An Introduction to the ECERS-R
• What is the new Preschool Program Review and HOW does it use the ECERS-R?
• What are the indicators of quality early childhood education and how do they relate to use of the ECERS-R?
• What is the ECERS-R and how do I use it?
• What are the most frequently missed ECERS-R items?
• Questions & Answers
At the end of this session...

• You will walk out of here with a basic understanding of the ECERS-R and what it measures.

• You will know how to score the ECERS-S.

• You will be familiar with “need to know” terms and know where to find detailed information.

• You will be ready to go back to your classroom and look at it through the lens of the ECERS-S.
• **What is the new Preschool Program Review and HOW does it use the ECERS-R?**

• What are the indicators of quality early childhood education and how do they relate to use of the ECERS-R?

• What is the ECERS-R and how do I use it?

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• Questions & Answers
Preschool Program Review

**Purpose**
- Regulation compliance
- High quality

**Process**
- Online Preschool Program Review Report (P2R2)
- Classroom observations using ECERS-R
District evaluates all classrooms using the ECERS-R (using trained ECERS-R observers)

District completes on-line Preschool Program Review Report (P2R2)
Preschool Program Review

At A Glance

RTCs conduct ECERS-R on 30% of classrooms (random sample) during the cohort year.

KDE reviews Preschool Program Review Report and other documents and assigns district site visits.
Preschool Program Review

At A Glance

KDE provides district with commendations, recommendations and findings based on review.

District completes Action Plan addressing any findings.
• What is the new Preschool Program Review and HOW does it use the ECERS-R?

• **What are the indicators of quality early childhood education and how do they relate to use of the ECERS-R?**

  • What is the ECERS-R and how do I use it?
  
  • What are the most frequently missed ECERS-R items?
  
  • Questions & Answers
Children need...

- Protection of their **health and safety**
- Chances to **build relationships** with other children and adults
- Opportunities for **stimulation and experiential learning**
High Quality Programs

“Provides a safe and nurturing environment that promotes the physical, social, emotional, aesthetic, intellectual, and language development of each child while being sensitive to the needs and preferences of families.”

NAEYC (1996)

Environment is more than furniture and materials – includes interactions and activities!
How do you measure quality?

**STRUCTURAL Quality**
- Staff Education
- Staff Stability
  - Ratios
- Group Size

**PROCESS Quality**
- Environment
  - Materials
  - Arrangement of space
- Activities
- Schedule of the day
- Interactions
  - child-child
  - child-staff
  - child w/ environment & materials
ECERS-R

Comprehensive, observation-based instrument

Needs of Children
- Health & safety
- Build relationships
- Stimulation & experiential learning

Process Quality
- Environment
- Activities
- Schedule
- Interactions
ECERS-R Takes a Sample
• What is the new Preschool Program Review and HOW does it use the ECERS-R?
• What are the indicators of quality early childhood education and how do they relate to use of the ECERS-R?

• **What is the ECERS-R and how do I use it?**
  – **Content...what does it measure?**
• What are the most frequently missed ECERS-R items?
• Questions & Answers
ECERS-R

7 Subscales:

- Space and Furnishings
- Personal Care Routines
- Language-Reasoning
- Activities
- Interaction
- Program Structure
- Parents and Staff

43 items
470 indicators
• What is the new Preschool Program Review and HOW does it use the ECERS-R?
• What are the indicators of quality early childhood education and how do they relate to use of the ECERS-R?

• **What is the ECERS-R and how do I use it?**
  – How is it formatted and what key terms do I need to know?

• What are the most frequently missed ECERS-R items?
• Questions & Answers
### 3. Furnishings for relaxation and comfort

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 No soft furnishings to children</td>
<td>3.1 Some soft furnishings accessible to children</td>
<td>5.1 Cozy areas accessible to children for a substantial portion of the day</td>
<td>7.1 Soft furnishings in addition to cozy area accessible to children</td>
</tr>
<tr>
<td>1.2 No soft toys accessible to children</td>
<td>3.2 Some soft toys accessible to children</td>
<td>5.2 Cozy area is not used for active physical play</td>
<td>7.2 Many clean, soft toys accessible to children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.3 Most soft furnishings are clean and in good repair</td>
<td></td>
</tr>
</tbody>
</table>

You EARN Yes’s
ECERS-R
Scrambled Item Activity
(p. 5 Video Guide)
22. Blocks

1.1 Few blocks are accessible for children’s play.

3.1 Enough blocks and accessories are accessible for at least two children to build independent structures at the same time.

3.2 Some clear floor space used for block play.

3.3 Blocks and accessories accessible for daily use.

5.1 Enough blocks and accessories are accessible for three or more children to build at the same time.

5.2 Blocks and accessories are organized according to type.

5.3 Special block area set aside out of traffic, with storage and suitable building surface (Ex. flat rug or other steady surface).

5.4 Block area accessible for play for a substantial portion of the day.

7.1 At least two types of blocks and a variety of accessories accessible daily (Ex. large and small; homemade and commercial).

7.2 Blocks and accessories are stored on open, labeled shelves (Ex. labeled with picture or outline of blocks).

7.3 Some block play available outdoors.
18. Informal use of language

1.1 Staff talk to children primarily to control their behavior and manage routines.

1.2 Staff rarely respond to children’s talk.

1.3 Children’s talk is discouraged much of the day.

3.1 Some staff-child conversation† (Ex. ask “yes/no” or short answer questions; give short answers to children’s questions).

3.2 Children allowed to talk much of the day.

5.1 Many staff-child conversations during free play and routines.

5.2 Language is primarily used by staff to exchange information with children and for social interaction.

5.3 Staff add information to expand‡ on ideas presented by children.**

5.4 Staff encourage communication among children, including those with disabilities (Ex. remind children to listen to one another; teach all children to sign if classmate uses sign language).

7.1 Staff have individual conversations with most of the children.**

7.2 Children are asked questions to encourage them to give longer and more complex answers.** (Ex. young child is asked “what” or “where” questions; older child is asked “why” or “how” questions).
Sources of Clarification, Additional Information

• **Basic terms**
  
• ECERS-R Clarification Notes (in the scales)
• All About ECERS-R (book)
• Kentucky Clarification Notes
TERM: Staff

Adults directly involved with the children daily or almost daily for much of the day.
TERMS: Some, Many, Varied

• Some: 1 or more unless specified (usually level 3)
• Many: Children have access to without long periods of waiting (specific #s sometimes provided)
• Variety: Lots of choices
TERM: Accessible

Can children **REACH** and use toys, materials, equipment, etc.?

How **LONG** does the child have access to the toys, materials, equipment, etc.?
How **LONG** does the child have access to the toys, materials, equipment, etc.?

### Minimal Level (3)

<table>
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<th></th>
<th>8 hr+</th>
<th>7 hrs</th>
<th>6 hrs</th>
<th>5 hrs</th>
<th>4 hrs</th>
<th>3 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>duration</td>
<td>60 min</td>
<td>50 min</td>
<td>45 min</td>
<td>40 min</td>
<td>30 min</td>
<td>25 min</td>
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</table>
Worksheet: ECERS-R Terms

- Worksheet is next to last page from end of handout.
- Follow instructions on the worksheet to complete.
TERM: Substantial Portion of the Day (SPOD)

- $1/3$ of the time children are in attendance.
- Time spent in child-directed activities (free choice)
  - When SPOD begins and ends
  - Based on observation
  - Doesn’t have to be all at once
- 11 items at 5 level (good)

Look at the list of 11 items.

What do you notice about this list?

What do most of these items have in common?
Gross Motor and Sand/Water Requirements

• Items #7, #8 and #23
  – Programs less than 4 hours: Requires 30 minutes of play (gross motor; sand/water)
  – Programs 4 hours or more: Requires 60 minutes of play (gross motor; sand/water)

Add this to your handout!
Sources of Clarification, Additional Information

✓ Basic terms
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• **What is the ECERS-R and how do I use it?**
  – How do you score the ECERS-R?
• What are the most frequently missed ECERS-R items?
• Questions & Answers
The Rating Scale

1 = Inadequate
3 = Minimal
5 = Good
7 = Excellent
Scoring Practice

Video Guide:
Page 7+
• What is the new Preschool Program Review and HOW does it use the ECERS-R?
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• Questions & Answers
9 Most Frequently Missed Items

#14 Safety (3.1)
#7 Space for gross motor (3.2)
#10 Meals/Snacks (3.3)
#11 Nap/Rest (3.2, 5.3)
#12 Toileting/ Diapering (3.1)

#13 Health Practice (3.1)
#34 Schedule (3.3, 5.4)
#22 Blocks (5.3, 5.4)
#4 Room Arrangement (5.2)
Handwashing

#10 Meals/Snacks
- Hand washing
- Same sink

#12 Toileting/Diapering
- Hand washing 75% of time

#13 Health Practices
- Hand washing 75% of the time
- Can’t use wipes or sanitizer

http://pkids.org/ip_handvid.php
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Key Things to Remember

• Not a test
• Picture of “real life” for children in your classroom
• Can’t “fix” everything
• ECERS-R is a tool to identify areas for improvement
• KDE goal is “5”
  – Doesn’t mean you will start there
  – Some classrooms will get there, others won’t
Confused?
Questions???