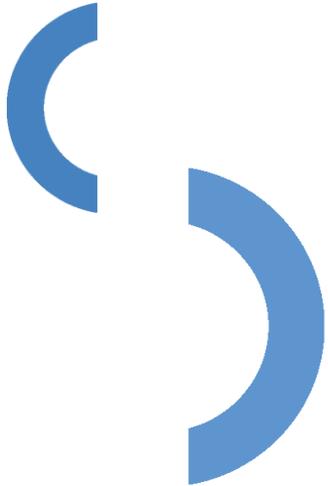




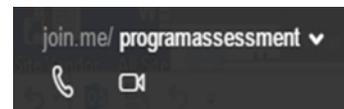
Early Childhood Environment Rating Scale (ECERS-R) 102



- ECERS-R scoring structure
- Subscale review and some of their requirements:
 - Space and Furnishings
 - Personal Care Routines
 - Program Structure

Welcome to ECERS-R 102!

1. Call in by clicking on the phone icon.



2. Select "Call by phone."

How will you call in?



Call via internet



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 101 Recap

Why the DECE uses the ECERS-R tool...

- Used as a way to measure a range of factors that impact children's experiences in pre-K
- The ECERS-R tool is backed by research that shows a link to higher scores and children's outcomes
- The tool can be used consistently, making sure that programs across the city are scored consistently and without individual evaluator variance
- Allows the DOE to look at overall Pre-K for All progress and compare to other pre-K initiatives

The ECERS-R Subscales

The six subscales are made up of 37 separate items, or rubrics

Space & Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure
<ul 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 	<ul style="list-style-type: none"> 9. Greeting/departing 10. Meals/snacks 11. Nap/rest 12. Toileting/diapering 13. Health practices 14. Safety practices 	<ul 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 	<ul 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 	<ul 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 	<ul 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 102 Objectives

- Understand some key requirements of the following subscales:
 - Space and Furnishings
 - Personal Care Routines
 - Program Structure
- 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

Space and Furnishings

*All About the
ECERS-R
p. 2*

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

All About the ECERS-R book

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

- Turn to page 3
 - **Item name and number**
 - **General information:** describes the reason why this set of requirement is in the scale
 - **A closer look at each indicator:** describes the requirement with more detail than is in the scale itself

Item 1: Indoor Space

- Indoor space should be clean and well-maintained
- There should be good ventilation and natural light
- Space should be accessible to children and adults with disabilities
- At the high-level, staff should be able to control the light and ventilation in the room, to promote children's comfort



Item 2: Furniture for routine care, play, and learning

- A cubby space for each child's belongings
 - Large enough to fit belongings without spilling out
 - In the classroom so that children can access belongings freely. Consider whether putting cubbies in the room will compromise the space needed for centers.
- Child-sized furniture



Item 3: Furnishings for relaxation and comfort

- Cozy area in the classroom with a lot of softness (e.g., carpeting, rugs, bean bag chairs, cushions, couches)
- Soft furnishings should be clean and in good repair (no tears in coverings of bean bags, no stuffing or padding exposed).
- At least 10 soft toys should be available (e.g. soft bodied dolls, puppets, plush toys)
- Cozy area is protected from active play and accessible for at least one third of the pre-K day.



Item 4: Room arrangement for play

- There should be at least five different centers available for children
- Centers should be clearly defined so that play does not “spill out” into other areas, and conveniently placed in the classroom
- Centers should be organized and labeled in a way for children to use them without teacher assistance
- Furniture should be arranged so that teachers can see children in all parts of the room
- Quiet areas should be away from more active areas:
 - Typically quiet: Books, writing, listening centers
 - Typically noisy: dramatic play, blocks, musical instruments, music without headphones



Item 5: Space for privacy

- There should be two spaces set aside for privacy (1-2 children for each space)
- These spaces can be created with physical barriers, such as a small corner of the classroom that can only fit two children
- Examples of spaces for privacy:
 - A cozy corner, as long as it is set up for only 1-2 children to use at a time
 - Spaces for privacy are also created when staff limit the amount of children that sit at a table, computer station or sand/water station

Item 6: Child related display

- Work displayed is mostly done by children
- Most of the children's work that is displayed is *authentic* (shows individuality)
- Wall displays are posted at the eye-level of children
- Displayed work relates to the current unit
- There is some three-dimensional work displayed (e.g., clay art, art made out of disposables)

Different kinds of displays

Child Created Displays



Teacher-made or Commercial Displays



Three-dimensional displays



Item 7: Space for gross motor play

- Children should have gross motor play (not including transition) for at least 47 minutes per day
- Gross motor space should be generally safe
 - There are padded fall-zones around equipment
 - Area is fenced-in
 - There are no sharp objects that can cut the skin
- There should be enough space for children to be able to move around without bumping into one another
- Gross motor space should be organized so that different activities do not interfere with one another
- If possible, there should be some space outdoors **and** indoors for children to move
- Outdoor area has some protection from weather, so that children can go outside even in less-than-ideal conditions
- It also helps the schedule run smoothly when classrooms and toilets are very close to the playground, which is also considered at the high-level

Item 8: Gross motor equipment

- There should be some built-in and some portable equipment for children to use
- Gross motor equipment should be appropriate for the age and ability of the pre-K children
- There should be enough duplicates of popular equipment, so that children avoid frustration and have to wait for long periods of time



Space and Furnishing Questions?



Personal Care Routines

*All About the
ECERS-R
p. 79*

9. Greeting/departing
10. Meals/snacks
11. Nap/rest
12. Toileting/diapering
13. Health practices
14. Safety practices

Item 9: Greeting and departing

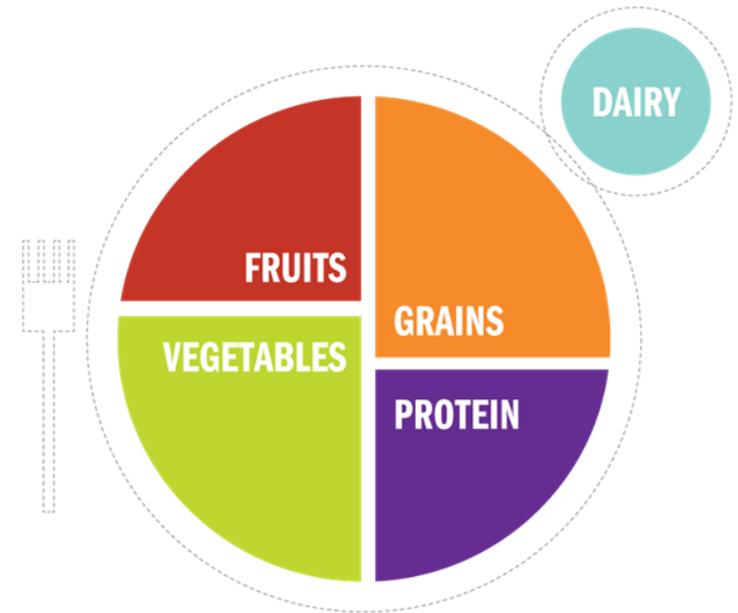
- Children are greeted warmly and individually by *all* staff members in the classroom
- When children arrive, they are helped to become involved in activities, if needed
- Families are greeted warmly by staff
- Staff use greeting to share information with families
- **If possible, there are structures in place that encourage families to bring their children into the classroom in the morning**

Item 10: Meals and snacks

- There is at least:
 - Breakfast and lunch; or
 - Lunch and a nutritious snack
- Meals served to children must be of adequate nutritional value, even if prepared at home and should be served to children every 2-3 hours.
- Breakfast (**all** of the following)
 - One serving of unflavored milk or milk substitute (fat-free or 1%) – $\frac{3}{4}$ cup
 - One serving of a vegetable/fruit or 100% Juice – $\frac{1}{2}$ cup or 4oz.
 - One serving of grain/whole-wheat or whole-grain bread – $\frac{1}{2}$ slice per serving
- Lunch (**all** of the following)
 - One serving of unflavored milk or substitute (fat-free or 1%) – $\frac{3}{4}$ cup
 - Two servings of vegetables and/or fruits – $\frac{1}{2}$ cup total
 - One serving of grain/whole-wheat or whole-grain bread – $\frac{1}{2}$ slice, $\frac{1}{4}$ cup pasta/grains, or $\frac{1}{2}$ tortilla
 - One serving of meat or meat alternative – $1\frac{1}{2}$ oz.
- Snack (**two** of the following)
 - One serving of unflavored milk (fat-free or 1%) – $\frac{1}{2}$ cup
 - One serving of vegetable/fruit or 100% Juice – $\frac{1}{2}$ cup or 4 oz.
 - One serving of grain/whole-wheat or whole-grain bread – $\frac{1}{2}$ slice per serving
 - One serving of meat/meat alternative – $\frac{1}{2}$ oz.

Item 10: Meals and snacks

- Any food allergies should be posted
- Children with food allergies should be given an alternative in the same food category (e.g. for children allergic to milk, water would not be an adequate substitute, however soymilk would be appropriate)
- Staff should sit at the table with children during meals and interact with children
- Children must appropriately clean their hands before eating, and afterward if they have touched the food
- Tables should be sanitized before children eat



Item 10: Meals and snacks

Handwashing

- Procedures are aligned with national standards written in part by the American Academy of Pediatrics
- **Hand sanitizer may be used if hands are not visibly soiled, the product contains 60 – 95% alcohol, manufacturer’s instructions are followed, and children are closely supervised while using the product**
- Proper handwashing requires the following steps:
 - Moisten hands under running water;
 - Apply soap;
 - Rub hands for approximately 20 seconds out of the flow of water;
 - Rinse; and
 - Dry with a clean disposable towel.
- At minimum, these procedures must be followed by all children and staff at the following times:
 - Upon arrival and re-entering the classroom from outside;
 - Before handling food;
 - After toileting;
 - Before and after water play;
 - After sand or messy play;
 - After dealing with bodily fluids, such as coughing; and
 - After touching contaminated objects such as trash can lids or pets.
- Gloves are not acceptable as a substitute for handwashing by staff members assisting with meals

Item 10: Meals and snacks

Table Cleaning

- Eating surfaces must be kept clean to avoid the spread of disease
- Appropriate cleaning products must be used appropriately to ensure the safety of children
- Proper table cleaning and sanitization requires the following steps:
 - Wipe down tables with soap/water to remove gross soil – dry with an individual disposable towel per table;
 - Spray surface with bleach solution: air dry for at least 10 seconds and then wipe with a disposable towel, or allow to completely air dry (2 minutes is the ideal to kill germs);
 - Use a spray bottle with one quart water and a capful of bleach or ¼ cup of bleach per one gallon of water for this
 - **EPA approved table sanitizers can be used instead:** If using an EPA approved product, the procedures described on the container label must be strictly followed
- Bleach/water solutions and EPA products should be kept out of the reach of children

Item 11: Nap and rest

- There should be a cot or mat for every child in the class
- Two coverings should be provided: one for the sleeping surface, and another to cover the body
- Mats/cots should be placed 3 feet apart
- Nap time must be at a time that most children are sleepy
- Nap time should be at the same time every day
- About 30 to 40 minutes in length
- The room should be made comfortable for resting and children should be helped to relax (e.g., soft music, soft toy, rubbing back)
- Adult/child ratios should be maintained during nap
- Provide other quiet activities for children who do not nap or wake up early
- Mats/cots should be stored so that the sleeping surfaces and children's belongings do not touch one another



Item 11: Nap and rest

If many children are sleepy or cranky at certain parts of the day, you may need to adjust the nap schedule

Provide alternatives for children who do not nap or wake up earlier than majority of the class.



Item 12: Toileting/diapering

- Pleasant staff-child interactions take place during toileting, even when there are accidents
- Staff and children wash their hands correctly after toileting
- Toilets are flushed after use, and children wipe themselves
- **If children close the door, staff should check-in on children verbally.**
- There should be child size toilets and sinks at their height, to reduce accidents
- If the same sink is used for both toileting and other routine purposes it should be sanitized using an EPA approved disinfectant (or bleach-water solution, NYCEECs only)



Item 13: Health Practices

- Staff should make sure that children's faces are cleaned and their clothes are not soiled
- Staff should model good health practices
- Hands should be cleaned after the activities listed on the handwashing slide
- Smoking should not take place in spaces used by the children, and cigarette butts should not be seen
 - Some modifications will be made for programs using public playgrounds
 - Staff should direct children away from cigarette butts if there are many seen

Item 14: Safety Practices

- The physical spaces (indoors and outdoors) should be safe for children. Some common safety concerns:
 - Missing safety caps on electrical sockets
 - Loose electrical cords
 - Uncovered electric boxes (even if wires are inactive)
 - Products labeled “keep out of reach of children”
 - Easy access to road from playground
 - Play equipment on playground could entrap children
- Children must be supervised at all times
 - **On playground:** staff should position themselves to see all play areas
 - **In classroom:** staff should scan the room to ensure that behavior challenges are proactively addressed or avoided
- Staff explain safety rules to children and children generally follow safety rules
- Essentials needed to handle emergencies are available, even when outside

Personal Care Routines Questions?



Program Structure

*All About the
ECERS-R*
p. 353

- 34. Schedule
- 35. Free play
- 36. Group time
- 37. Provisions for children with disabilities



Item 34: Schedule

- At least one-third of the day is set aside for center time (2 hours, 7 minutes for a full-day program)
 - Children should be able to choose their activities during this time
 - Time that it takes children to transition to centers and clean up means that they are not engaged in play. Make sure that additional time is build in for these activities
 - Small group activities should be offered as a choice to children
- Outdoor play must occur daily for at least 47 minutes
 - Build in time to get to this space
 - Children should be dressed appropriately and taken outside except for very extreme times: if it is raining, there is a weather advisory, or there is ice on the playground
- Transitions between activities should be brief, and staff should make the most of those times (e.g., singing songs, finger play, etc.)
- The daily schedule with times should be posted inside the classroom for adults

Item 36: Group Time

- There should be some opportunities for children to be a part of self-selected small groups, including child-directed time together in centers
- There should be some teacher directed small groups in which children can choose to participate
- Large group activities should be limited to short periods (no more than 20 minutes, shorter if necessary)
 - Large group activities can include class meetings, meal times, cluster periods when children are in large group, etc.
 - Observe children's' engagement during large group activities to see if time needs to be shortened

Item 37: Provisions for children with disabilities

- Pre-K for All programs are required to use a valid and reliable developmental screening tool to identify potential developmental delays and language support needs
- Staff should be involved in creating and modifying IEPs for children with disabilities
- Parents of children with disabilities should be involved in sharing information with staff, setting goals, and giving feedback on how the program is working
- Staff should follow through on modifications in IEPs
- Children with disabilities should be integrated into the group
- Teachers use ongoing authentic assessments to determine additional supports that children may need to successfully engage in the curriculum
- Most intervention should take place in the classroom during regular activities and students with disabilities should be integrated with the group.

Program Structure Questions?



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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
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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 October 25th at 2:00 pm
for ECERS-R 103: Deep dive into
Language-Reasoning, Activities, and
Interaction!

