



The *Early Childhood Environment
Rating Scale - Revised*
Webinar Series

ECERS-R 101



ECERS-R Webinar Series

Title	Description
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
ECERS-R 102	<ul style="list-style-type: none">• This webinar provides a deep dive into the <i>Space and Furnishings</i> subscale.
ECERS-R 103	<ul style="list-style-type: none">• This webinar provides a deep dive into <i>the Personal Care Routines</i> subscale
ECERS-R 104	<ul style="list-style-type: none">• This webinar provides a deep dive into the <i>Language-Reasoning</i> and <i>Interaction</i> subscales.
ECERS-R 105	<ul style="list-style-type: none">• This webinar provides a deep dive into the <i>Activities</i> subscale.
ECERS-R 106	<ul style="list-style-type: none">• This webinar provides a deep dive into the <i>Program Structure</i> subscale
ECERS-R 107	<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

The PQS and the Framework for Great Schools

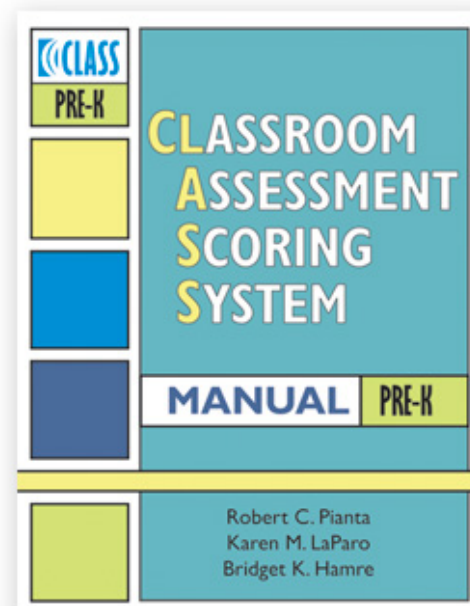
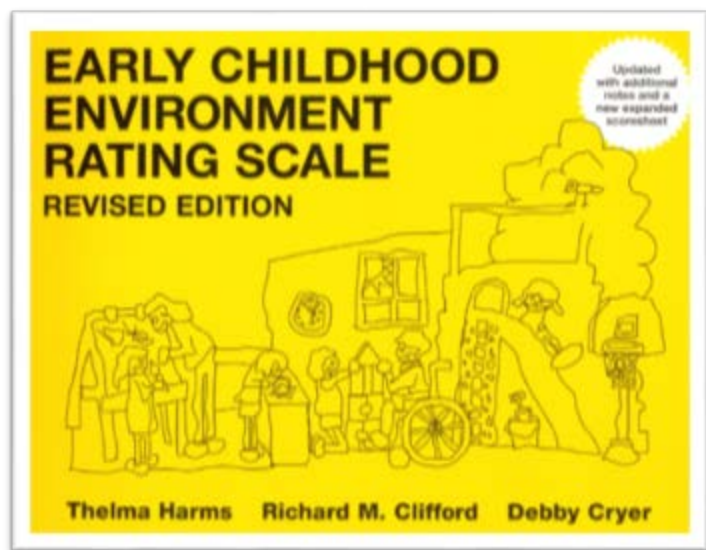
The Framework for Great Schools



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

- 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)
- Define the NYCDOE's vision for high-quality Pre-K for All programs

The DOE uses the Early Childhood Rating Scale (ECERS-R) and the Classroom Assessment Scoring System (CLASS) to understand pre-K program quality



Every program receives an ECERS-R and CLASS assessment *at least once every three years*

The DOE uses the ECERS-R tool as a way to look consistently at pre-K learning environments across the city

- Developed by 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
- Some studies show that higher ECERS-R scores are associated with increased student outcomes
- 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 Six 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 motorequipment 	<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
<p><i>Webinar:</i> ECERS-R 102</p>	<p><i>Webinar:</i> ECERS-R 103</p>	<p><i>Webinar:</i> ECERS-R 104</p>	<p><i>Webinar:</i> ECERS-R 105</p>	<p><i>Webinar:</i> ECERS-R 104</p>	<p><i>Webinar:</i> ECERS-R 106</p>

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

Why does the Division of Early Childhood Education conduct assessments?

- To understand the *experiences of children* in all Pre-K for All programs
- ECERS-R and CLASS are rubrics that give us a way to quantify *some* of the things that we think are important for children
- Assessments with tools and impartial evaluators allow us to look at program quality *consistently* across programs
- Scores give us an understanding of each program's quality on *some* program quality standards

What does the Division of Early Childhood Education do with the results?

Understand quality of the city's pre-K

- Citywide results help the DOE understand overall portfolio strengths, challenges, and quality change over time

Understand individual pre-K program quality


- Results help the DOE understand what kind of on-site support each program needs
- Results help the DOE understand program quality for contract renewal decisions and other accountability processes

Provide information to communities

- ECERS-R and CLASS are 2 of 3 sources of information in the *Pre-K Program Quality Snapshots*

Who conducts ECERS-R and CLASS assessments?



- DOE staff members called *Program Evaluators*
- Evaluators must pass a reliability test on a yearly basis to maintain certification 
- They receive additional training on data collection, report writing, and addressing bias
- Participate in ongoing training
- Team-wide, over 5 languages are represented

Before the Assessment Day

- You will be notified that your program has been selected for a ECERS-R assessment during the school year, from programassessment@schools.nyc.gov
- In most cases, a DOE ECERS-R evaluator will contact you by email you at least two weeks in advance to schedule an assessment date
- Program leaders confirm that the proposed date reflects a typical day of school, or let the evaluator know if that is not the case
- Your evaluator will send you a reminder email before the assessment date to confirm classroom schedules and arrival time

On the Day of Assessment

- Your evaluator will arrive about 30 minutes before the start of your 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 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

Program leaders receive an ECERS-R report within about 6 weeks of the assessment

ECERS-R Observation Report

Unique ID/ENI	LADK	Date of Observation	10/28/2013
Name:	Little Learners Preschool	Type:	Full Day, Subsidized
Address:	114 W. 113 rd 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 year 2000.

The ECERS-R looks for markers of quality across six subscales, which are further broken into 27 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 Examines indoor and outdoor space, furnishings, room arrangement, and other factors related to the physical space. PQS Alignment: 16. The Physical Learning Environment	8 Items Examines the content and practices around meals and snacks and rest/sleep, hand washing among students and staff, and other health and safety practices. PQS Alignment: 4. Health, Safety & Well-Being	4 Items 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: 8. Expects Children to Use Language/Activity
Activities	Interaction	Program Structure
15 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. PQS Alignment: 8. Expects Children to Use Language/Activity	5 Items 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. PQS Alignment: 4. Creating a Positive Learning Climate	4 Items Examines the daily schedule, the amount of time children are kept in whole groups, transitions, and provisions for students with disabilities. PQS Alignment: 8. Expects Children to Use Language/Activity

Little Learners Preschool 2013-14 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
Normal	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	Activities	Score
Subscale Scores 4.18	(1-7)	Subscale Scores 6.40	(1-7)
1. Indoor space	5	29. Fine motor	7
2. Furniture for routine care, play and learning	5	30. Art	6
3. Furnishings for relaxation and comfort	5	31. Music/movement	7
4. Room arrangement for play	7	32. Books	4
5. Space for privacy	7	33. Sand/water	6
6. Child-related display	5	34. Dramatic play	6
7. Space for gross motor play	4	35. Nature/science	7
8. Gross motor equipment	7	36. Math/number	7
		37. Use of TV, video, and/or computers	7
		38. Promoting acceptance of diversity	7

Personal Care Routines	Scores	Interaction	Score
Subscale Scores 1.67	(1-7)	Subscale Scores 5.40	(1-7)
9. Greeting/departing	4	39. Supervision of gross motor activities	5
10. Mealtimes	4	40. General supervision of children	5
11. Nap/rest	4	31. Discipline	4
12. Toileting/diapering	7	32. Staff-child interactions	7
13. Health practices	7	33. Interactions among children	7
14. Safety practices	7		

Language Reasoning	Scores	Program Structure	Score
Subscale Scores 6.00	(1-7)	Subscale Scores 6.00	(1-7)
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

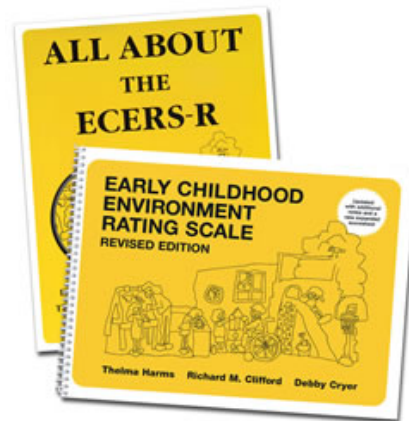
	Overall Score	Space and Furnishings	Personal Care Routines	Language Reasoning	Activities	Interaction	Program Structure
LADK	5.6	4.2	1.7	6.0	6.4	5.4	6.0
NYC Avg	3.9	3.8	2.6	4.7	4.3	4.7	3.4

DOE ECERS-R Modifications

- The DOE has made some changes to the way we use ECERS-R to make it a better fit for NYC
- ECERS-R modifications are reconsidered and made before each school year begins
- *The Environment Rating Scales Institute* also periodically makes changes to the ECERS-R tool
- All of the changes are outlined in the [NYC DOE DECE Additional Notes for the ECERS-R](#)
- Throughout this webinar series, changes will be marked with red text.

Additional ECERS-R Resources

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



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Thank you!

For any further questions to:
programassessment@schools.nyc.gov

