



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">• 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 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 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	9. Greeting/departing 10. Meals/snacks 11. Nap/rest 12. Toileting/diapering 13. Health practices 14. Safety practices	15. Books and pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language	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	29. Supervision of gross motor activities 30. General supervision of children 31. Discipline 32. Staff-child interactions 33. Interactions among children	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 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
- **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

