Overview of the ECERS-R
The Early Childhood Environment Rating Scale Revised (ECERS-R) is an observation tool designed to assess the quality of center-based preschool classrooms. There are 43 items organized in 7 subscales.
Overview of the Subscales and Items of the ECERS-R

1. Space and Furnishings:
   1. Indoor space
   2. Furniture for routine 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
1. Space and Furnishings (Subscale #1)

Indoor space (1)

Soft furnishings (5)

Furniture for routine care, play and learning (2)

Child-related display (6)

Space for Privacy (3)

Space for Gross Motor Play (7)

Gross Motor Equipment (8)
Overview of the Subscales and Items of the ECERS-R

2. Personal Care Routines:

9. Greeting/departing
10. Meals/snacks
11. Nap/rest
12. Toileting/diapering
13. Health practices
14. Safety practices
2. Personal Care Routines (Subscale #2)

- Greeting/departing (9)
- Meals/snacks (10)
- Nap/rest (11)
- Toileting/diapering (12)
- Health practices (13)
- Safety practices (14)
Overview of the Subscales and Items of the ECERS-R

3. Language and Reasoning:

15. Books and pictures
16. Encouraging children to communicate
17. Using language to develop reasoning skills
18. Informal use of language
3. Language and Reasoning (Subscale #3)

Books and pictures: (15)

Encouraging children to communicate (16)

Using language to develop reasoning skills (17)

Informal use of language (18)
Overview of the Subscales and Items of the ECERS-R

4. Activities:

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 TV, video, and/or computers
28. Promoting acceptance of diversity
4. Activities (Subscale #4)

- Fine motor (19)
- Art (20)
- Music/movement (21)
- Blocks (22)
- Sand/water (23)
4. Activities (Continued)

Dramatic play (24)

Use of TV, video, and/or computers (27)

Nature/science (25)

I Spy an Ecosystem!

Math/number (26)

2 4 6 8

1 3 5 7

Promoting acceptance of diversity (28)
Overview of the Subscales and Items of the ECERS-R

5. Interaction:

29. Supervision of gross motor activities
30. General supervision of children (other than gross motor)
31. Discipline
32. Staff-child interactions
33. Interactions among children
5. Interaction (Subscale #5)

- Supervision of gross motor activities (29)
- General supervision of children (other than gross motor) (30)
- Discipline (31)
- Staff-child interactions (32)
- Interactions among children (33)
Overview of the Subscales and Items of the ECERS-R

6. Program Structure:

34. Schedule
35. Free play
36. Group time
37. Provisions for children with disabilities
6. Program Structure (Subscale #6)

Schedule (34)

<table>
<thead>
<tr>
<th>Morning Program</th>
<th>San Mateo</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 12:00 am</td>
<td>9:00 to 12:30 am</td>
</tr>
<tr>
<td>Option/Lunch Time</td>
<td>12:00 to 1:00</td>
</tr>
<tr>
<td>Afternoon Program</td>
<td>1:00 to 2:20 p.m.</td>
</tr>
<tr>
<td>Class Size</td>
<td>4:1 teacher ratio</td>
</tr>
<tr>
<td>Facility</td>
<td>Required</td>
</tr>
<tr>
<td>Monthly Tuition</td>
<td>2 days/week: $1300 5 days/week: $2600</td>
</tr>
<tr>
<td>5 days/week: $1300 5 days/week: $2600</td>
<td></td>
</tr>
</tbody>
</table>

Free play (35)

Group time (36)

Provisions for children with disabilities (37)
Overview of the Subscales and Items of the ECERS-R

7. Parents and Staff:

38. Provisions for parents
39. Provisions for personal needs of staff
40. Provisions for professional needs of staff
41. Staff interaction and cooperation
42. Supervision and evaluation of staff
43. Opportunities for professional growth
7. Parents and Staff (Subscale #7)

Provisions for parents (38)

Provisions for personal needs of staff (39)

Provisions for professional needs of staff (40)

Staff interaction and cooperation (41)

Supervision and evaluation of staff (42)

Opportunities for professional growth (43)
Video Clip... Video Observations for the Early Childhood Environment Rating Scale
Video Clip... Observations for Scoring Practice - Introduction
## Scoring

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Video Clip... Dramatic play
<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24. Dramatic play*</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

1.1 No materials or equipment accessible for dress up or dramatic play.

3.1 Some dramatic play materials and furniture accessible, so children can act out family roles themselves (Ex. dress-up clothes, housekeeping props, dolls).
3.2 Materials are accessible for at least 1 hour daily.*
3.3 Separate storage for dramatic play materials

5.1 Many dramatic play materials accessible, including dress-up clothes.*
5.2 Materials accessible for a substantial portion of the day.*
5.3 Props for at least two different themes accessible daily (Ex. housekeeping and work).*
5.4 Dramatic play area clearly defined, with space to play and organized storage.*

7.1 Materials rotated for a variety of themes (Ex. prop boxes for work, fantasy, and leisure themes)
7.2 Props provided to represent diversity (Ex. props representing various cultures; equipment used by people with disabilities).*
7.3 Props provided for active dramatic play outdoors.*
7.4 Pictures, stories, and trips used to enrich dramatic play
Video Clip... Dramatic Play Scoring
Video Clip... Child-related display
<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Child-related display</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.1 No materials displayed for children
1.2 Inappropriate materials for predominant age group (Ex. materials in preschool classroom designed for older school-aged children or adults; pictures showing violence).*

3.1 Appropriate materials for predominant age group (Ex. photos of children; nursery rhymes; beginning reading and math for other preschoolers and kindergartners; seasonal displays). *
3.2 Some children's work displayed.*

5.1 Much of the display relates closely to current activities and children in group (Ex. artwork or photos about recent activities).*
5.2 Most of the display is work done by the children.*
5.3 Many items displayed on child’s eye level.

7.1 Individualized children’s work predominates.*
7.2 Three-dimensional child created work (Ex. playdough, clay, carpentry) displayed as well as flatwork.*
Video Clip... Child-related display Scoring
Video Clip... Informal Use of Language / Staff-child interactions
<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Staff-child interactions

<table>
<thead>
<tr>
<th>1.1 Staff members are not responsive to or not involved with children (Ex. ignore children, staff seem distant or cold).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Interactions are unpleasant (Ex. voices sound strained and irritable).</td>
</tr>
<tr>
<td>1.3 Physical contact used principally for control (Ex. hurrying children along) or inappropriately (Ex. unwanted hugs or tickling)</td>
</tr>
<tr>
<td>3.1 Staff usually respond to children in a warm, supportive manner (Ex. staff and children seem relaxed, voices cheerful, frequent smiling).</td>
</tr>
<tr>
<td>3.2 Few, if any, unpleasant interactions.</td>
</tr>
<tr>
<td>5.1 Staff show warmth through appropriate physical contact (Ex. pat child on the back, return child’s hug).</td>
</tr>
<tr>
<td>5.2 Staff show respect for children (Ex. listen attentively, make eye contact, treat children fairly, do not discriminate).</td>
</tr>
<tr>
<td>5.3 Staff respond sympathetically to help children who are upset, hurt, or angry.*</td>
</tr>
<tr>
<td>7.1 Staff seem to enjoy being with the children.</td>
</tr>
<tr>
<td>7.2 Staff encourage the development of mutual respect between children and adults (Ex. Staff wait until children finish asking questions before answering; encourage children in a polite way to listen when adults speak).</td>
</tr>
<tr>
<td>Inadequate</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>18. Informal use of language*</td>
</tr>
<tr>
<td>1.1 Staff talk to children only to control their behavior and manage routines.</td>
</tr>
<tr>
<td>1.2 Staff rarely respond to children’s talk</td>
</tr>
<tr>
<td>1.3 Children’s talk is discouraged much of the day</td>
</tr>
<tr>
<td>5.1 Many staff-child conversations during free play and routines.</td>
</tr>
<tr>
<td>5.2 Language is primarily used by staff to exchange information with children and for social interaction.*</td>
</tr>
<tr>
<td>5.3 Staff add information to expand on ideas presented by children.*</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>7.1 Staff have individual conversations with most of the children</td>
</tr>
<tr>
<td>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).*</td>
</tr>
</tbody>
</table>
Video Clip... Informal Use of Language / Staff-child interactions Scoring
Resources for ECERS-R

The Environment Rating Scales Web site (http://www.fpg.unc.edu/~ecers) includes a supplemental documents
Be sure to provide many opportunities for children to have free play.

- *Free play*, means that children are permitted to select materials and companions and to the extent possible manage their play independently.

- Situations in which children are assigned to activities by staff or staff select the materials that individual children may use do not count as free play.
Tips for ECERS-R

- Activities such as art, fine motor, blocks, dramatic play, books, music, nature and science, and math should be accessible to children for a substantial portion of the day.

- The term substantial portion of the day means “at least one-third of the time the center is in session.”
Tips for ECERS-R

Be sure that toys and materials are accessible to the children

- Accessible means that children can reach and are allowed to use materials, furnishings, and/or equipment.
- Toys on open shelves must be within easy reach for children.
- Accessible means there are not verbal barriers such as a “no-touch” rule or physical barriers such as placing toys out of sight to prevent children from reaching them.
- At a minimal level, toys and materials must be accessible to children for at least one hour daily.
Blocks are building materials that do not restrict children by having to fit pieces together in a special way, but challenge children to carefully place and balance materials to create a variety of structures.

At a minimal level, blocks and block accessories (small trucks, cars, trains, road signs, small toy people, and small toy animals) must be accessible to children for at least one hour daily.

In the ECERS-R, small table blocks or any size of plastic interlocking blocks that fit together are considered to be fine motor materials.

Don’t forget about block play.
Tips for ECERS-R

Remember to follow proper handwashing procedures.

- According to the ECERS-R, handwashing for children and the staff requires that both hands be washed with liquid soap and rinsed thoroughly under warm running water for at least ten seconds.

- Hands should be dried with individual paper towels that are not shared.
Using gloves, wipes, or antiseptic waterless washes does not count as a substitute for hand washing.

Proper handwashing procedures are to be followed upon arrival, before and after meals, after toileting, when re-entering the classroom after outdoor play, before shared water play and after messy sand or water play, after dealing with bodily fluids (running noses, vomit, blood) and after touching pets or contaminated objects (trashcan lids, the floor).
Tips for ECERS-R

Don’t forget to use proper procedures to clean and sanitize tables

- Clean and Sanitize Tables
- Tables should be washed with a soap/water solution and then sanitized with a bleach-water solution before and after being used for meals and snacks.
- The bleach-water solution must be allowed to sit for at least ten seconds before being wiped dry.
- If wet cloths are used, a separate cloth is required for each table, and cloths cannot be returned to soak in the bleach-water solution.
Engage in Conversations

Remember to engage the children in meaningful conversations throughout the day

- Conversations should be encouraging, informative, and relevant to children.
- Try to find opportunities to add information to expand on ideas presented by children.
- According to the ECERS-R, *expand* means “staff responds verbally to add more information to what a child says.”
- For example, a child says, “Look at this truck,” and the teacher responds, “It’s a red dump truck. See it has a place to carry things.”
Safety Hazards

Be aware of potential safety hazards both indoors and outdoors

- Common indoor safety hazards include: exposed electrical outlets; strings or cords that might cause strangulation; and heavy objects or furniture that children can pull down.
- Common outdoor safety hazards include: easy access to the road; unsafe walkway or stairs; and insufficient cushioning in fall zones.
Important Reminders in Completing the ECERS-R

- Read the entire scale carefully
- Carefully read the notes for clarification (i.e., what is meant by some, many, etc.)
- Scores need to be based on the current situation that is observed (i.e., not futures plans)
- When scoring an item, always start from 1 (inadequate) and progress upward until the correct score is reached
- Review the scoring system on pages 5-6 in the ECERS-R book.
- Accessible means children can reach materials, equipment, etc. throughout the day
- A substantial part of the day means at least one third of the time the program is open (see page 7 in the ECERS-R Book)
- Make sure to complete required comments & documentation. The comments should be descriptive and objective.
Closing Comments

- Now your are ready to start your ECERS-R Assignment!
- See ECERS-R Assignment
- Good Luck!!

GO FOR IT!

GOOD LUCK!