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

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• 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  
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The ECERS-R Subscales

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

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<td>28. Promoting acceptance of diversity</td>
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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)*

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<th>Three-dimensional displays</th>
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- 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