

Desired Results

Session V: Environment Rating Scales



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Environment Rating Scales (ERS)

The Environment Rating Scales are designed to assess process quality in an early childhood or school-age care group.

- Interactions
- Space
- Schedule
- Materials

- Frank Porter Graham, Child Development Institute, 2008

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Quality Programs

Quality programs must provide for the three basic needs all children have:

- Protection of their health and safety
- Building positive relationships
- Opportunities for stimulation and learning from experience

- Frank Porter Graham, Child Development Institute, 2008

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The Environment Rating Scales are...

a required tool for the Program Self-Evaluation and the ongoing continuous improvement process.



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Introduction to the ERS

VIDEO GUIDE and TRAINING WORKBOOK for the Infant/Toddler Environment Rating Scale Revised Edition



Thelma Harms and Debby Cryer
Clark White, Stephen Child Development Institute
University of North Carolina & Chapel Hill



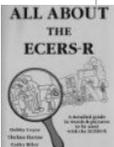
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Staff Training Resources

ALL ABOUT THE ECERS-R



VIDEO GUIDE and TRAINING WORKBOOK for the Infant/Toddler Environment Rating Scale Revised Edition



Thelma Harms and Debby Cryer
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ALL ABOUT THE ITERS-R





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ERS Inter-Rater Reliability

Example:

Item	Observer Name			Percentage Agreement
	Harris	Jacobs	White	
1	4	4	4	100%
2	3	3	2	67%
3	5	6	6	67%
4	3	2	4	33%

Sample Summary Score Sheet

Adapted from the "Environment Rating Scale" or ECERS-R by Harris, Oyer & Riley

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Early Childhood Environment Rating Scale-Profile Worksheet

ECERS-R Profile

Center/School: ABC Preschool Observation 1: 10/21/10 Observer: M. Jones
 Teacher(s)/Classroom: 12 Observation 2: 10/22/10 Observer: _____

I. Space & Furnishings (1-8)

Obs 1: 4.5 Obs 2: _____

average subscale score: _____

II. Personal Care Routines (9-14)

Obs 1: 2.77 Obs 2: _____

average subscale score: _____

III. Language-Reasoning (15-18)

Obs 1: 4.7 Obs 2: _____

average subscale score: _____

1. Indoor space
2. Furn. for mealtimes, play, & learning
3. Furn. for relaxation
4. Room arrangement for play
5. Space for privacy
6. Child-related display
7. Space for gross motor
8. Gross motor equipment
9. Greeting/Departing
10. Mealtimes
11. Nap/rest
12. Toileting/Changing
13. Health practices
14. Safety practices
15. Books and pictures
16. Encouraging children to communicate
17. Using language to develop reasoning skills
18. Inferential use of language

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ERS Summary of Findings

Child Development Division
California Department of Education
(Revised March 2011)

CD 4852
Page 1 of 2

Environment Rating Scale Summary of Findings

Sub-Scale Average	Key Findings from Environment Rating Scale	Action Steps (Include materials, training needs, any changes to schedules, space, and supervision.)	Expected Completion Date and Person Responsible	Follow-Up (Changes made, date completed, and who implemented.)
Item #5 Space for relaxation Scored "1"	The classroom scored "1" because it did not have sufficient soft furnishings or a "cozy area."	<ul style="list-style-type: none"> • Throw out old, stained pillow and soft furnishings. • Add washable pillows, carpeting, and soft furniture to library, playroom, and rest areas. • Add beach towels, washable pillows and blankets to outdoor areas under shade and cover. 	11/18/10 Ms. Johnson	5/11 ERS item #5 score was improved to "5".
Item #6 Space for privacy Scored "1"	The classroom scored "1" because it did not have space for privacy that can also be easily supervised by staff.	<ul style="list-style-type: none"> • Purchase and add closed space for indoor and outdoor environments. • Ensure that each tent has openable windows or clear top-thru areas so they can be easily supervised. • Provide staff development in best practices in use of space. 	12/20/10 Ms. Johnson	5/11 ERS item #6 score was improved to "5".

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ERS Summary of Findings

Child Development Division
California Department of Education
(Revised March 2011)

CD 4002
Page 1 of 2

Environment Rating Scale Summary of Findings

Contractor/Center:	
Contract Type and/or Cal-SAFE:	Planning Date:
Planner's Name and Position:	Follow-up Date:
Planner's Name and Position:	Planner's Name and Position:

Use as many sheets as necessary to address key findings for all subscale averages below "9".

Sub-Scale Average	Key Findings from Environment Rating Scale	Action Steps (Include materials, training needs, any changes to schedule, supervision, and supervision.)	Expected Completion Date and Person Responsible	Follow-Up (Change made, date completed, and time extended.)

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Steps to Completing the Agency Environment Rating Scale

Classroom

Agency

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Break

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Taking it Back to the Agency



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Website Resources

Desired Results T & TA Project
www.wested.org/desiredresults

Program for Infant/Toddler Caregivers
www.pitc.org

California Preschool Instructional Network
www.cpin.us

California School-Age Consortium
www.calsac.org

Family Child Care at Its Best
<http://humanservices.ucdavis.edu/ChildDev/Programs/FamilyChildCare>

CDE/ECE Faculty Initiative Project
www.wested.org/facultyinitiative



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Introduction to the ERS

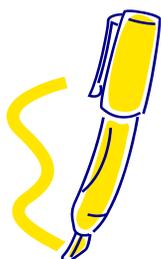


GOAL:

The goal of this activity is to familiarize participants with the structure of the Environmental Rating Scales.



Session 5



MATERIALS REQUIRED:

- *Early Childhood Environment Rating Scale* video
- *Video Guide and Training Workbook for the Early Childhood Environment Rating Scale* booklet
- California playground safety regulations
- Substantial Portion of the Day handout



TIME: 20-30 minutes



PROCESS:

- Explain that for this session, the *Early Childhood Environment Rating Scale-Revised (ECERS-R)* will be the only scale used.
- Ask participants to read the introduction in the ECERS-R book
- Direct participants to the *Video Guide and Training Workbook for the ECERS-Revised*.
- Start the video - *Video Observation for the Early Childhood Environment Rating Scale-Revised* edition. Stop the video at the screen prompt.
- Have participants complete the “Scramble” activity on pages five and six in the *Video Guide and Training Workbook for the ECERS-Revised* with partners or table groups.
- Groups can share out answers.
- If time allows, show two selected video segments and have groups reach a score for each item.



REFLECTION:

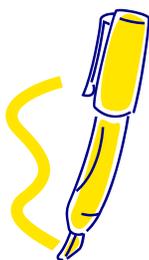
- Advise participants that ERS materials may be ordered from Teacher College Press.

Checking for Inter-rater Reliability



GOALS:

The goal of this activity is to give participants the opportunity to practice observing using the ERS and to notice the possibility of subjectivity between observers.



MATERIALS REQUIRED:

- *Early Childhood Environment Rating Scale* video
- *Early Childhood Environment Rating Scale* training workbook



TIME: 35-45 MINUTES



PROCESS:

- Cue up, play ERS training video to Part II. Ask participants to watch carefully while viewing the scene.
- Ask participants to rate the scene using the subscale found on page 24, item 10, of the training workbook. Participants should not talk to each about the scene until scoring is completed.
- Three to six participants should now work in a small group to compare

and discuss the ratings, using the Inter-rater Reliability Chart found on page 19 of the workbook.

- Participants should pay particular attention to instances of scores that had discrepancies of more than one point, discussing various points of view, in an attempt to try to reach consensus on a small group score.
- NOTE: If time permits, show the "Space & Furnishings" clip.



REFLECTION:

- Return to the large group.
- Ask one member of each small group to tell the large group about discussions and score(s). What were the challenges in scoring? How might it be easier or more difficult to observe a real group of children that you know?
- Repeat this process, watching more video scenes as time allows. The

more practice participants receive the better they will be prepared to try this at back at the agency.

Determining Inter-Rater Reliability

To complete the information portion of the Inter-rater Reliability Summary Score Sheet Form

Complete the information section of the form including: date, center/FCC home room, teachers/provider, and observers.

List the names of the observers in separate observer columns.

List all of the scores given to the items from the ERS score sheet in the corresponding column.

To decide on the score

Discuss the ratings with the other observers. If the observers' scores for each item are the same or within one point above or below each other, proceed to the next scored item. If the difference between scores is greater than one point above or below, have each observer describe the reasons for the differences in the ratings. Strive to reach consensus on the score that most accurately describes each item.

To calculate the percent agreement

Count the number of raters with the same score.

Decide which score is agreed upon by most of the raters.

Divide the largest number of raters agreeing on a single score by the total number of raters.

Multiply that number by 100.

List the percentage in the percentage agreement column.

Example:

Item	Observer Name			Percentage Agreement
	Harms	Jacobs	White	
1	4	4	4	100%
2	3	3	2	67%
3	5	6	6	67%
4	3	2	4	33%

Sample Summary Score Sheet

Adapted from the "Environment Rating Scales" or ECERS-R by Harms, Cryer & Riley.

Developing an ERS Summary of Findings



GOALS:

Participants will have a better understanding of the Environment Ratings Scales and practice creating an ERS Summary of Findings.

MATERIALS REQUIRED:



- *Early Childhood Environment Rating Scale-Revised* Edition Book
- ECERS Summary of Findings form
- ECERS Profile worksheet (example)



TIME: 45 – 60 minutes



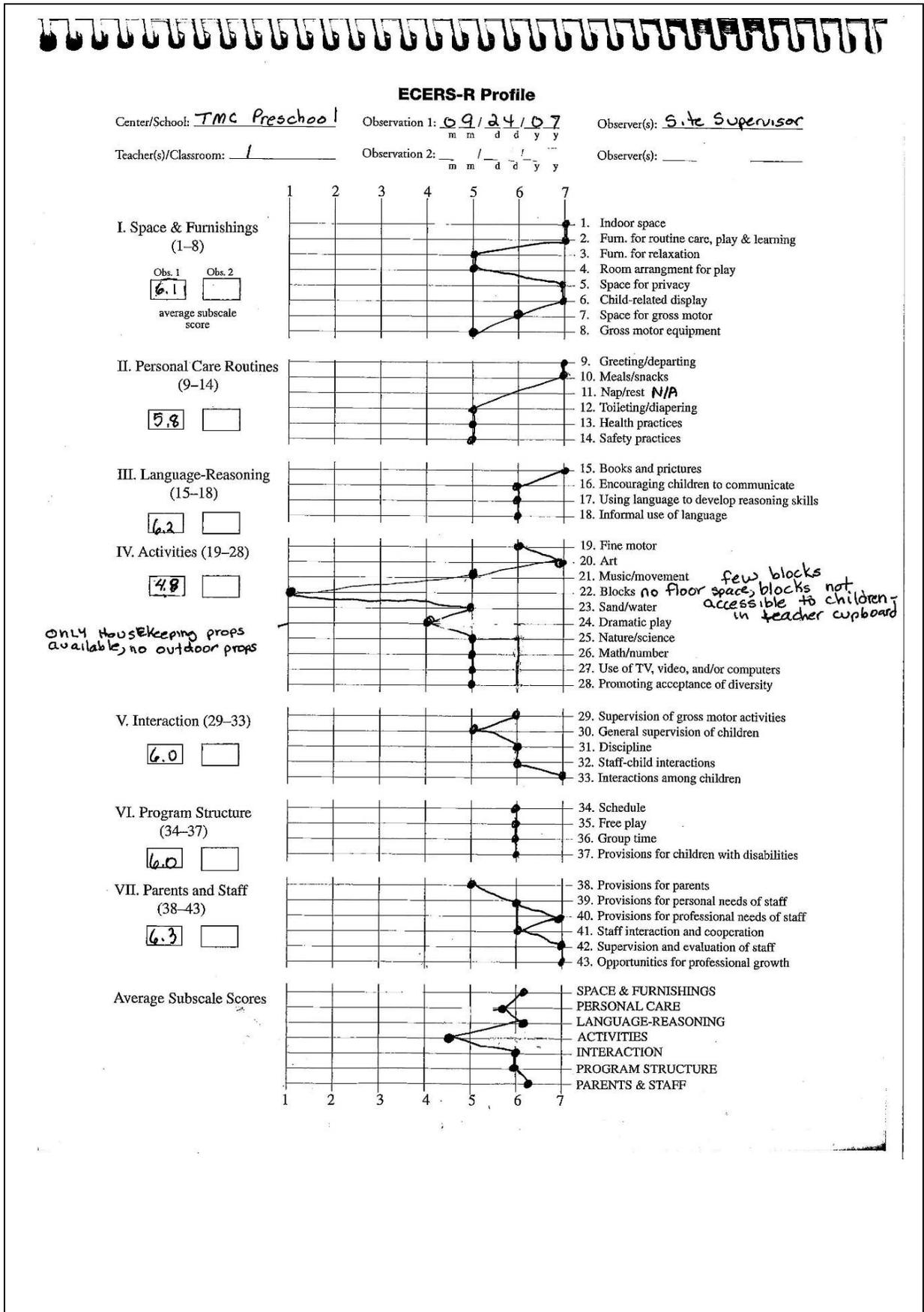
PROCESS:

1. Review the ECERS Profile worksheet. Allow the participants to find the scale items in section IV, *Activities*, in which the classroom was rated below five. [Answer: #22 Blocks and #24 Dramatic Play]
2. Review the “Case Study”, section IV, *Activities*. Note items related to #22 Blocks and #24 Dramatic Play. Discuss how these impact the quality of an early childhood classroom. How might the children be affected?
3. Divide the group into two smaller groups.
4. Ask one small group to open their ECERS books to #22 and the other group to open to #24.
5. Guide participants to refer to page 6 for an explanation of scoring.
6. Ask each group to review their assigned *subscale* and to create a summary of findings (distribute the form) to help the classroom in the case study achieve a higher score. What specific changes are necessary to improve this program?

REFLECTION:



- Call for the groups’ attention and ask volunteers to share their key findings and action steps.
- Point out that each classroom will list items with a score below “5.” Agencies will list subscale averages (for all classrooms) with a score below “5.”



Instructions For Environment Rating Scale (ERS) Summary of Findings (CD 4002)

Complete the Environment Rating Scale (ERS) Summary of Findings (CD 4002) form, one for each contract type and/or Family Child Care Home Education Network (FCCHEN) by age group. Contractors serving children in family child care homes should complete the ERS Summary of Findings for the FCCHEN. The ERS Summary of Findings is used to complete the Program Self-Evaluation Annual Report.

Top Section of CD 4002 Form

- Complete the Contractor Name. Identify the Contract Type, and/or FCCHEN, and Age Group. The contract type may be California State Preschool Program (CSPP), California Center-based (CCTR), California Severely Handicapped (CHAN), Family Child Care Homes (CFCC), or California Migrant (CMIG).
- Record the Planning Date. This is the date the first four sections of the form are completed. Identify the Lead Planner's Name and Position. This is the person completing the CD 4002 form.
- Record the Follow-up Date(s). These dates indicate when the Action Steps have been reviewed. The Follow-up Date(s) will also indicate when reflections are recorded (see Follow-up and Reflection below).

Subscale Average

- Average all ERS subscale scores for all of the classrooms by age group, and/or FCCHEN. A sample form to help compile ERS Subscale scores is available on the Desired Results Web site at <http://www.desiredresults.us/index.htm>.
- If the contract has multiple sites, first average subscale scores by site and then at the program level. An FCCHEN will average subscale scores for family child care homes in the network.
- Although each classroom or family child care home is to complete the entire ERS Summary of Findings need only address the following subscales, as applicable:

Infants/Toddler Environment Rating Scale

- Interactions
- Activities
- Space & Furnishings
- Listening & Talking

Early Childhood Environment Rating Scale

- Interactions
- Activities
- Space & Furnishings
- Language & Reasoning

School-Age Care Environment Rating Scale

- Interactions
- Activities
- Space & Furnishings

Family Child Care Environment Rating Scale

- Interactions
- Activities
- Space & Furnishings
- Listening & Talking

- List Subscale names and scores for averages below “5.0,” i.e. Activities (subscale), average score of “4.5.”
- For those contractors with only Subscale averages of “5.0” or higher, list the two lowest scoring Subscales, i.e. Interactions (subscale), average score of “6.0,” Language-Reasoning (subscale), average score of “6.5.”

Key Findings from the Environment Rating Subscales

- Select two Items that indicate a need for improvement in each Subscale listed with an average score below “5.0”, i.e. Activities (subscale), Item 24: Dramatic Play, and Item 25: Nature/Science. These Items are the key findings or trends identified as needing improvement after a review of all completed environment rating scales.
- For those contractors with only Subscale averages of “5.0” or higher, select one Item that indicates a need for improvement from each of the two Subscales identified above i.e. Item 32: Staff-Child Interactions, and Item 17: Using Language to Develop Reasoning Skills.

Action Steps

- Develop and write attainable action steps to improve each key finding, or Item.
- Include multiple action steps, such as modifications and/or changes to instructional materials, training, schedules, space, and supervision.

Expected Completion Date and Persons Responsible

- Enter the date when the Action Steps will be completed.
- Identify the person(s) who will be responsible for each Action Step.

Follow-Up and Reflection

- This column will be blank when the Summary of Findings is first completed.
- Periodically review the status of all the Action Steps, completion dates, persons responsible, and follow-up.
- Record modifications or changes needed to complete the Action Steps, and expected completion dates.
- Reflect on the results and record progress or changes made to the key finding(s).

Environment Rating Scale (ERS) Summary of Findings (CD 4002)

Contractor Name	
Contract Type, and/or FCCHEN	Age Group (Infant/Toddler, Preschool, School Age)
Planning Date	Lead Planner's Name and Position
Follow-up Date(s)	Lead Planner's Name and Position

This form can be expanded and is not limited to a single page.

Subscales and Average Scores	Key Findings from Environment Rating Scale (ERS Items)	Action Steps (Include instructional materials, training needs, change to schedules, space, and supervision.)	Expected Completion Date and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, and time extended.)

Environment Rating Scale (ERS) Summary of Findings (CD 4002)

Contractor Name	
Contract Type, and/or FCCHEN	Age Group (Infant/Toddler, Preschool, School Age)
Planning Date 10/12/14	Lead Planner's Name and Position
Follow-up Date(s) 2/1/15	Lead Planner's Name and Position

This form can be expanded and is not limited to a single page.

Subscales and Average Scores	Key Findings from Environment Rating Scale (ERS Items)	Action Steps (Include instructional materials, training needs, change to schedules, space, and supervision.)	Expected Completion Date and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, and time extended.)
Space and Furnishings 3.3	Classroom has insufficient soft furnishings, lacks a cozy area, and more than 60% of child related displays are above the child's eye level	Add washable pillows, carpeting, and soft furniture to reading area	12/1/2014 Ms. Roberts	11/24/2014 Completed adding soft furnishings, increased subscale average to 4.2
		Add beach towels, washable pillows and blankets, to outdoor areas, under tree shade and nook.	12/1/2014 Ms. Johnson	11/24/2014 Completed adding cozy area outside
Personal Care Routines 3.8	Children need to wash hands upon entering the room. Tables must be disinfected between children using the same space.	Provide staff development on proper hand washing techniques	12/12/14	
		Provide family information/newsletter on importance of hand washing,	12/12/14	