



Early Childhood Environment Rating Scale (ECERS-R) 106



- Review the *Program Structure* 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

Space & Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 9. Greeting/departing 10. Meals/snacks 11. Nap/rest 12. Toileting/diapering 13. Health practices 14. Safety practices 	<ol style="list-style-type: none"> 15. Books and pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 29. Supervision of gross motor activities 30. General supervision of children 31. Discipline 32. Staff-child interactions 33. Interactions among children 	<ol style="list-style-type: none"> 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 106 Objectives

- Understand key requirements for the Activities subscale.
- 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

Program Structure

*All About the
ECERS-R
p. 353*

34. Schedule
35. Free play
36. Group time
37. Provisions for children with disabilities



Item 34: Schedule (*All About ECERS-R* p.353)

- At least one-third of the day is set aside for center time (2 hours, 7 minutes for a full-day program)
 - Children should be able to choose their activities during this time
 - Build in extra time for transitions and clean-up
 - Small group activities should be offered as a choice to children
- Outdoor play must occur daily for at least 47 minutes
 - Build in time to get to this space
 - Children should be dressed appropriately and taken outside except for very extreme times: if it is raining, there is a weather advisory, **there is ice on the playground, or temperature is below 25 degrees.**
- Transitions between activities should be brief, and staff should make the most of those times (e.g., singing songs, finger play, etc.)
- The daily schedule with times should be posted inside the classroom for adults

Item 35: Free Play (*All About ECERS-R* p.367)

- At least one-third of the day is set aside for free play activities
 - The activities should include both indoors and outdoors free play activities
 - For a combination of 2 hours and 7 minutes (indoors and outdoors)
 - Lower level: 47 minutes (indoors and outdoors) of free play; weather permitting: if it is raining, there is a weather advisory, **there is ice on the playground, or temperature is below 25 degrees**
- Supervision provided to facilitate children's play (e.g., staff help children get materials they need, help children use materials that are hard to manage, etc.)
- Ample and varied toys, games, and equipment provided for free play

Item 36: Group Time (*All About ECERS-R* p.379)

- There should be some opportunities for children to be a part of self-selected small groups, including child-directed time together in centers
- There should be some teacher directed small groups in which children can choose to participate
- Large group activities should be limited to short periods (no more than 20 minutes, shorter if necessary)
 - Large group activities can include class meetings, meal times, cluster periods when children are in large group, etc.
 - Observe children's' engagement during large group activities to see if time needs to be shortened

Item 37: Provisions for children with disabilities (*All About ECERS-R* p.389)

- Pre-K for All programs are required to use a valid and reliable developmental screening tool to identify potential developmental delays and language support needs
- Staff should be involved in creating and modifying IEPs for children with disabilities
- Parents of children with disabilities should be involved in sharing information with staff, setting goals, and giving feedback on how the program is working
- Staff should follow through on modifications in IEPs
- Children with disabilities should be integrated into the group
- Most intervention should take place in the classroom during regular activities and students with disabilities should be integrated with the group.
- Teachers use ongoing authentic assessments to determine additional supports that children may need to successfully engage in the curriculum

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Thank you!

For any further questions to:
programassessment@schools.nyc.gov

