



# Early Childhood Environment Rating Scale (ECERS-R) 102



- Review the *Space and Furnishings* subscale
- Some of the requirements for items under this subscale
- Scoring Refinements

# ECERS-R Webinar Series

| Title       | Description   |
|-------------|---|
| ECERS-R 101 | <ul style="list-style-type: none"><li>• Why the DECE uses the ECERS-R tool</li><li>• What the ECERS-R tool measures, broadly</li><li>• What to expect before, during, and after an ECERS-R assessment</li><li>• What resources are available to support you</li></ul> |
| ECERS-R 102 | <ul style="list-style-type: none"><li>• This webinar provides a deep dive into the <i>Space and Furnishings</i> subscale.</li></ul>   |
| ECERS-R 103 | <ul style="list-style-type: none"><li>• This webinar provides a deep dive into <i>the Personal Care Routines</i> subscale</li></ul>   |
| ECERS-R 104 | <ul style="list-style-type: none"><li>• This webinar provides a deep dive into the <i>Language-Reasoning</i> and <i>Interaction</i> subscales.</li></ul>  |
| ECERS-R 105 | <ul style="list-style-type: none"><li>• This webinar provides a deep dive into the <i>Activities</i> subscale.</li></ul>  |
| ECERS-R 106 | <ul style="list-style-type: none"><li>• This webinar provides a deep dive into the <i>Program Structure</i> subscale</li></ul>  |
| ECERS-R 107 | <ul style="list-style-type: none"><li>• How to read and interpret your ECERS-R report</li><li>• How to use ECERS-R data and recommendations to inform pre-K program goals</li></ul>   |

# 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  |
|--|--|---|--|---|--|
| 1. Indoor space<br>2. Furniture for care, play, and learning<br>3. Furnishings for relaxation and comfort<br>4. Room arrangement for play<br>5. Space for privacy<br>6. Child-related display<br>7. Space for gross motor play<br>8. Gross motor equipment | 9. Greeting/departing<br>10. Meals/snacks<br>11. Nap/rest<br>12. Toileting/diapering<br>13. Health practices<br>14. Safety practices | 15. Books and pictures<br>16. Encouraging children to communicate<br>17. Using language to develop reasoning skills<br>18. Informal use of language | 19. Fine motor<br>20. Art<br>21. Music/movement<br>22. Blocks<br>23. Sand/water<br>24. Dramatic play<br>25. Nature/science<br>26. Math/number<br>27. Use of computers<br>28. Promoting acceptance of diversity | 29. Supervision of gross motor activities<br>30. General supervision of children<br>31. Discipline<br>32. Staff-child interactions<br>33. Interactions among children | 34. Schedule<br>35. Free play<br>36. Group time<br>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 for the Space and Furnishings subscale.
- Understand some scoring revisions that will be made by the DECE
  - Throughout this webinar, you will see any scoring refinements in red text.



# Materials and resources 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](mailto:programassessment@schools.nyc.gov)
- **NYCDOE DECE Additional Notes for the ECERS-R**
  - Available on the DECE website under Program Assessment
  - This document is inclusive of Environmental Rating Scale Institute (ERSI) Additional Notes for Clarification

# 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

## Item 1: Indoor Space (*All About the ECERS-R p.3*)

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



## Item 2: Furniture for routine care, play, and learning (*All About the ECERS-R* p.9)

- 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 (*All About the ECERS-R p.15*)

- 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 (*All About the ECERS-R* p.25)

- 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
- 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
  - “Buffer Centers” are spaces that are neither quiet or noisy: fine motor, sand/water, art, math and science. Buffer centers can be used to separate quiet and active centers
- Space should be arranged so most activities are not interrupted
- Furniture should be arranged so that teachers can see children in all parts of the room
- Centers should be organized and labeled in a way for children to use them without teacher assistance

## Item 5: Space for privacy (*All About the ECERS-R* p.35)

- 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 (*All About the ECERS-R* p.45)

| Child Created Displays   | Teacher Created or Commercial Displays   | Three-dimensional displays  |
|--|--|---|
|  |  |  |

- 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)

## Item 7: Space for gross motor play (*All About the ECERS-R* p.57)

- 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 (*All About the ECERS-R* p.69)

- 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



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# Thank you!

For any further questions to:  
[programassessment@schools.nyc.gov](mailto:programassessment@schools.nyc.gov)

