

DESIRED RESULTS

for Children and Families



★ IN THIS SECTION

ENVIRONMENT RATING SCALE (ERS)

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New Administrators	<div data-bbox="378 443 807 531" data-label="Section-Header"> <h2>Session V: Environment Rating Scales</h2> </div> <div data-bbox="350 560 829 653" data-label="Image"> </div> <div data-bbox="433 764 737 783" data-label="Text"> <p>State of California Department of Social Services, Copyright © 2022</p> </div>
Desired Results	

None

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)

New Administrators	<p style="text-align: right;">2</p> <h2 style="text-align: center;">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> <ul style="list-style-type: none"> • Interactions • Space • Schedule • Materials <p>(Frank Porter Graham, Child Development Institute, 2008)</p>
Desired Results	<p style="text-align: right;">  </p> <p style="text-align: right;">State of California Department of Social Services, Copyright © 2022</p>

None

The Environment Rating Scales have good inter-rater reliability and validity and have been part of many research studies. Process quality is what children directly experience in their programs that has a direct effect on their development, including the various interactions that go on in a classroom between staff and children and among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions. Process quality is assessed primarily through observation and has been found to be more predictive of child outcomes than structural indicators such as staff to child ratio, group size, cost of care, and even type of care, for example child care center or family child care home (Whitebook, Howes & Phillips, 1995). <https://www.ersi.info/scales.html>

New Administrators	<div data-bbox="933 348 941 359">3</div> <h2 data-bbox="448 380 730 422">Quality Programs</h2> <p data-bbox="256 443 863 489">Quality programs must provide for the three basic needs all children have:</p> <ul data-bbox="256 512 873 625" style="list-style-type: none"> • Protection of their health and safety • Building positive relationships • Opportunities for stimulation and learning from experience <p data-bbox="706 653 919 672">https://www.ersi.info/scales.html</p> <p data-bbox="438 766 737 781">State of California Department of Social Services, Copyright © 2022</p> 
Desired Results	

None

In order to provide care and education that will permit children to experience a high quality of life while helping them develop their abilities, a quality program must provide for the three basic needs of all children:

Protection of their health and safety

Supporting and guiding social/emotional development


Opportunities for intellectual and language stimulation and appropriate learning activities

No one component is more important than the others, nor can one substitute for another. It takes all three to create quality and education. Each of the three basic components or quality manifests itself in tangible forms in the program's environment, curriculum, schedule, supervision and interaction, and can be observed. These are the key aspects of process quality that are included in our environment rating scales.

<https://www.ersi.info/scales.html>

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout



New Administrators	Desired Results	<table border="1"> <thead> <tr> <th>ELEMENT</th> <th>1 POINT</th> <th>2 POINTS</th> <th>3 POINTS</th> <th>4 POINTS</th> <th>5 POINTS</th> </tr> </thead> <tbody> <tr> <td colspan="6">CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership</td> </tr> <tr> <td>5. Ratios and Group Size <small>(Centers Only beyond licensing regulations)</small></td> <td><input type="checkbox"/> Center: Title 22 Regulations. 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Program Environment Rating Scale(s) <small>(Use tier for appropriate setting: ECERS-3, ECERS-3A, ECERS-3P)</small></td> <td><input type="checkbox"/> Not Required</td> <td><input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan</td> <td><input type="checkbox"/> Assessment on the whole unit. Results used to inform the program's Quality Improvement Plan</td> <td><input type="checkbox"/> Independent ERS assessment. All subdomains completed and averaged to meet overall score level of 5.0</td> <td><input type="checkbox"/> Independent ERS assessment. All subdomains completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education</td> </tr> <tr> <td>7. 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		<p>3. Local-Tier 2: Local decision if Blocked or Points and if there are additional elements. 4. Local-Tier 5: Local decision if there are additional State of California Department of Social Services Copyright © 2022</p> <p>REVISED 10-24-2017</p> 																																																																	

None

The Environment Ratings scales is also a part of the Quality Rating Matrix.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

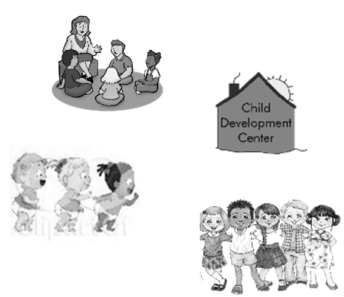
New Administrators	<p>The Environment Rating Scales are...</p> <p>a required tool for the Program Self-Evaluation and the ongoing continuous improvement process.</p>
Desired Results	<div><p>State of California Department of Social Services, Copyright © 2022</p></div>

None

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

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	<p>CDSS agencies are required to complete an ERS for each:</p> <ul style="list-style-type: none"> • Classroom • Site • Contract  <p>The illustrations include a group of children sitting on the floor in a circle, a house labeled 'Child Development Center', and a group of children standing together.</p>
Desired Results	

None

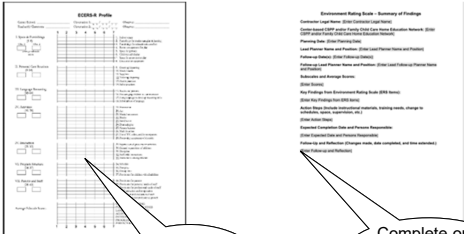

No matter the size of a program or agency, data is compiled at the classroom level for the Environment Rating Scale. Each program is responsible for the ERS data to be grouped by:

1st – classroom/ FFCHEN home

2nd – site / FFCHEN home

3rd – program or agency compiled by age group and contract.

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

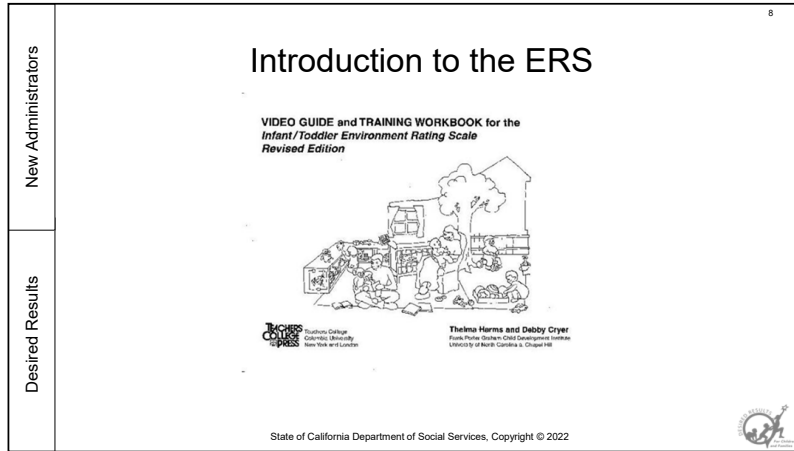
New Administrators	<p>ERS Profile and Summary of Findings</p>  <p>The image shows two parts of the ERS form. On the left is the 'ERS Profile' which is a large table with many rows and columns for recording scores. On the right is the 'Summary of Findings' which contains several sections for summarizing the results, including 'Classroom Score', 'Site Score', and 'Contract Score'. Two callout boxes point to specific sections: one points to the 'Classroom Score' section and the other points to the 'Contract Score' section.</p>
Desired Results	<p>Complete one per classroom</p> <p>Complete one per classroom, site, and contract</p> <p>State of California Department of Social Services, Copyright © 2022</p> 

None

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 an ERS Summary of Findings.

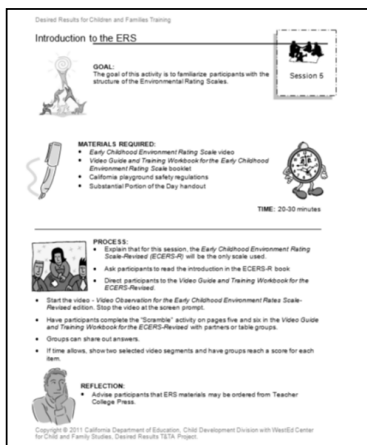
DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout






Activity: Introduction to the ERS

The video for this activity training workbook can be found on <https://vimeo.com/20883172>



DESIRED RESULTS TRAINING




SESSION 3: DRDP Handout

New Administrators	<div>Items and Subscales</div> <div>9</div> <div><p>➤ 7 subscales and 43 items</p></div> <div><p>➤ 7 subscales and 39 items</p></div> <div>State of California Department of Social Services, Copyright © 2022</div> <div></div>
Desired Results	

None

DESIRED RESULTS TRAINING


SESSION 3: DRDP Handout

New Administrators	<div>10</div> <h3>Items and Subscales (2)</h3> <div><p>➤ 7 subscales and 47 items</p></div> <div><p>➤ 7 subscales and 38 items</p></div> <div>State of California Department of Social Services, Copyright © 2022</div> 
Desired Results	

None

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	ERS Inter-Rater Reliability																												
	<p>Example:</p> <table border="1"> <thead> <tr> <th rowspan="2">Item</th> <th colspan="3">Observer Name</th> <th rowspan="2">Percentage Agreement</th> </tr> <tr> <th>Harris</th> <th>Jacobs</th> <th>White</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4</td> <td>4</td> <td>4</td> <td>100%</td> </tr> <tr> <td>2</td> <td>3</td> <td>3</td> <td>2</td> <td>67%</td> </tr> <tr> <td>3</td> <td>5</td> <td>6</td> <td>6</td> <td>67%</td> </tr> <tr> <td>4</td> <td>3</td> <td>2</td> <td>4</td> <td>33%</td> </tr> </tbody> </table> <p>Sample Summary Score Sheet</p> <p><i>Adapted from the "Environment Rating Scales" or ECERS-R by Harris, Oyer & Riley</i></p>		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
Item	Observer Name			Percentage Agreement																									
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3	5	6	6	67%																									
4	3	2	4	33%																									
Desired Results	<p>State of California Department of Social Services, Copyright © 2022</p> 																												

None

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:

- Click on, 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 scenes 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 some(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.

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DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	<h3>Early Childhood Environment Rating Scale-Profile Worksheet</h3>	
	<div style="text-align: right;">12</div> <div style="text-align: center;"> </div>	
Desired Results	<div style="text-align: right;">None</div>	
	<div style="text-align: right;">None</div>	

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 sub-scale 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

SESSION 3: DRDP
Handout


New Administrators	<div>ERS Summary of Findings Sample</div> <div><p>Environment Rating Scale – Summary of Findings</p><p>Contributor Legal Name: Wonder Kids Inc.</p><p>Center Based CDEP and/or Family Child Care Home Education Network (CDEP and FCHS)</p><p>Planning Date: January 6, 2023</p><p>Lead Planner Name and Position: Ms. Christine Dierker</p><p>Follow-up Dates: March 2023, April 2023, May 2023... (quarterly)</p><p>Follow-up Lead Planner Name and Position: Ms. Gabriela Assistant Director</p><p>Subdomains and Average Scores</p><p>Subdomain 1: Space and Furnishings: 5.4</p><p>Subdomain 2: Personal Care Routines: 5.0</p><p>Subdomain 3: Language: 4.3</p><p>Subdomain 4: Activities: 4.8</p><p>Subdomain 5: Interactions: 4.8</p><p>Subdomain 6: Program Structure: 4.0</p><p>Subdomain 7: Parents and Staff: 5.3</p><p>Key Findings from Environment Rating Scale (ERS Items)</p><p>Subdomains 1, 4, and 5 all scores 4.0:</p><p>2.8 of 4.0: 3 items the following items scored below a 4 in (subdomain 3) Language and</p><p>Item 16 – Encouraging children to communicate</p><p>Item 17: Using language to develop reasoning skills</p><p>Action Steps: Include individualized materials, making needs, change to schedule, signs, explanation, etc.</p><p>Summary of action and item 16 of 4.0 (5.3) strategies</p><p>All staff will attend "Classroom Language Building Strategies" workshop series and be responsible to follow a new strategy every month</p><p>Include anchor charts into all classrooms</p><p>Review all worksheets from the program (Professional Development and Coaching series to supervisor introduction of desired language)</p></div>
Desired Results	

None

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

DESIRED RESULTS TRAINING


SESSION 3: DRDP Handout

New Administrators	<h3>ERS Summary of Findings</h3> <p>Environment Rating Scale - Summary of Findings</p> <p>Center Logo Name (Enter Center Logo Name)</p> <p>Center-based CDEP and/or Family Child Care Home Education Network (Enter CDEP and/or Family Child Care Home Education Network)</p> <p>Planning Date (Enter Planning Date)</p> <p>Lead Planner Name and Position (Enter Lead Planner Name and Position)</p> <p>Follow-up Review (Enter Follow-up Review)</p> <p>Follow-up Lead Planner Name and Position (Enter Lead Planner Name and Position)</p> <p>Subscale and Average Score:</p> <p>(Enter Score)</p> <p>Any Findings from Environment Rating Scale (ERS Items):</p> <p>(Enter Any Findings from ERS Items)</p> <p>Action Steps (Include individual materials, training needs, change to environment, action steps, etc.):</p> <p>(Enter Action Steps)</p> <p>Expected Completion Date and Person Responsible:</p> <p>(Enter Expected Date and Person Responsible)</p> <p>Follow-up and Reflection (Changes made, date completed, and time extended):</p> <p>(Enter Follow-up and Reflection)</p>	14
		<p>State of California Department of Social Services, Copyright © 2022</p> 
Desired Results		

California Department of Education Early Education and Support Division March 2019				
Environment Rating Scale - Summary of Findings				
Environment Rating Scale - Summary of Findings				
The form can be completed in a single page.				
Environment Rating Scale Subscale Score	Environment Rating Scale Subscale Score	Environment Rating Scale Subscale Score	Environment Rating Scale Subscale Score	Environment Rating Scale Subscale Score
Activities Subscale Score	Activities Subscale Score	Activities Subscale Score	Activities Subscale Score	Activities Subscale Score
Activities Subscale Score	Activities Subscale Score	Activities Subscale Score	Activities Subscale Score	Activities Subscale Score

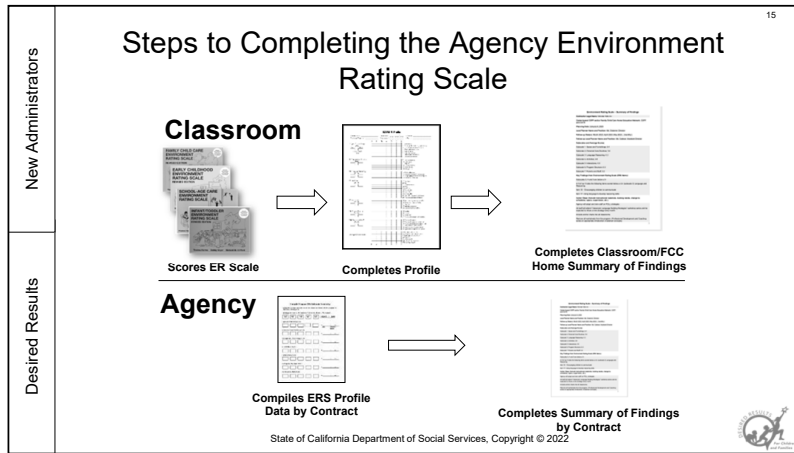
Trainer note: Call for the group's attention and ask volunteers to share key findings and action steps.

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 give the participants a better understanding of the Environment Rating Scale and to practice creating an ERS Summary of Findings.	
MATERIALS PROVIDED: • Early Childhood Environment Rating Scale-Third Edition • ERS Summary of Findings form • ERS Profile worksheet template	TIME: 45-60 minutes
PROCESS: 1. Provide the ERS Profile worksheet to the participants to fill in the ERS Profile. In the ERS Profile, the classroom is divided into the following sections: ERS Profile, ERS Profile, and ERS Profile.	
2. Provide the "ERS Profile" worksheet to the participants to fill in the ERS Profile. In the ERS Profile, the classroom is divided into the following sections: ERS Profile, ERS Profile, and ERS Profile.	
3. Divide the group into two smaller groups.	
4. Ask each group to open their ERS Profile worksheet and fill in the ERS Profile.	
5. Give participants 10 minutes to fill in the ERS Profile.	
6. Ask each group to make their ERS Profile worksheet and fill in the ERS Profile.	

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout



None

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.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	<div data-bbox="360 367 748 409" data-label="Section-Header"> <h3>Staff Training Resources</h3> </div> <div data-bbox="237 451 425 598" data-label="Image"> </div> <div data-bbox="498 501 643 688" data-label="Image"> </div> <div data-bbox="735 443 880 632" data-label="Image"> </div>
Desired Results	<div data-bbox="1144 394 1232 426" data-label="Text"> <p>None</p> </div> <div data-bbox="396 766 711 787" data-label="Text"> <p>State of California Department of Social Services, Copyright © 2022</p> </div> <div data-bbox="876 743 933 791" data-label="Image"> </div>

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 TRAINING

SESSION 3: DRDP Handout

New Administrators	<div>ERS Cards</div> <div> </div>
Desired Results	

None

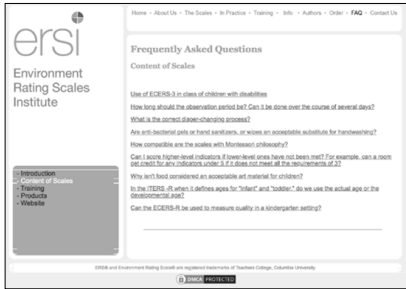
ERS cards are available on the Desired Results website to download and print for free.

Trainer note:

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

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	<div><h1>ERSI</h1><p>State of California Department of Social Services, Copyright © 2022</p></div>
Desired Results	




None

The ERSI site provides many more resources to support implementation of the Environment Rating Scales.

The Substantial Portion of the Day chart can be found in the booklet on the last page of the score sheet.

DESIRED RESULTS TRAINING


SESSION 3: DRDP Handout

New Administrators	<div data-bbox="323 470 584 667"></div> <div data-bbox="597 380 854 539"></div> <div data-bbox="651 604 786 657"><p>Break</p></div> <div data-bbox="435 764 737 783"><p>State of California Department of Social Services, Copyright © 2022</p></div> <div data-bbox="899 743 954 787"></div>
Desired Results	

None

DESIRED RESULTS TRAINING

**SESSION 3: DRDP
Handout**

New Administrators	<div>20</div> <div>Taking it Back to the Agency</div> <div>State of California Department of Social Services, Copyright © 2022</div> 
Desired Results	

None

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 TRAINING

SESSION 3: DRDP Handout

New Administrators	<div>21</div> <h3>Website Resources</h3> <p>Desired Results T & TA Project www.desiredresults.us</p> <p>Program for Infant/Toddler Caregivers www.pitc.org</p> <p>California Preschool Instructional Network https://cpin.us/</p> <p>California School-Age Consortium https://www.calsac.org/</p> <p>Family Child Care at Its Best https://www.fccbtraining.org/</p> <p>California Early Childhood Online https://www.caearlychildhoodonline.org/</p> <p>State of California Department of Social Services, Copyright © 2022</p> 
Desired Results	

None

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.

New Administrators	<h2>Session V: Environment Rating Scales</h2>
	 <p>State of California Department of Social Services, Copyright © 2022</p>

1

New Administrators	<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> <ul style="list-style-type: none"> • Interactions • Space • Schedule • Materials <p>(Frank Porter Graham, Child Development Institute, 2008)</p>
	<p>State of California Department of Social Services, Copyright © 2022</p>

2

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"> • Protection of their health and safety • Building positive relationships • Opportunities for stimulation and learning from experience <p>https://www.ersi.info/scales.html</p>
	<p>State of California Department of Social Services, Copyright © 2022</p>

3

New Administrators

Desired Results

ERS Profile and Summary of Findings

Complete one per classroom

Complete one per classroom, site, and contract

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7

New Administrators

Desired Results

Introduction to the ERS

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

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8

New Administrators

Desired Results

Items and Subscales

➤ 7 subscales and 43 items

➤ 7 subscales and 39 items


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9


New Administrators

Desired Results

Items and Subscales (2)



➤ 7 subscales and 47 items



➤ 7 subscales and 38 items

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10

New Administrators

Desired Results

ERS Inter-Rater Reliability

Example:

Item	Observer Name			Percentage Agreement
	Ernie	Jacob	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 "Determinant Rating Scale" for ECERS-3 by Horns, Oyer & Day

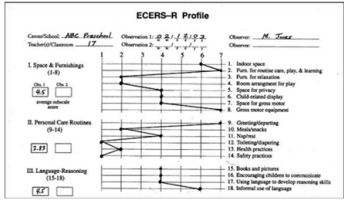
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11

New Administrators


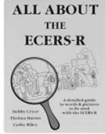
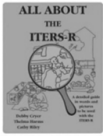

Desired Results

Early Childhood Environment Rating Scale-Profile Worksheet





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12

New Administrators	Staff Training Resources
	  
Desired Results	<p>State of California Department of Social Services, Copyright © 2022</p> 




16

New Administrators	ERS Cards
	
Desired Results	<p>State of California Department of Social Services, Copyright © 2022</p> 


17

New Administrators	ERSI
	
Desired Results	<p>State of California Department of Social Services, Copyright © 2022</p> 


18

New Administrators	<div>   </div> <h2>Break</h2> <p>State of California Department of Social Services, Copyright © 2022</p> 
Desired Results	

19

New Administrators	<h2>Taking it Back to the Agency</h2> <p>State of California Department of Social Services, Copyright © 2022</p> 
Desired Results	

20

New Administrators	<h2>Website Resources</h2> <p>Desired Results T & TA Project www.desiredresults.us</p> <p>Program for Infant/Toddler Caregivers www.pitc.org</p> <p>California Preschool Instructional Network https://cpin.us/</p> <p>California School-Age Consortium https://www.calsac.org/</p> <p>Family Child Care at Its Best https://www.fccbtaining.org/</p> <p>California Early Childhood Online https://www.cacetychildhoodonline.org/</p> <p>State of California Department of Social Services, Copyright © 2022</p> 
Desired Results	

21

Introduction to the ERS

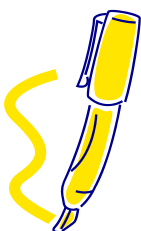


GOAL:

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 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

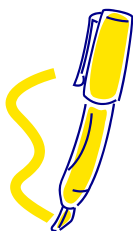


Session 5



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.



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:



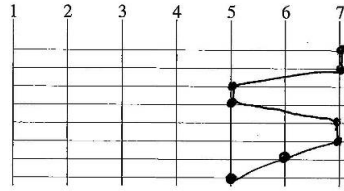


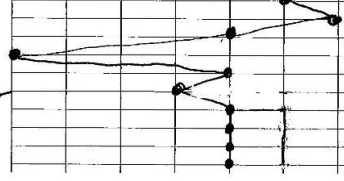
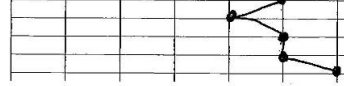

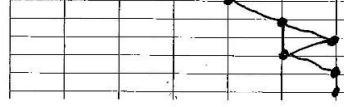
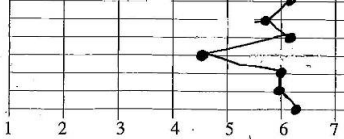
- Call for the groups’ attention and ask volunteers to share their key findings and action steps.
- Point out that each classroom will list items with a score below “5.” Agencies will list subscale averages (for all classrooms) with a score below “5.”



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>I. Space & Furnishings (1-8)</p> <p>Obs. 1: 6.1 Obs. 2: </p> <p>average subscale score</p>	 <ol style="list-style-type: none"> 1. Indoor space 2. Furn. for routine care, 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
<p>II. Personal Care Routines (9-14)</p> <p>5.8 </p>	 <ol style="list-style-type: none"> 9. Greeting/departing 10. Meals/snacks 11. Nap/rest <i>N/A</i> 12. Toileting/diapering 13. Health practices 14. Safety practices
<p>III. Language-Reasoning (15-18)</p> <p>6.2 </p>	 <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
<p>IV. Activities (19-28)</p> <p>4.8 </p> <p><i>ONLY Housekeeping props available, no outdoor props</i></p>	 <ol style="list-style-type: none"> 19. Fine motor 20. Art 21. Music/movement 22. Blocks <i>no floor space, blocks not accessible to children in teacher cupboard</i> 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>V. Interaction (29-33)</p> <p>6.0 </p>	 <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
<p>VI. Program Structure (34-37)</p> <p>6.0 </p>	 <ol style="list-style-type: none"> 34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities
<p>VII. Parents and Staff (38-43)</p> <p>6.3 </p>	 <ol style="list-style-type: none"> 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>Average Subscale Scores</p>	 <ol style="list-style-type: none"> SPACE & FURNISHINGS PERSONAL CARE LANGUAGE-REASONING ACTIVITIES INTERACTION PROGRAM STRUCTURE PARENTS & STAFF

Instructions and Template for Completing the Environment Rating Scales – Summary of Findings

California Department of Education
Early Education Division
EED-4002, March 2022

Environment Rating Scale (ERS) Instructions

Complete the Early Childhood Environment Rating Scale-Revised (ECERS-R) for each California State Preschool Program (CSPP) center-based classroom and/or the Family Childcare Environment Rating Scale-Revised (FCCERS-R) Family Child Care Home Education Network (FCCHEN) home.

Contractor Information Instructions

- Contractor Legal Name
- Center-Based CSPP and/or FCCHEN home
- 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)

Subscale and Average Score Instructions

- Each classroom or FCCHEN home is to complete the entire ERS
- Average the ERS subscale scores for all of the classrooms and/or FCCHEN homes
- If the contract has multiple sites, average subscale scores by:
 - Site, and program level
- CSPP, FCCHEN contractors will average subscale scores for family child care homes in the network

Key Findings from the Environment Rating Subscales Instructions

- Select the items that indicate a need for improvement in each subscale with an average score below *five (5)*
 - 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 *five (5)* or higher
 - Select one item that indicates a need for improvement from each of the two lowest scoring subscales

Action Steps Instructions

- 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, supervision, etc.

Expected Completion Date and Persons Responsible Instructions

- 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 Instructions

- 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

Contractor Legal Name: [Enter Contractor Legal Name]

Center-based CSPP and/or Family Child Care Home Education Network: [Enter CSPP and/or Family Child Care Home Education Network]

Planning Date: [Enter Planning Date]

Lead Planner Name and Position: [Enter Lead Planner Name and Position]

Follow-up Date(s): [Enter Follow-up Date(s)]

Follow-up Lead Planner Name and Position: [Enter Lead Follow-up Planner Name and Position]

Subscales and Average Scores:

[Enter Scores]

Key Findings from Environment Rating Scale (ERS Items):

[Enter Key Findings from ERS items]

Action Steps (Include instructional materials, training needs, change to schedules, space, supervision, etc.)

[Enter Action Steps]

Expected Completion Date and Persons Responsible:

[Enter Expected Date and Persons Responsible]

Follow-Up and Reflection (Changes made, date completed, and time extended.)

[Enter Follow-up and Reflection]

Environment Rating Scale – Summary of Findings

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

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"> The Blocks item scored a 1. The blocks in the classroom are not accessible to children. The classroom has insufficient blocks for two children to build a structure. 	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	<ul style="list-style-type: none"> Classroom lacks outdoor props 	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	



[Home](#) / [Specialized Programs](#) / [Child Development](#) / [Contractor Information](#)

Management Bulletin 16-08

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

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

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?

