned with the minimal requirements with the ECERS-R.

Program Quality Standards

Provides standards to help support programs go beyond minimal requirements and reach excellence within what is provided for children. These standards are aligned with the good and excellent requirements in the ECERS-R.

The ECERS-R measures the overall learning environment

- Originally developed by researchers at the University of North Carolina as a way to measure a range of the factors that impact children's experiences in pre-K
- Research shows that the ECERS-R tool is a valid and reliable measure to examine the learning environment
- Research shows that, after controlling for student characteristics, there is a positive correlation between higher ECERS-R scores and children's social-emotional and cognitive development
- The DECE uses the ECERS-R tool to understand key characteristics of the learning environments that children have access to in pre-K programs across the city, in all settings

The ECERS-R Subscales

Space & Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure
Factors related to the physical indoor and outdoor spaces	Practices and provisions to meet health and safety, nap, and toileting needs	Materials and practices that support language development	Kinds of materials and amount of time that children have to access them (play)	Practices regarding formal and informal interactions and supervision	Factors related to the daily schedule, and basic provisions for students with disabilities

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

Space and Furnishings Subscale

- Spaces used by children are safe, clean and well-maintained (e.g., classroom, bathroom, hallways, outdoor spaces)
- There is a sufficient amount of furniture, and it is appropriately child-sized (e.g., children's feet touch the ground in when sitting in chairs)
- The room is arranged for play and effective visual supervision
- Work displayed is mostly done by children and is unique
- Children have a space to go for privacy and relaxation



Personal Care Routines Subscale

- Meals/snacks are well-balanced
- Nap provisions and time are appropriate
- Most children use appropriate hand-washing procedures
- Children taught to manage health practices independently
- Greeting routines when children arrive at pre-K address children and parents positively



Language and Reasoning Subscale

- There is a large selection of books that are displayed for children to see and use
- Children are encouraged to speak throughout all parts of the day
- Children are asked to think about their thinking



Activities Subscale

- Many and varied materials are available (e.g., art, music, blocks sand/water, dramatic play)
- Materials are organized in defined learning centers
- Children can use these materials for $\frac{1}{3}$ of the pre-K day
- Children can *choose* their activities
- Computer time is appropriate and aligned to pre-K policy



Interactions Subscale

- Children are supervised throughout the day
- Positive behavior guidance is used (i.e., non-punitive discipline strategies)
- There are many opportunities for children to talk throughout the day
- All staff model good social skills
- Peer interactions are usually positive



Program Structure Subscale

- Daily schedule includes time for small group, large group, and individual activities
- Large group time is limited to less than 20 minutes at a given time, and shorter at the beginning of the year
- Transitions between activities are short
- Families and classroom staff are involved in setting IEP goals

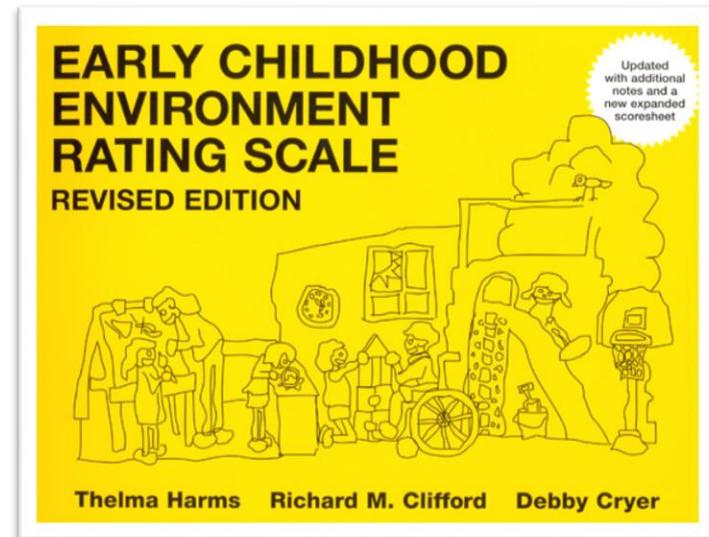
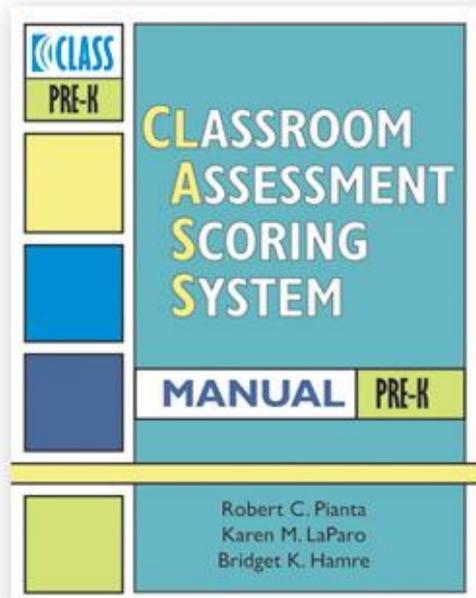


How the ECERS-R is scored

- Each subscale has “items” that have their own rubric
- Each item is rated on a scale of 1-7
- Example: 19. Fine Motor:

Inadequate 1	2	Minimal 3	4	Good 5	6	Excellent 7
<input type="checkbox"/> 1.1 Very few fine motor materials available <input type="checkbox"/> 1.2 Fine motor materials in poor repair/incomplete		<input type="checkbox"/> 3.1 Some fine motor materials across different types accessible <input type="checkbox"/> 3.2 Most fine motor materials in good repair/complete sets		<input type="checkbox"/> 5.1: Many fine motor materials are available for a Substantial Portion of the Day (2 hours, 7 minutes) <input type="checkbox"/> 5.2 Fine motor materials are well organized <input type="checkbox"/> 5.3 Fine motor materials on different levels of difficulty accessible		<input type="checkbox"/> 7.1 Materials rotated to maintain interest <input type="checkbox"/> 7.2 Containers/shelves labeled for self help

ECERS-R and the Classroom Assessment Scoring System (CLASS)



DECE Pre-K Program Assessment Strategy

- Our goal is for programs to receive an ECERS-R and a CLASS assessment **at least** once every 3 years
- We use ECERS-R and CLASS data in conjunction with other data to help prioritize supports

Questions?



Before the Assessment

- You will be notified that your program has been selected for a ECERS-R assessment during the 2016-2017 school year
- A DECE ECERS-R evaluator will contact you by email you at least two weeks in advance to schedule an assessment date
- You will confirm that the proposed date(s) reflect a typical day of school
- An evaluator will send a reminder email the week before the assessment date to confirm classroom schedules and arrival time

Who are DECE ECERS-R evaluators?

- DOE staff members
- Pass a reliability test on a yearly basis to maintain certification
- Receive additional training on data collection, report writing, and addressing bias
- Participate in ongoing testing and double coding throughout the year

Assessment Day



- Evaluators arrive 30 minutes before the start of the program's Pre-K for All hours
- Evaluators randomly select one of the pre-K classes in which to observe
 - Evaluators stay with that class throughout the day – including lunch, recess, and any specials
- The observation will take place for 3 to 3.5 hours
- Evaluators meet with the lead teacher of the classroom for about 30 minutes at the conclusion of the observation to ask about any items that were not observed
- Program leaders receive a follow-up survey to give feedback on the process after the assessment takes place



How ECERS-R Data is Reported to Programs

ECERS-R Observation Report



Unique ID/DBN:	LAOX	Date of Observation	10/28/2015
Name:	Little Learners Preschool	Type:	Full-day, <i>EarlyLearn</i>
Address:	136 W. 115 th St.	# of Children Enrolled in Class	18
Time observation began- ended:	8:00am - 11:30am	# of Children Present in Class	18

Early Childhood Environment Rating Scale – Revised (ECERS-R) and the Pre-K for All Program Quality Standards (PQS)

The NYC Pre-K for All Program Quality Standards (PQS) describe key practices and structures that are essential in high-quality Pre-K programs to prepare children for success. The Division of Early Childhood Education (DECE) uses the ECERS-R tool to measure the extent to which programs are successful at reaching many of the standards related to the pre-K learning environment.

The ECERS-R is an observational tool used to assess early childhood learning environments. The ECERS-R incorporates a wide range of quality indicators and has been used in major studies of early childhood programs throughout the United States, across cultures, and internationally. This research has shown a consistent relationship between ECERS-R scores and a wide range of child developmental outcomes, and, as a result, the DECE has used ECERS-R to understand pre-K quality since the 2010-2011 school year.

The ECERS-R looks for markers of quality across six subscales, which are further broken into 37 items. Information about the ECERS-R tool and how it relates to the Quality Standards is shown in the chart below:

Space & Furnishings	Personal Care Routines	Language-Reasoning
8 Items	6 Items	4 Items
Examines indoor and outdoor space, furnishings, room arrangement, and other factors related to the physical space	Examines the content and practices around meals and snacks and nap/rest, hand washing among students and staff, and other health and safety practices	Examines the number and content of books and language materials available, accessibility to these materials, and the extent to which teachers encourage communication and use language to support concept development
PQS Alignment: 10. The Physical Learning Environment	PQS Alignment: 6. Health, Safety, & Well-being	PQS Alignment: 8. Engaging Children in Meaningful Activity
Activities	Interaction	Program Structure
10 Items	5 Items	4 Items
Measures the range of materials that are available in the classroom, the amount of time that children can freely access these learning materials, and the use of computers/TV	Examines the extent to which teachers are appropriately supervising children, using appropriate disciplinary strategies, providing opportunities for children to talk, and maintaining a positive climate	Examines the daily schedule, the amount of time children are kept in whole groups, transitions, and provisions for students with disabilities
PQS Alignment: 9. Engaging Children in Meaningful Activity	PQS Alignment: 9. Creating a Positive Classroom Culture	PQS Alignment: 8. Engaging Children in Meaningful Activity

1

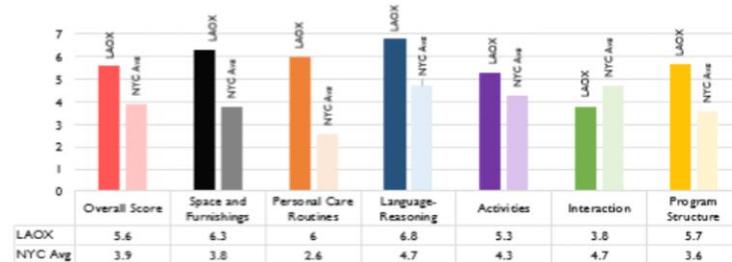
Little Learners Preschool 2015-16 ECERS R Results

The table below outlines your scores for each item on the scale. Further explanation of each item scored below a 5 is included on the pages to follow. The graph shows scores for each subscale compared to the NYC average. When considering ECERS-R scores, it is important to note that any individual requirement of the scale is far less important than the overall average score. The overall average score is related to positive child development outcomes, not any single indicator or item.

Key	
Bold	Items that were scored 5 points and above reflect strengths according to the ECERS-R tool.
Normal text	Items that score 4 points reflect developmentally appropriate practices according to the ECERS-R tool.
Italicized	Items that score in this range reflect less than developmentally appropriate practices ranging from "inadequate" (1 point) to "minimal" (3 points).

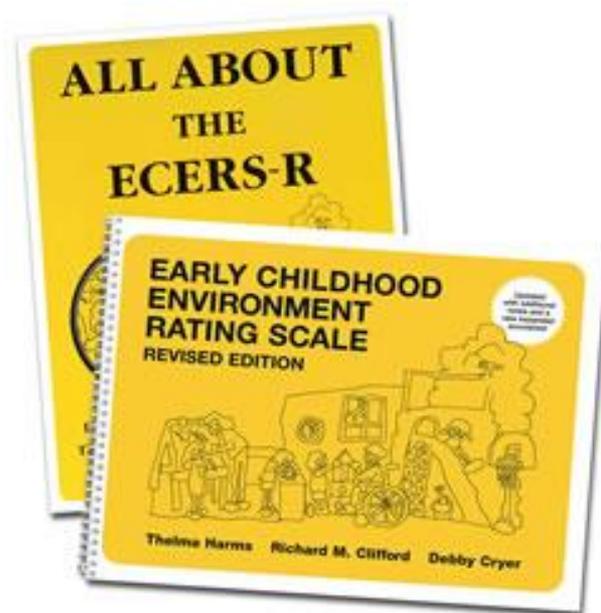
Space and Furnishings	Scores (1-7)	Activities	Scores (1-7)
Subscale Score: 4.38		Subscale Score: 6.40	
1. Indoor space	4	19. Fine motor	7
2. Furniture for routine care, play and learning	4	20. Art	6
3. Furnishings for relaxation and comfort	4	21. Music/movement	7
4. Room arrangement for play	7	22. Blocks	4
5. Space for privacy	7	23. Sand/water	6
6. Child-related display	4	24. Dramatic play	6
7. Space for gross-motor play	2	25. Nature/science	7
8. Gross motor equipment	7	26. Math/number	7
		27. Use of TV, video, and/or computers	7
		28. Promoting acceptance of diversity	7
Personal Care Routines	Scores (1-7)	Interaction	Scores (1-7)
Subscale Score: 1.67		Subscale Score: 5.40	
9. Greeting/departing	2	29. Supervision of gross motor activities	5
10. Meals/snacks	2	30. General supervision of children	4
11. Nap/rest	2	31. Discipline	4
12. Toileting/diapering	2	32. Staff-child interactions	7
13. Health practices	7	33. Interactions among children	7
14. Safety Practices	7		
Language-Reasoning	Scores (1-7)	Program Structure	Scores (1-7)
Subscale Score: 6.00		Subscale Score: 6.00	
15. Books and pictures	4	34. Schedule	4
16. Encouraging children to communicate	7	35. Free play	7
17. Using language to develop reasoning skills	6	36. Group time	7
18. Informal use of language	7	37. Provisions for children with disabilities	N/A

Overall Scale Score 5.6



Additional ECERS-R Resources

1. Other ECERS webinars
2. *All About the ECERS-R* book
3. [ECERS-R FAQs](#)
4. CLASS/ECERS-R Guidelines for Program Leaders (Coming soon!)
5. Questions? Want to request a scale? Email: programassessment@schools.nyc.gov



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	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

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 October 11 at 2:00 pm for ECERS-R 102: Deep dive into Space and Furnishings, Personal Care Routines, and Program Structure!

