Environment Rating Scale (ERS) and the DRDP

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1

The environment is seen as a third teacher. There is a shift from planning 'what to do' to teachers setting up the environment for encounters, experiments and exchanges, creating a sense of wonder and desire to go further, to know more. It is purposeful and intentional.

Type your response to this quote in the chat box.

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2

Environment Rating Scale (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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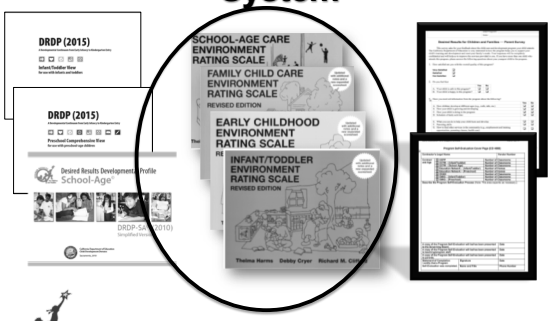
3

Desired Results Assessment System



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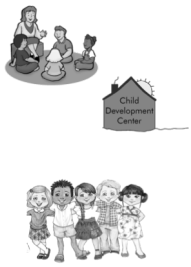
ELCD Agencies are required to complete an ERS for each:

- Classroom
- Site
- Contract



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SCORE SHEET – EXPANDED VERSION
Early Childhood Environment Rating Scale - Revised
Thelma Harms, Richard M. Clifford, and Debby Cryer

Observer: _____ Observer Code: ___ ___ ___
Center/School: _____ Center Code: ___ ___ ___
Room: _____ Room Code: ___ ___
Teacher(s): _____ Teacher Code: ___ ___

Time					
# of staff present					
# of children present					

Highest number center allows in class at one time: ___ ___
Highest number of children present during observation: ___ ___

Date of Observation: ___ ___ / ___ ___ / ___ ___
Number of children with identified disabilities: ___ ___
Check type(s) of disability: □ physical/sensory □ cognitive/language □ social/emotional □ other_____
Birthdates of children enrolled: youngest ___ ___ / ___ ___ / ___ ___
oldest ___ ___ / ___ ___ / ___ ___
Time observation began: ___ ___ : ___ ___ □ AM □ PM
Time observation ended: ___ ___ : ___ ___ □ AM □ PM
Time interview began: ___ ___ : ___ ___ □ AM □ PM
Time interview ended: ___ ___ : ___ ___ □ AM □ PM

SPACE AND FURNISHINGS

1. Indoor space — 1 2 3 4 5 6 7

Y	N		Y	N	NA		Y	N		Y	N
1.1	□	□	3.1	□	□		5.1	□	□	7.1	□ □
1.2	□	□	3.2	□	□		5.2	□	□	7.2	□ □
1.3	□	□	3.3	□	□		5.3	□	□		
1.4	□	□	3.4	□	□						
			3.5	□	□	□					

2. Furniture for care, play, & learning — 1 2 3 4 5 6 7

Y	N		Y	N	NA		Y	N		Y	N
1.1	□	□	3.1	□	□		5.1	□	□	7.1	□ □
1.2	□	□	3.2	□	□		5.2	□	□	7.2	□ □
			3.3	□	□	□	5.3	□	□	□	

5.1 Child sized? ___ (# child sized) + ___ (# children) = ___ (% child sized)

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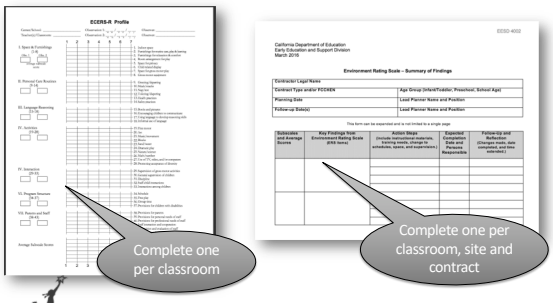
ERS Profile and Summary of Findings



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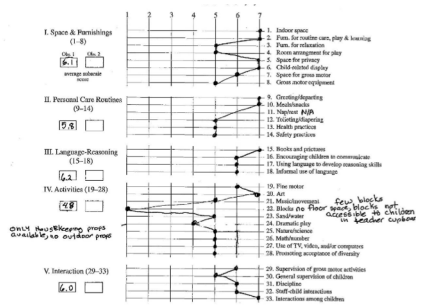
ERS Profile



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ELCD 4002 ERS Summary of Findings

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) 3/3/2017	**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.)
Item 22 Blocks (1)	• The blocks in the classroom are not accessible to children. • The classroom has insufficient blocks for [illegible] to build a structure.	The unit blocks will be increased to 55-60 blocks.	01/14/2017 Ms. Brown	
		Teachers will label the block shelf to help children with organizing blocks	01/14/2017 Ms. Lopez	
		[illegible] different types of blocks [illegible] blocks) will always be on the shelf, available to children	12/3/2016 Ms. [illegible]	
Item 24 Dramatic Play (4)	• Classroom lacks outdoor props	Add road signs, gas pumps, and tire pumps to the outdoor props. These are to be brought		

TEACHERS: List items that score below a 5.0

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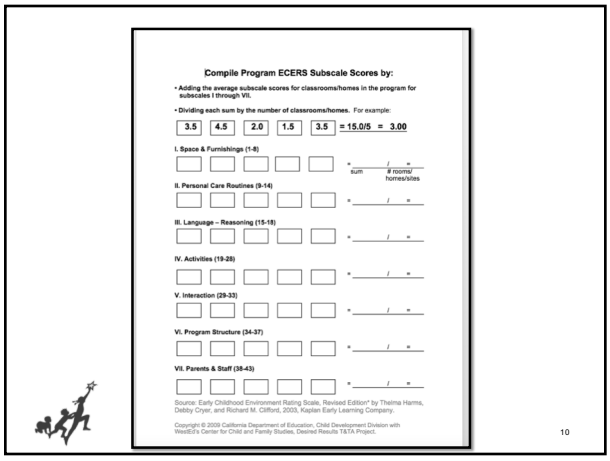
Compile Program ECERS Subscale Scores by:
• Adding the average subscale scores for classrooms/homes in the program for subscales I through VII.
• Dividing each sum by the number of classrooms/homes. For example:
3.5 4.5 2.0 1.5 3.5 = 15.0/5 = 3.00
I. Space & Furnishings (1-8)
II. Personal Care Routines (9-14)
III. Language – Reasoning (15-18)
IV. Activities (19-28)
V. Interaction (29-33)
VI. Program Structure (34-37)
VII. Parents & Staff (38-43)
sum
rooms/ homes/sites
Source: Early Childhood Environment Rating Scale, Revised Edition" by Thelma Harms, Debby Cryer, and Richard M. Clifford, 2003, Kaplan Early Learning Company.
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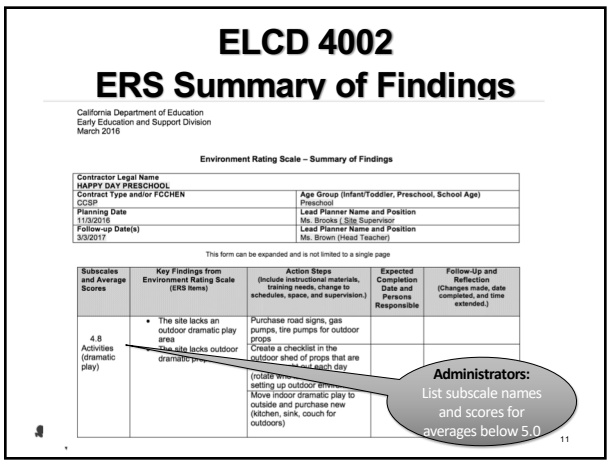
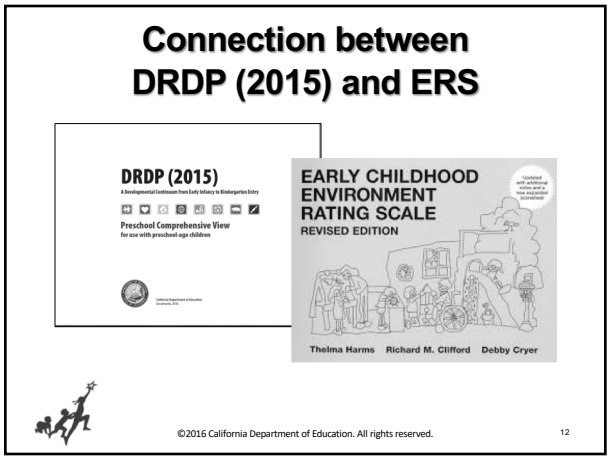
10

10


ELCD 4002
ERS Summary of Findings
California Department of Education
Early Education and Support Division
March 2016
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. Brooks [Site Supervisor
Follow-up Date(s)
3/3/2017
Lead Planner Name and Position
Ms. Brown (Head 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.)
4.8 Activities (dramatic play)
The site lacks an outdoor dramatic play area
Purchase road signs, gas pumps, tire pumps for outdoor props
Create a checklist in the outdoor shed of props that are
Move indoor dramatic play to outside and purchase new (kitchen, sink, couch for outdoors)
Administrators:
List subscale names and scores for averages below 5.0
11

11


Connection between
DRDP (2015) and ERS
DRDP (2015)
A Developmental Continuum from Early Infancy to Kindergarten Entry
Preschool Comprehensive View
for use with preschool-age children
EARLY CHILDHOOD ENVIRONMENT RATING SCALE
REVISED EDITION
Thelma Harms Richard M. Clifford Debby Cryer
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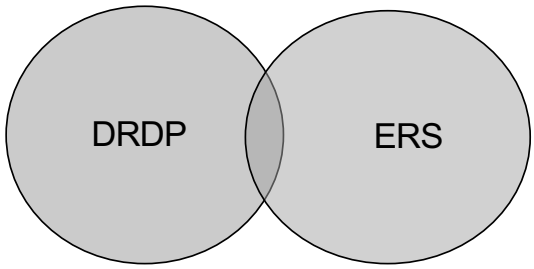
Math



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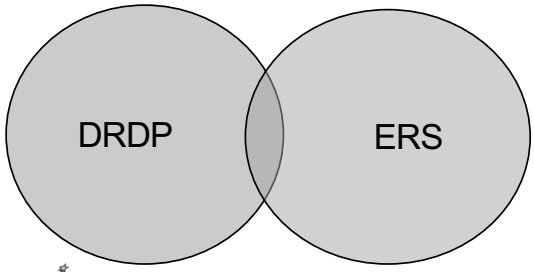
Language



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Curriculum Frameworks

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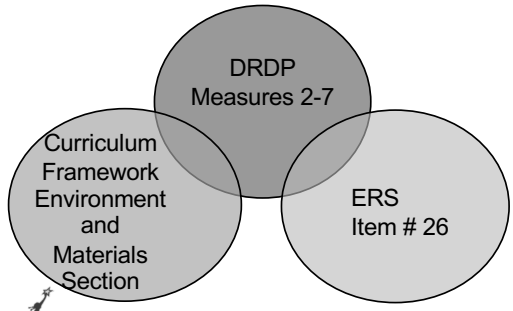
Math



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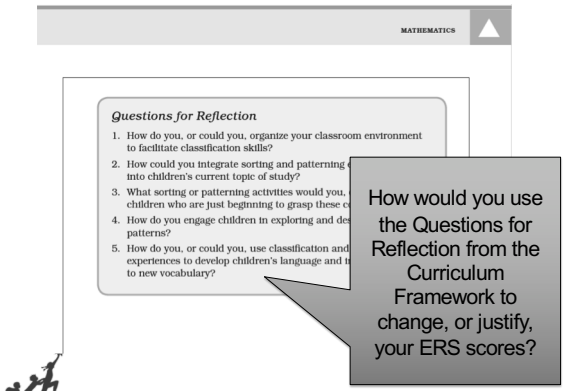

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Resources

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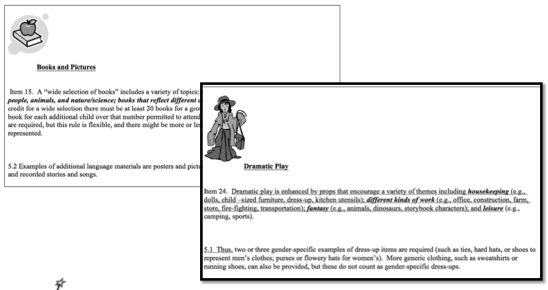
ERS Cards



Books and Pictures

Item 15. A "wide selection of books" includes a variety of topics: ***people, animals, and nature/science; books that reflect different*** credit for a wide selection there must be at least 20 books for a gr book for each additional child over that number permitted to attend are required, but this rule is flexible, and there might be more or le represented.

5.2 Examples of additional language materials are posters and pict and recorded stories and songs.

Dramatic Play

Item 24. Dramatic play is enhanced by props that encourage a variety of themes including ***housekeeping*** (e.g., dolls, child –sized furniture, dress-up, kitchen utensils); ***different kinds of work*** (e.g., office, construction, farm, store, fire-fighting, transportation); ***fantasy*** (e.g., animals, dinosaurs, storybook characters); and ***leisure*** (e.g., camping, sports).

5.1 Thus, two or three gender-specific examples of dress-up items are required (such as ties, hard hats, or shoes to represent men's clothes; purses or flowery hats for women's). More generic clothing, such as sweatshirts or running shoes, can also be provided, but these do not count as gender-specific dress-ups.

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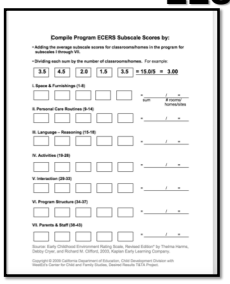
Program Subscale and EESD 4002



Compile Program ECERS Subscale Scores by:

- Adding the average subscale scores for classrooms/homes in the program for subscales I through VII.
- Dividing each sum by the number of classrooms/homes. For example:

3.5	4.5	2.0	1.5	3.5	= 15.05 ÷ 3.00

I. Space & Furnishings (1-8)

II. Personal Care Routines (9-14)

III. Language – Reasoning (15-18)

IV. Activities (19-28)

V. Interaction (29-33)

VI. Program Structure (34-37)

VII. Parents & Staff (38-43)

Source: Early Childhood Environment Rating Scale, Revised Edition" by Thelma Harms, Debby Cryer, and Richard M. Clifford, 2003, Kaplan Early Learning Company.

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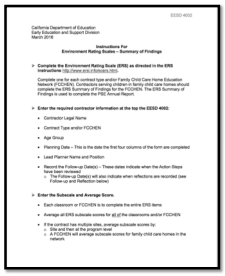

EESD 4002

California Department of Education
Early Education and Support Division
March 2018

Instructions For
Environment Rating Scales – Summary of Findings

- **Complete the Environment Rating Scale (ERS) as directed in the ERS Instructions:** http://www.ersi.info/ers.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 for the network as a whole. The ERS Summary of Findings is used to complete the FSC 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, Age Group, and/or Contract Type
    - A FCCHEN will average subscale scores for family child care homes in the network.

https://www.desiredresults.us/ers-forms

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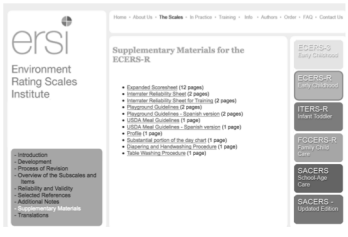
Environment Rating Scales Institute (ERSI)



ersi
Environment Rating Scales Institute

- Introduction
- Development
- Process of Revision
- Overview of the Subscales and Items
- Reliability and Validity
- Selected References
- Additional Notes
- Supplementary Materials
- Translations

Home • About Us • The Scales • In Practice • Training • Info • Authors • Order • FAQ • Contact Us

Supplementary Materials for the ECERS-R

- Expanded Scoresheet (12 pages)
- Interrater Reliability Sheet (2 pages)
- Interrater Reliability Sheet for Training (2 pages)
- Playground Guidelines (2 pages)
- Playground Guidelines – Spanish version (2 pages)
- USDA Meal Guidelines (1 page)
- USDA Meal Guidelines – Spanish version (1 page)
- Daily Routine (1 page)
- Suggested portion of the day chart (1 page)
- Diapering and Handwashing Procedure (1 page)
- Table Washing Procedure (1 page)

ECERS-3 Early Childhood
ECERS-R Early Childhood
ITERS-R Infant Toddler
FCCERS-R Family Child Care
SACERS School-Age Care
SACERS – Updated Edition

http://www.ersi.info/index.html

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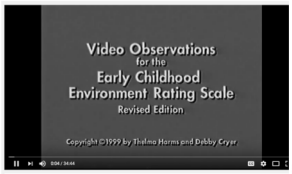

Training Workbook and Videos

Early Childhood Environment Rating Scale SD

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

Thelma Harms and Debby Cryer

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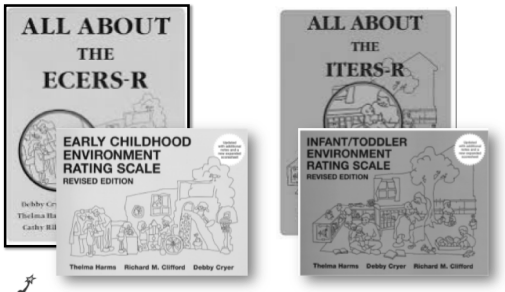
Staff Training Resources



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"Conducting a Realistic Self-Assessment with the Environment Rating Scale"

Thelma Harris, Exchange Magazine, September/October 2009.

24

24

Key Points from the Article

✧Self-assessment increases the teachers' awareness of the actual environment and practices.

✧To create significant changes, staff must have adequate training to produce accurate scores on the ERS and the will to work towards quality and support.

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Tips for Setting up a Quality Environment

- Read the ERS for appropriate age level.
- Become familiar with the requirements for 5s and 7s.
- Download ERS cards and post them in the classroom.
- Practice rating your classroom even if an assessor will be rating the environment.

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What's the difference between…

A WEDDING **A MARRIAGE**

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