Early Childhood Environment Rating Scale (ECERS-R) 104

- **ECERS-R scoring structure**
- **Subscale review and some of their requirements:**
  - **Language-Reasoning**
  - **Interaction**

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ECERS-R Webinar Series

Title	Description
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

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The ECERS-R Subscales

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 105 Objectives

- Understand key requirements for the Language-Reasoning and Interaction subscales.

- Understand some scoring revisions that have been 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

Language-Reasoning

All About the ECERS-R
p. 147

15. Books and pictures
16. Encouraging children to communicate
17. Using language to develop reasoning skills
18. Informal Use of language

PQS Connection:

8) Engaging Children in Meaningful Activity

PKFCC Connection:

Domain 4: Communication, Language, Literacy

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Item 15: Books and pictures (*All About the ECERS-R* p.147)

- Some books related to current classroom unit of study
- Books are rotated throughout the year
- Books are placed throughout the classroom, but there should also be a library center
- Staff read informally throughout the day, not just during large group times
- There are books from different genres:
  - Fiction
  - Non-fiction
  - Nature/science
- There are books that represent different races, cultures, and abilities
- Books that contain violence pertaining to guns, war, and killing (not just dying) are considered inappropriate, since it can be difficult for young children to understand the difference between fact and fantasy

Item 16: Encouraging children to communicate (*All About the ECERS-R* p.147)

- There are materials that encourage communication throughout the room (e.g., puppets, small figures in block area)

- There are plenty of opportunities for children to talk throughout the day

- Staff link children's spoken thoughts to writing (e.g., write down children's stories and read back to them, help write notes to friends)

- Staff ask questions throughout the day that encourage children to talk – both to teachers and to each other

Item 17: Using language to develop reasoning skills (*All About the ECERS-R* p.169)

- Staff use children's interests and need to solve problems as "teachable moments" to introduce new ideas

- Staff encourage children to talk about their thinking when solving problems by asking "how," "why," and "what" questions

- Staff members use materials, like puzzles and fine motor materials, to talk to children about math concepts (e.g., recognize small groups of objects, compare the number of objects, match geometric shapes to other shapes or outline; identify and distinguish between basic shapes)

Item 18: Informal Use of language (*About the ECERS-R* p.177)

- Staff have informal conversations with most of the children in the class, daily

- Informal conversations are those that happen in response to things that happen throughout the day (i.e., unplanned)

  - Language is mostly used to share information and strengthen relationships, not to control behavior

- Staff add information to expand on children's ideas

- Children are encouraged to talk throughout all parts of the day

- Staff ask open-ended questions to encourage longer answers

Interaction

All About the ECERS-R
p. 299

29. Supervision of of gross motor activities
30. General supervision of children (other than gross motor)
31. Discipline
32. Staff-child interactions
33. Interactions among children

PQS Connection:

8) Engaging Children in Meaningful Activity

9) Creating a Positive Classroom Culture

PKFCC Connection:

Guiding principle 5: Children learn through interactions

Domain 1: Approaches to Learning

Domain 3: Social and Emotional Development

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Item 29: Supervision of gross motor activities (*About the ECERS-R* p.299)

- During gross motor play:

  - Staff prevent dangerous situations before they happen
  - Staff are positioned so that all parts of the gross motor space are monitored
  - Staff help develop positive social interactions
  - Staff help children use the equipment
  - Staff help children develop new skills
  - Interaction between children and staff are positive and helpful

Item 30: General supervision of children (other than gross motor) (*About the ECERS-R* p.307)

- Staff are aware of the whole group, even when working with one child or a small group
- Supervision is adjusted based on the age and ability of children
- Staff act to prevent inappropriate use of materials
- Staff offer encouragement to children when needed
- Staff talk with children about ideas related to their play

Item 31: Discipline (*About the ECERS-R* p.317)

- Staff use positive behavior strategies, also outlined in the [DECE's Statement on Positive Behavior Guidance](#)
  - Proactive measures
  - Positive reinforcement
  - Appropriate responsive strategies
- Staff are actively involved in helping solve problems when they arise
- Activities or books are used to help develop social skills
- Staff react consistently to behavior (i.e., all staff apply rules in the same way)
- There is generally a positive classroom culture and children follow rules
- Expectations for behavior are appropriate for developmental level of children

Item 32: Staff-child interactions (*About the ECERS-R* p.177)

- Staff interact with children in a warm, supportive way

- There are few unpleasant interactions (if any)

- Staff show respect for children (e.g. listen and make eye contact when children speak)

- Staff are sympathetic when children are upset

- There is shared excitement between staff and children throughout the day

- Staff model and encourage mutual respect

Item 33: Interactions among children (*About the ECERS-R* p.349)

- Peer interactions are usually positive
- Peer interaction is actively encouraged throughout the day
- There is a relaxed, rather than strict, atmosphere
- There are enough materials and choices for children to help prevent competition and arguments
- Opportunities are provided for children to work together to accomplish a goal
- Staff model good social skills for children

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Thank you!

For any further questions to:
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