

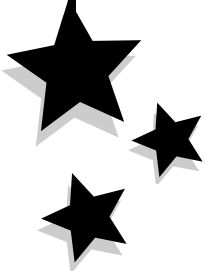
# DESIRED RESULTS

for Children and Families

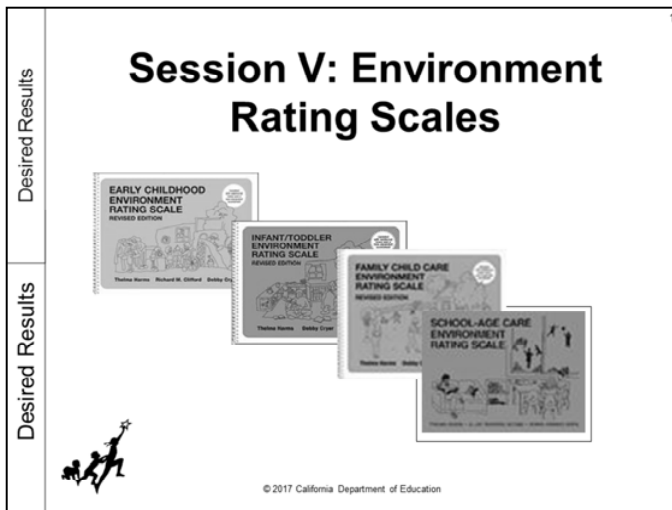


## ★ IN THIS SECTION

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### PRESENTER NOTES:

In this part of the training, participants will receive an introduction to the Environment Rating Scales to measure program quality in classrooms, child care home, and centers.

The four environment rating scales are:

- Infant/Toddler (ITERS-R)
- Early Childhood (ECERS-R)
- School-Age Care (SACERS)
- Family Child Care (FCCERS)

Desired Results	<h2>Environment Rating Scales (ERS)</h2> <p>The Environment Rating Scales are designed to assess process quality in an early childhood or school-age care group.</p>
Desired Results	<ul style="list-style-type: none"><li>• Interactions</li><li>• Space</li><li>• Schedule</li><li>• Materials</li></ul>  <p>- Frank Porter Graham, Child Development Institute, 2008 <small>© 2017 California Department of Education</small></p>



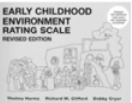


### PRESENTER NOTES:

The Environment Rating Scales all have good inter-rater reliability and validity and have been part of many research studies.

New Administrators	<h2>Quality Programs</h2> <p>Quality programs must provide for the three basic needs all children have:</p> <ul style="list-style-type: none"><li>• Protection of their health and safety</li><li>• Building positive relationships</li><li>• Opportunities for stimulation and learning from experience</li></ul> <p><a href="https://www.ersi.info/scales.html">https://www.ersi.info/scales.html</a></p> 
Desired Results	

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### PRESENTER NOTES:

Desired Results	<h2>The Environment Rating Scales are...</h2> <p>a required tool for the Program Self-Evaluation and the ongoing continuous improvement process.</p>
Desired Results	<div></div>  <p>© 2017 California Department of Education</p>

### PRESENTER NOTES:

California adopted the Environment Rating Scales in 2001 as part of the Desired Results system.






Desired Results

Desired Results

5

ELCD agencies are required to complete an ERS for each:

- Classroom
- Site
- Contract



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#### PRESENTER NOTES:

No matter the size of a program or agency, data is compiled at the classroom level for the Environment Rating Scale. Each program is responsible for the ERS data to be grouped by:

1st – classroom/ FFCHEN home

2<sup>nd</sup> – site / FFCHEN home

3<sup>rd</sup> – program or agency compiled by age group and contract.

Compile all of the ITERS, ECERS, FCCERS and SACERS. Write a Summary of Findings for each one or write it by type on one sheet of paper.)

ERS  
Handout

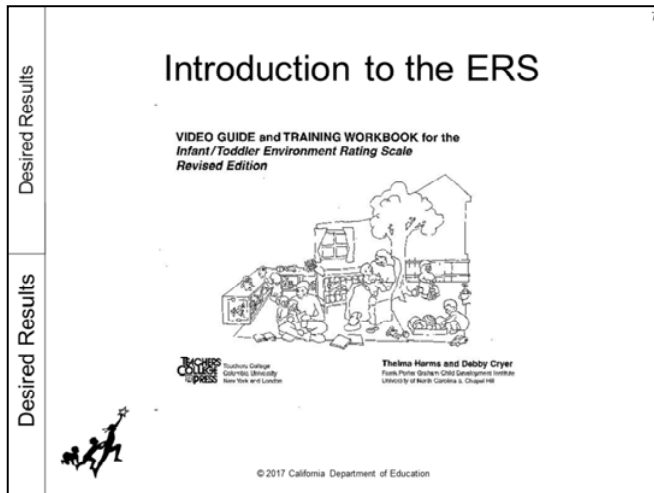
PRESENTER NOTES:

At the end of your age appropriate ERS booklet, there is a profile sheet used to summarize scores across the assessment. After calculating the classroom score, classrooms will then complete a ERS Summary of Findings.



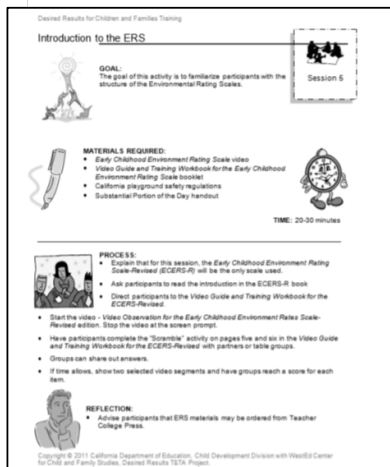
Desired Results Training  
Slide 7

ERS  
Handout



PRESENTER NOTES:

Activity: Introduction to the ERS  
The video for this activity can be found on you tube at  
[https://www.youtube.com/watch?v=ec0i7QS\\_fWQ](https://www.youtube.com/watch?v=ec0i7QS_fWQ)



# Desired Results Training

## Slide 8

# ERS Handout

Desired Results

Desired Results

8

### 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 Scales" or ECERS-R by Harris, Oyer & Riley*

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## PRESENTER NOTES:

### Activity: Inter-Rater Reliability

Desired Results for Children and Families Training

#### 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:**

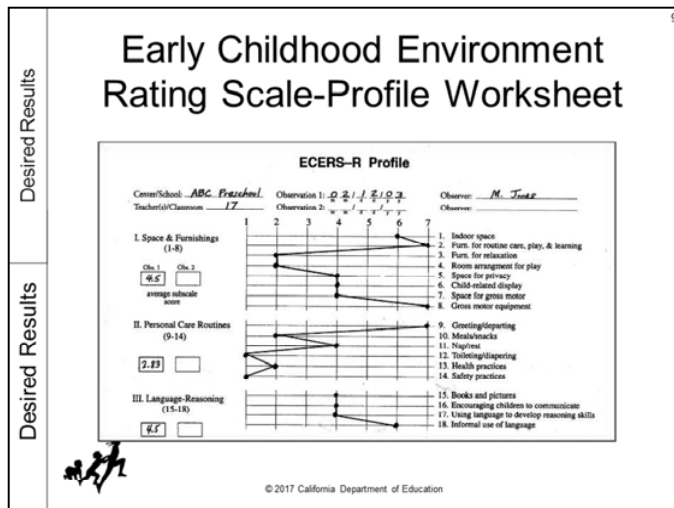
- Cue up, play ERS training video to Part II. Ask participants to watch carefully while viewing the scene.
- Ask participants to rate the scene using the subscale found on page 24, item 10, of the training workbook. Participants should not talk to each other about the scene until scoring is completed.
- 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 scores. What were the challenges in scoring? How might it be easier or more difficult to observe a well-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.

Session 5

Copyright © 2011 California Department of Education, Child Development Division with WestEd Center for Child and Family Studies, Desired Results TSTA Project.



## PRESENTER NOTES:

- After teachers and administrators finish administering the ECERS, they plot the scores on this simple graph. This visual graph helps programs see which items and subscales fall below a score of “5.”
- Any item score below a “5” in classrooms requires identification and action steps on the classroom ERS Summary of Findings.
- Agency ERS Summary of Findings will identify subscale score averages (for all classrooms/FCC homes) below a “5” in the contract summary.

Trainer note: Ask participants to compute the average score for subscale II personal care routines. (Add the scores for each item and divide the sum by the number of items to compute the average subscale score.)

Desired Results Training  
Slide 10

ERS  
Handout

Desired Results

Desired Results

## ERS Summary of Findings

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**Environment Rating Scale - Summary of Findings**

Center/Program Legal Name HAPPY DAY PRESCHOOL		Age Group (Infant/Toddler, Preschool, School Age) Preschool
Contract Type and/or FOCEN COP		Lead Planner Name and Position Ms. Brown (Head Teacher)
Planning Date 11/3/2016		Lead Planner Name and Position Ms. Lopez (Assoc. Teacher)
Follow-up Date(s) 3/3/2017		

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

Subscale 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 Person Responsible	Follow-up and Reflection (Changes made, date completed, and time estimated)
Item 22 Blocks (1)	<ul style="list-style-type: none"> <li>The blocks in the classroom are not accessible to children.</li> <li>The classroom has insufficient blocks for two children to build a structure.</li> </ul>	The unit blocks will be increased to 55-60 blocks. Teachers will label the block shelf to help children with organizing blocks.	01/14/2017 Ms. Brown 01/14/2017 Ms. Lopez	
Item 24 Dramatic Play (4)	<ul style="list-style-type: none"> <li>Classroom lacks outdoor props</li> </ul>	2 different types of blocks (wooden blocks and window blocks) will always be out on the shelf, available to children.  Add road signs, gas pumps, and fire pumps to the outdoor props. These are to be brought	12/3/2016 Ms. Lopez	

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PRESENTER NOTES:

Activity: ERS Summary of Findings  
Make sure activities are at the classroom level.

ERS - 12

## Desired Results Training Slide 11

## ERS Handout

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### ERS Summary of Findings

EESD-4002

California Department of Education  
Early Education and Support Division  
March 2016

Environment Rating Scale – Summary of Findings

Center Legal Name		Age Group (Infant/Toddler, Preschool, School Age)	
Contact Type and/or FOCHEM		Lead Planner Name and Position	
Planning Year		Lead Planner Name and Position	
Follow-up Date(s)		Lead Planner Name and Position	

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

Subscale and Average Score	Key Findings from Environment Rating Scale (give items)	Action Steps (Include instructional materials, training needs, change in schedules, space, and supervision)	Expected Completion Date and Person Responsible	Follow-up and Reflection (Changes made, when completed, and time estimated)

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EESD-4002

California Department of Education  
Early Education and Support Division  
March 2016

Environment Rating Scale – Summary of Findings

Center Legal Name		Age Group (Infant/Toddler, Preschool, School Age)	
Contact Type and/or FOCHEM		Lead Planner Name and Position	
Planning Year		Lead Planner Name and Position	
Follow-up Date(s)		Lead Planner Name and Position	

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

Subscale and Average Score	Key Findings from Environment Rating Scale (give items)	Action Steps (Include instructional materials, training needs, change in schedules, space, and supervision)	Expected Completion Date and Person Responsible	Follow-up and Reflection (Changes made, when completed, and time estimated)
Activities subscale 4.5	<ul style="list-style-type: none"> <li>The teacher has a plan for the children to be engaged in activities.</li> <li>The teacher has a plan for the children to be engaged in activities.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a plan for the children to be engaged in activities.</li> <li>The teacher has a plan for the children to be engaged in activities.</li> </ul>	10/10/16 Ms. Lopez	10/10/16 Ms. Lopez
Activities subscale 4.5	<ul style="list-style-type: none"> <li>The teacher has a plan for the children to be engaged in activities.</li> <li>The teacher has a plan for the children to be engaged in activities.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a plan for the children to be engaged in activities.</li> <li>The teacher has a plan for the children to be engaged in activities.</li> </ul>	10/10/16 Ms. Lopez	10/10/16 Ms. Lopez

### PRESENTER NOTES:

Trainer note: Call for the group's attention and ask volunteers to share key findings and action steps.

Each classroom will list items with a score below "5."  
Agencies will list sub-scale averages (for all classrooms) with a score below "5."

Desired Results for Children and Families Training  
Developing an ERS Summary of Findings

**GOALS:**  
The goal of this activity is to help the participants better understand the Environment Rating Scale and to practice creating an ERS Summary of Findings.

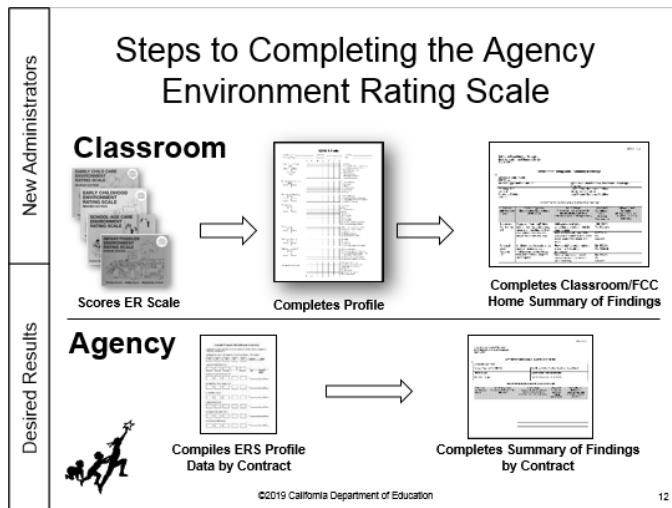
**MATERIALS REQUIRED:**

- 200 California Department of Education (CDE) ERS Scale
- CDE ERS Summary of Findings form
- CDE ERS Scale (optional)

**TIME:** 45-60 minutes

**PROCESS:**

1. Review the ERS Scale and discuss with the participants to better understand the scale. (15 minutes)
2. Review the "CDE ERS" and discuss with the participants to better understand the scale. (15 minutes)
3. Divide the group into two working groups.
4. Ask one working group to open their ERS Scale to ERS and the other group to open to ERS.
5. Give participants 10 minutes to work on a summary of findings.
6. Ask each group to make their assigned summary and then as a Summary of Findings, discuss the items to help the classroom. Be sure to make a summary of findings. The summary of findings is necessary to begin the program.

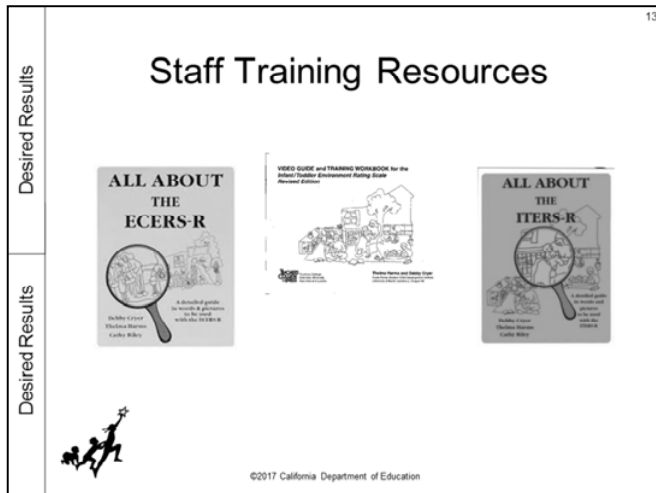


PRESENTER NOTES:

Trainer note: Click to display the steps in completing the ERS process.

Emphasize:

- Agencies need to compile the classroom profiles data into one document and find the subscale average.
- They then need to address all subscale averages that fall below a "5."
- One comprehensive ERS Summary of Findings per contract goes to CDE with the agency's annual report.




#### PRESENTER NOTES:

The video guide and training workbook are excellent resources for training staff. Many of the resource and referral agencies include them in their lending libraries. The books, *All About the ECERS* and *All About the ITERS* are also invaluable resources for staff. Many agencies provide training in California on the ERS.

Desired Results

Desired Results


# ERS Cards



### Books and Pictures

Item 11. A "wide selection of books" includes a variety of topics. *Desired Results information: stories about people, animals, and nonfiction books that reflect different cultures and abilities.* In order to be given credit for a wide selection there must be at least 20 books for a group of ages 3-5 children, and at least one story book for each additional child over that number provided to attend. Approximately 3-4 examples of each topic are required, but the rule is flexible, and there might be more or less of any topic. *Desired Results: each topic must be represented.*


3.2 Examples of additional language materials are picture and picture, board book stories, picture card games, and recorded stories and songs.



### STANDARD FIVE

Item 14. Dramatic play is enhanced by props that encourage a variety of themes including *knowledge* (e.g., tools, skills, social functions, dress up, kitchen utensils), *different kinds of work* (e.g., office, construction, farm, store, fire fighting, transportation), *science* (e.g., animals, dinosaurs, street/road characters), and *science* (e.g., weather, sports).

3.1. Thus, two or three gender-specific examples of dress-up items are required (such as ties, hand fans, or shoes to represent men's clothes; pants or dresses for women's). When gender clothing, such as wigs or hats, is provided, it should be provided, but these do not count as gender-specific dress-ups.



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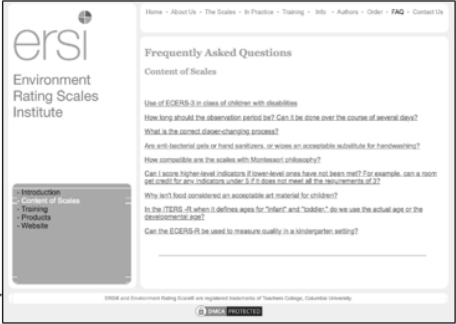
## PRESENTER NOTES:

ERS cards are available on the Desired Results website to download and print for free.

## Trainer note:

Take participants to the website and show them where to get the ERS cards.



New Administrators	<div><h2>ERSI</h2><p>©2019 California Department of Education</p></div>
Desired Results	



### PRESENTER NOTES:


The Desired Results website provides a direct link to the Frank Porter Graham Child Development Institute where you will find many more resources.

The Substantial Portion of the Day chart can be found in the booklet on the last page of the score sheet and on the Frank Porter Graham website.

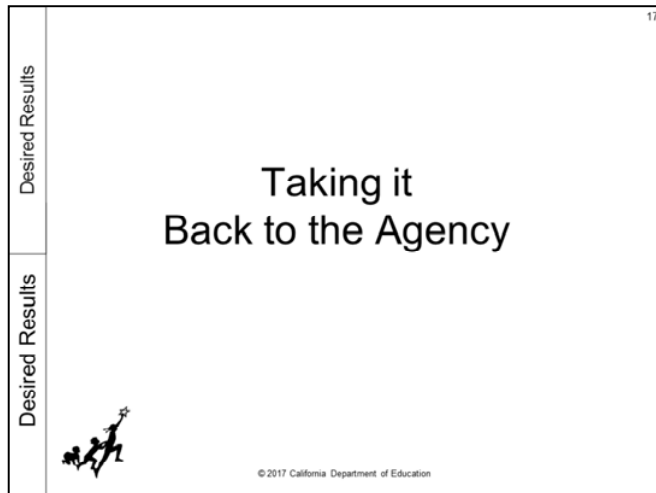
Desired Results Training  
Slide 16

ERS  
Handout

Desired Results		<p>Break</p>
Desired Results		

  
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PRESENTER NOTES:



PRESENTER NOTES:

Participants may now use the calendar pages to plan when they will:

- Complete the ERS for the classroom
- Group the ERS data
- Complete the ERS Summary of Findings per classroom and agency

Desired Results	<h2>Website Resources</h2> <p>Desired Results T &amp; TA Project <a href="http://www.desiredresults.us">www.desiredresults.us</a></p> <p>Program for Infant/Toddler Caregivers <a href="http://www.pitc.org">www.pitc.org</a></p> <p>California Preschool Instructional Network <a href="http://www.cpin.us">www.cpin.us</a></p> <p>California School-Age Consortium <a href="http://www.calsac.org">www.calsac.org</a></p> <p>Family Child Care at Its Best <a href="http://humanservices.ucdavis.edu/ChildDev/Programs/FamilyChildCare">http://humanservices.ucdavis.edu/ChildDev/Programs/FamilyChildCare</a></p> <p>CDE/ECE Faculty Initiative Project <a href="http://www.wested.org/facultyinitiative">www.wested.org/facultyinitiative</a></p>  <p><small>© 2017 California Department of Education</small></p>
	Desired Results

### PRESENTER NOTES:

Trainer note: If internet is available demonstrate the websites.

If age-level experts are available, ask him/her to share information about the projects specific to their age level.

Desired Results

## Session V: Environment Rating Scales

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Desired Results

## 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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Desired Results

## 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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Desired Results

Desired Results

## The Environment Rating Scales are...

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

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Desired Results

Desired Results

## ELCD agencies are required to complete an ERS for each:

- Classroom
- Site
- Contract

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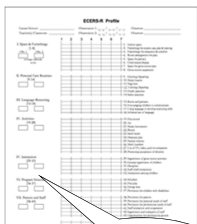
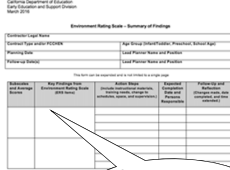
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Desired Results

Desired Results

## ERS Profile and Summary of Findings

Complete one per classroom

Complete one per classroom, site and contract

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Desired Results

Desired Results

# Introduction to the ERS

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

**Thelma Harms and Debby Cryer**  
Harms, Thelma; Cryer, Debby. Child Development Institute  
University of Illinois, Chicago, IL, Chicago, IL

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Desired Results

Desired Results

# ERS Inter-Rater Reliability

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 Scale" or ECERS-2 by Harms, Cryer & Riley*

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Desired Results

Desired Results

# Early Childhood Environment Rating Scale-Profile Worksheet

**ECERS-R Profile**

Class/School: ABC Preschool Observation 1: Q 2/1 / 7/1/2/2 Observer: M. Jones  
Teacher/Classroom: 17 Observation 2: Q 2/1 / 7/1/2/2 Observer:

**I. Space & Furnishings (1-8)**

Obs. 1: 6.5 Obs. 2:

**II. Personal Care Routines (9-14)**

Obs. 1: 2.77 Obs. 2:

**III. Language Reasoning (15-19)**

Obs. 1: 6.5 Obs. 2:

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Desired Results

Desired Results

## ERS Summary of Findings

Environment Rating Scale - Summary of Findings

Contractor Legal Name <b>HAPPY DAY PRESCHOOL</b>		Age Group (Infant/Toddler, Preschool, School Age)	
Contract Type and/or FCCEN <b>CCSF</b>		Planning Date <b>1/10/2016</b>	
Follow-up Date(s) <b>3/3/2017</b>		Lead Planner Name and Position <b>Ms. Brown (Head Teacher)</b>	
		Lead Planner Name and Position <b>Ms. Lopez (Admin. Teacher)</b>	

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

Subcategory and Average Score	Key Findings from Environment Rating Scale (ERS items)	Action Steps (Include instructional materials, training needs, change in schedules, space, and supervision.)	Expected Completion Date and Persons Responsible	Follow-up and Reflection (Change made, date completed, and time extended)
Item 22 Blocks (1)	<ul style="list-style-type: none"> <li>The blocks in the classroom are not accessible to children.</li> <li>The classroom has insufficient blocks for two children to build a structure.</li> </ul>	<ul style="list-style-type: none"> <li>The unit blocks will be increased to 50-60 blocks.</li> <li>Teachers will open the block shelf to help children with organizing blocks.</li> </ul>	01/14/2017 Ms. Brown 01/16/2017 Ms. Lopez	
Item 24 Dramatic Play (4)	<ul style="list-style-type: none"> <li>Classroom lacks outdoor props</li> </ul>	<ul style="list-style-type: none"> <li>2 different types of blocks (wooden blocks and unwooden blocks) will always be out on the shelf, available to children.</li> <li>Add road signs, gas pumps, and the pumps to the outdoor props. These are to be brought</li> </ul>	12/3/2016 Ms. Lopez	

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Desired Results

Desired Results

## ERS Summary of Findings

ERSD 4002

California Department of Education  
Early Education and Support Division  
March 2016

Environment Rating Scale - Summary of Findings

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

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

Subcategory and Average Score	Key Findings from Environment Rating Scale (ERS items)	Action Steps (Include instructional materials, training needs, change in schedules, space, and supervision.)	Expected Completion Date and Persons Responsible	Follow-up and Reflection (Change made, date completed, and time extended)

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Desired Results

Desired Results

## Steps to Completing the Agency Environment Rating Scale

### Classroom

### Agency

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Desired Results

Desired Results

# Staff Training Resources

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Desired Results

Desired Results

# ERS Cards

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Desired Results

Desired Results

# Frank Porter Graham

<http://ers.fpg.unc.edu/>

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16

Desired Results  
 Desired Results



## Break




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17

Desired Results  
 Desired Results

## Taking it Back to the Agency


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18

Desired Results  
 Desired Results

## Website Resources

Desired Results T & TA Project  
[www.desiredresults.us](http://www.desiredresults.us)  
 Program for Infant/Toddler Caregivers  
[www.pitc.org](http://www.pitc.org)  
 California Preschool Instructional Network  
[www.cpin.us](http://www.cpin.us)  
 California School-Age Consortium  
[www.calsac.org](http://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](http://www.wested.org/facultyinitiative)


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## Introduction to the ERS

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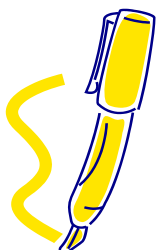


### GOAL:

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 Rates 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

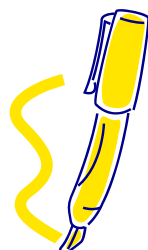


### GOALS:

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.



### Session 5



### 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



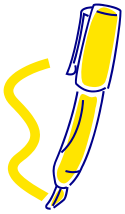
### GOALS:

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

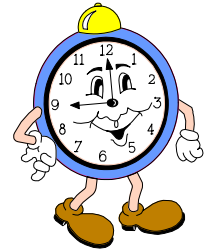


### Session 5

### 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.”



**ECERS-R Profile**

Center/School: TMC Preschool Observation 1: 09/24/07 Observer(s): Site Supervisor  
m m d d y y

Teacher(s)/Classroom: 1 Observation 2:      Observer(s):       
m m d d y y

<p><b>I. Space &amp; Furnishings</b> (1-8)</p> <p>Obs. 1: <u>6.1</u> Obs. 2: <u>    </u> average subscale score</p>		<p>1. Indoor space 2. Furn. for routine care, play &amp; 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</p>
<p><b>II. Personal Care Routines</b> (9-14)</p> <p><u>5.8</u> <u>    </u></p>		<p>9. Greeting/departing 10. Meals/snacks 11. Nap/rest <u>N/A</u> 12. Toileting/diapering 13. Health practices 14. Safety practices</p>
<p><b>III. Language-Reasoning</b> (15-18)</p> <p><u>6.2</u> <u>    </u></p>		<p>15. Books and pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language</p>
<p><b>IV. Activities</b> (19-28)</p> <p><u>4.8</u> <u>    </u></p> <p>ONLY Housekeeping props available, no outdoor props</p>		<p>19. Fine motor 20. Art 21. Music/movement 22. Blocks <u>no floor space, blocks not accessible to children in teacher cupboard</u> 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</p>
<p><b>V. Interaction</b> (29-33)</p> <p><u>6.0</u> <u>    </u></p>		<p>29. Supervision of gross motor activities 30. General supervision of children 31. Discipline 32. Staff-child interactions 33. Interactions among children</p>
<p><b>VI. Program Structure</b> (34-37)</p> <p><u>6.0</u> <u>    </u></p>		<p>34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities</p>
<p><b>VII. Parents and Staff</b> (38-43)</p> <p><u>6.3</u> <u>    </u></p>		<p>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</p>
<p><b>Average Subscale Scores</b></p>		<p>SPACE &amp; FURNISHINGS PERSONAL CARE LANGUAGE-REASONING ACTIVITIES INTERACTION PROGRAM STRUCTURE PARENTS &amp; STAFF</p>



## **Instructions For Environment Rating Scales – Summary of Findings**

- **Complete the Environment Rating Scale (ERS) as directed in the ERS instructions** <http://www.ersi.info/ecers.html>.

Complete one for each contract type and/or Family Child Care Home Education Network (FCCHEN). 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 PSE Annual Report.

- **Enter the required contractor information at the top the EESD 4002:**
- Contractor Legal Name
  - Contract Type and/or FCCHEN
  - Age Group
  - Planning Date – This is the date the first four columns of the form are completed
  - Lead Planner Name and Position
  - 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)
- **Enter the Subscale and Average Score.**
- Each classroom or FCCHEN is to complete the entire ERS items
  - Average all ERS subscale scores for all of the classrooms and/or FCCHEN
  - If the contract has multiple sites, average subscale scores by:
    - Site and then at the program level
    - A FCCHEN will average subscale scores for family child care homes in the network

➤ **Enter 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”
  - 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 lowest Subscales

➤ **Enter 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

➤ **Enter 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

➤ **Enter 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 – Summary of Findings

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

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 – Summary of Findings

<b>Contractor Legal Name</b> <b>HAPPY DAY PRESCHOOL</b>	
<b>Contract Type and/or FCCHEN</b> <b>CCSP</b>	<b>Age Group (Infant/Toddler, Preschool, School Age)</b> <b>Preschool</b>
<b>Planning Date</b> <b>11/3/2016</b>	<b>Lead Planner Name and Position</b> <b>Ms. Brown (Head Teacher)</b>
<b>Follow-up Date(s)</b> <b>3/3/2019</b>	<b>Lead Planner Name and Position</b> <b>Ms. Lopez (Assoc. Teacher)</b>

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.)
Activities subscale 4.5	<ul style="list-style-type: none"> <li>The Blocks item scored a 1.</li> <li>The blocks in the classroom are not accessible to children.</li> <li>The classroom has insufficient blocks for two children to build a structure.</li> </ul>	The unit blocks will be increased to 55-60 blocks.	01/14/2017 Ms. Brown	
Item 22 Blocks 1.0		Teachers will label the block shelf to help children with organizing blocks	01/14/2017 Ms. Lopez	
		2 different types of blocks (wooden blocks and window blocks) will always be out on the shelf, available to children	12/3/2016 Ms. Lopez	
Activities 4.5 Item 24	<ul style="list-style-type: none"> <li>Classroom lacks outdoor props</li> </ul>	Add road signs, gas pumps, and tire pumps to the outdoor props. These are to be brought	2/5/2017	

Dramatic Play 4.0		out very time the bikes and scooters are out.		
		Create an outdoor dramatic play area under the awning. Include a couch, a table, sink, and refrigerator.	2/20/2017	



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# Management Bulletin 16-08

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## Early Education and Support Division

**Subject:** Early Childhood Environment Rating Scale, Revised Edition

**Number:** 16-08

**Date:** July 2016

**Expires:** Until Rescinded

**Authority:** California *Education Code*, Section 8203 and California *Code of Regulations*, Title 5 sections 18270.5(f)(1) and 18281.

**Attention: Executive Officers and Program Directors of any early education and support program or entity interested in applying for California State Preschool Program funding**

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## Purpose

The purpose of this Management Bulletin (MB) is to clarify the use of *the Early Childhood Environment Rating Scale, Revised Edition* (ECERS-R) for California Department of Education (CDE), Early Education and Support Division (EESD) contractors. This MB only applies to contractors providing center-based services to preschool age children.

## Authority

*California Code of Regulations*, Title 5 Section 18281, require contractors operating center-based programs to use the environment rating scale as defined in subsection 18270.5. Subsection 18270.5(f)(1) defines the early childhood environment rating scale as the ECERS-R.

## Background

The ECERS-R is a tool that is used by the EESD to assess the classroom environment of center-based programs as part of the requirements for quality elements of CDE subsidized child care contracts. The tool is also used by the California Quality Rating and Improvement System (CA-QRIS) as one of the elements rated for quality.

A new tool, *Early Childhood Environment Rating Scale, Third Edition* (ECERS-3), has emerged, and the EESD has evaluated it and reached some conclusions about its use by EESD. ECERS-3 is significantly different from the ECERS-R in both content and administration. The use of the ECERS-3 will require training and regulatory changes.

## Directives

The EESD is requiring CDE/EESD contractors to continue using the ECERS-R as specified in regulation until further notice.

The reason for continued use of ECERS-R is to align our practices with the CA-QRIS.

Additionally, the EESD has trained and ensured that Field Services Office (FSO) staff are reliable raters on the ECERS-R tool. Each classroom they rate may be shared with the local CA-QRIS administering agency and should be used for rating purposes. Likewise, FSO staff will utilize current ECER-R scores issued by reliable assessors in CA-QRIS counties for program compliance reviews. This will reduce duplication of ratings by multiple observers and will align EESD's practices with those of other pertinent entities.

If you have any questions regarding the information in this management bulletin, please contact your assigned Early Education and Support, Field Services Consultant at <http://www.cde.ca.gov/sp/cd/ci/assignments.asp> or by phone at 916-322-6233.

## Return to Top

**This Management Bulletin is mandatory only to the extent that it cites a specific statutory and/or regulatory requirement. Any portion of this Management Bulletin that is not supported by a specific statutory and/or regulatory requirement is not prescriptive pursuant to California *Education Code* Section 33308.5.**

**Questions: Early Education and Support Division | 916-322-6233**

Last Reviewed: Thursday, July 14, 2016

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# Treasure Hunt

## Environmental Rating Scale



Find the answers on the FAQ pages of the  
Environmental Rating Scale Institute website:  
<http://www.ersi.info/faq.html>

1. How long should the observation period be?
2. Is there a checklist of suggested classroom materials?
3. Are anti-bacterial gels, hand sanitizers, or wipes an acceptable substitute for hand washing?
4. Can I make copies of the scales?
5. Is food considered an acceptable art material for children? Why or why not?

