The Early Childhood Environment Rating Scale - Revised
Webinar Series

ECERS-R 101
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| ECERS-R 101   | • 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   | • This webinar provides a deep dive into the *Space and Furnishings* subscale. |
| ECERS-R 103   | • This webinar provides a deep dive into the *Personal Care Routines* subscale |
| ECERS-R 104   | • This webinar provides a deep dive into the *Language-Reasoning* and  
*Interaction* subscales. |
| ECERS-R 105   | • This webinar provides a deep dive into the *Activities* subscale.            |
| ECERS-R 106   | • This webinar provides a deep dive into the *Program Structure* subscale  |
| ECERS-R 107   | • 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

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**Webinar:**
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- ECERS-R 103
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- ECERS-R 106

*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.
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