

ECERS-R Observation Report



Unique ID/DBN: 84Q705
 Name: Renaissance Charter School UPK
 Address: 35-59 81 Street
 Time observation began-ended: 08:20 - 11:20

Date of Observation: 01/16/2019
 Type: 6 hrs 20 mins
 # of Children Enrolled in Class: 18
 # of Children Present in Class: 18

Early Childhood Environment Rating Scale – Revised (ECERS-R) and the Pre-K for All Program Quality Standards (PQS)

The NYC Pre-K for All Program Quality Standards (PQS) describe key practices and structures that are essential in high-quality Pre-K programs to prepare children for success. The Division of Early Childhood Education (DECE) uses the ECERS-R tool to measure the extent to which programs are successful at reaching many of the standards related to the pre-K learning environment.

The ECERS-R is an observational tool used to assess early childhood learning environments. The ECERS-R incorporates a wide range of quality indicators and has been used in major studies of early childhood programs throughout the United States, across cultures, and internationally. This research has shown a consistent relationship between ECERS-R scores and a wide range of child developmental outcomes, and, as a result, the DECE has used ECERS-R to understand pre-K quality since the 2010-2011 school year.

The ECERS-R looks for markers of quality across six subscales, which are further broken into 37 items. Information about the ECERS-R tool and how it relates to the Quality Standards is shown in the chart below:

Space & Furnishings	Personal Care Routines	Language-Reasoning
8 Items	6 Items	4 Items
Examines indoor and outdoor space, furnishings, room arrangement, and other factors related to the physical space	Examines the content and practices around meals and snacks and nap/rest, hand washing among students and staff, and other health and safety practices	Examines the number and content of books and language materials available, accessibility to these materials, and the extent to which teachers encourage communication and use language to support concept development
PQS Alignment:	PQS Alignment:	PQS Alignment:
<u>10. The Physical Learning Environment</u>	<u>4. Health, Safety & Well-being</u>	<u>8. Engaging Children in Meaningful Activity</u>
Activities	Interaction	Program Structure
10 Items	5 Items	4 Items
Measures the range of materials that are available in the classroom, the amount of time that children can freely access these learning materials, and the use of computers/TV	Examines the extent to which teachers are appropriately supervising children, using appropriate disciplinary strategies, providing opportunities for children to talk, and maintaining a positive climate	Examines the daily schedule, the amount of time children are kept in whole groups, transitions, and provisions for students with disabilities
PQS Alignment:	PQS Alignment:	PQS Alignment:
<u>8. Engaging Children in Meaningful Activity</u>	<u>9. Creating a Positive Classroom Culture</u>	<u>8. Engaging Children in Meaningful Activity</u>

Renaissance Charter School UPK 2018-19 ECERS-R Results

The table below outlines your scores for each item on the scale. Further explanation of each item scored below a 5 is included on the pages to follow. The graph shows scores for each subscale compared to the NYC average. When considering ECERS-R scores, it is important to note that any individual requirement of the scale is far less important than the overall average score. The overall average score is related to positive child development outcomes, not any single indicator or item.

Key

Bold	Items that were scored 5 points and above reflect strengths according to the ECERS-R tool.
Normal text	Items that score 4 points reflect developmentally appropriate practice according to the ECERS-R tool.
<i>Italicized</i>	Items that score in this range reflect less than developmentally appropriate practices ranging from "inadequate" (1 point) to "minimal" (3 points).

Space and Furnishings		Score
Subscale Score: 4.9		(1-7)
1. Indoor space		4
2. Furniture for routine care, play and learning		2
3. Furnishings for relaxation and comfort		7
4. Room arrangement for play		6
5. Space for privacy		2
6. Child-related display		7
7. Space for gross-motor play		4
8. Gross motor equipment		7

Activities		Score
Subscale Score: 5.1		(1-7)
19. Fine motor		7
20. Art		4
21. Music/movement		6
22. Blocks		4
23. Sand/water		6
24. Dramatic play		4
25. Nature/science		4
26. Math/number		4
27. Use of TV, video, and/or computers		NA
28. Promoting acceptance of diversity		7

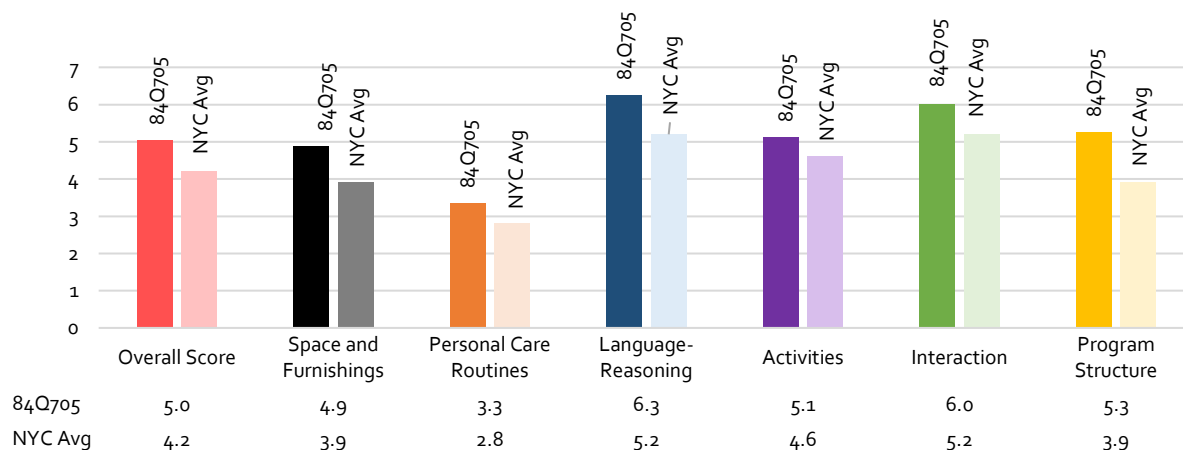
Personal Care Routines		Score
Subscale Score: 3.3		(1-7)
9. Greeting/departing		7
10. Meals/snacks		2
11. Nap/rest		7
12. Toileting/diapering		1
13. Health practices		2
14. Safety Practices		1

Interaction		Score
Subscale Score: 6.0		(1-7)
29. Supervision of gross motor activities		7
30. General supervision of children		2
31. Discipline		7
32. Staff-child interactions		7
33. Interactions among children		7

Language-Reasoning		Score
Subscale Score: 6.3		(1-7)
15. Books and pictures		7
16. Encouraging children to communicate		7
17. Using language to develop reasoning skills		4
18. Informal use of language		7

Program Structure		Score
Subscale Score: 5.3		(1-7)
34. Schedule		2
35. Free play		7
36. Group time		7
37. Provisions for children with disabilities		5

Overall Scale Score 5.0



How the ECERS-R is scored

Each ECERS-R subscale is comprised of items that are individually scored on a scale between 1 and 7, with higher scores indicating higher quality. Subscale and average scores are calculated by averaging all of the item scores.

Each item has its own indicators that the assessor looks for throughout the observation. **When scoring, the assessor starts with the lowest indicators of the item, and then progresses through the rubric until one of the indicators is not observed.** The scale is designed so that a higher score cannot be given if the more basic indicators are not met. This means that if a program meets the higher-level indicators on the rubric but has not met the more basic indicators for a given item, then credit will not be given for the higher-level provision. This is because the ECERS-R was designed according to the idea that children will not fully benefit from the higher-level indicators unless the basic indicators of the item are also met.¹

How the ECERS-R assessments are conducted

ECERS-R reliable evaluators observe a randomly chosen classroom of children for at least three hours and use information from the entire observation to score each *item* on the scale. During this time, the evaluator observes the physical environment as well as the interactions all staff members have with students. Although for most *items* the observed evidence is used over staff reports about typical practices, for any indicators that are not observed during an assessment, a short interview is scheduled with the teacher in order to gather this information. ECERS-R uses the length of the program to calculate “substantial portion of the day” (1/3 of the program day) requirements. Program time refers to the amount of time that is funded by the DECE. That is either 6 hours and 20 minutes or 2 hours and 30 minutes for most programs, with some variation. Programming that occurs outside of Pre-K for All hours is not accounted for in the ECERS-R assessment.

ECERS-R assessments are conducted by Pre-K Program Evaluators, who undergo a standardized training facilitated by the authors of the tool. In order to become a certified assessor, evaluators must observe and score alongside the master scorers who rate and determine each evaluator’s reliability.

How to read your ECERS report

At the beginning of the report are recommendations from the observation that are intended to identify broader trends in the program that likely impacted scores for multiple items.

After that, each ECERS-R subscale has its own color-coded section in the report. When identifying areas for coaching support, the DECE typically uses items from three of these subscales as an area of focus: Language-Reasoning, Activities, and Interactions. Although it is the overall average that relates to child outcomes and all of the subscales look at things that affect children’s experiences, these will appear first in the report and evaluators look for an item scoring 5 or higher to identify as an item of strength. An explanation of this item of strength appears after the introductory graph on each of the subscale introduction page.

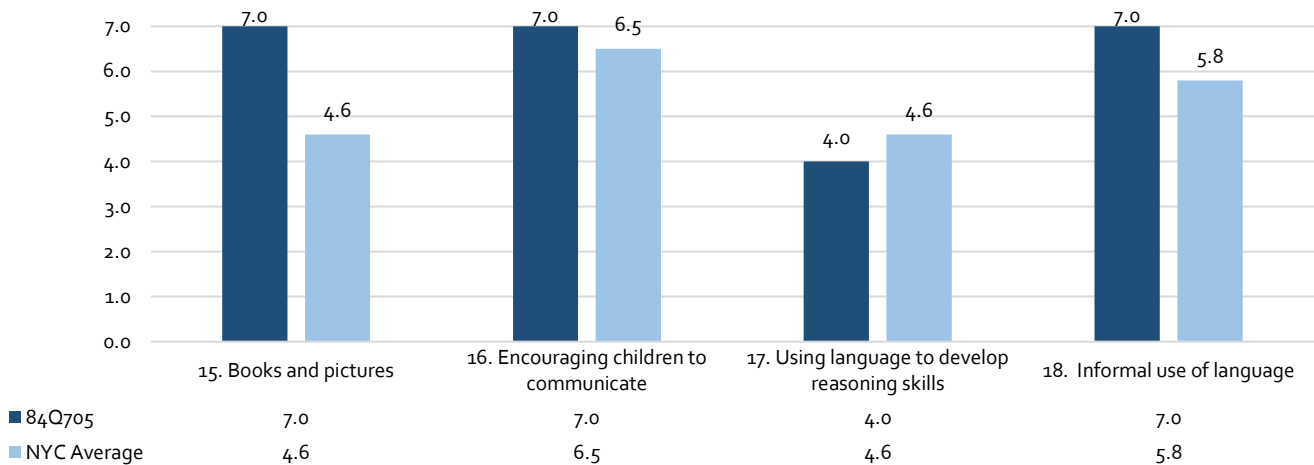
The end of the report has an appendix that includes an expanded schedule outlining what the evaluator saw on the day of the observation and a chart outlining how the schedule contributed to scores on time-related portions of the tool.

For questions regarding the scores within this report, please contact the DECE by emailing your questions to programassessment@schools.nyc.gov

¹For more information about the ECERS-R scale and ECERS-R item requirements, please see the All About the ECERS-R book, and the ECERS-R spiral bound scale.

Language – Reasoning

Children’s language, literacy, and reasoning skills are supported through meaningful interactions with staff and peers and developmentally appropriate resources. Staff should select materials for children and plan lessons and learning centers based on what will support each child’s language and reasoning development. By encouraging meaningful dialogue around children’s use of the classroom materials throughout the day, teachers can intentionally develop children’s communication, reasoning and problem-solving skills. Specifically, staff may model or scaffold language for reasoning, or use questioning techniques to encourage peer discussion and complex concept development (POS 8: Engaging Children in Meaningful Activity).



Selected Item of Strength: Language - Reasoning

Observed Evidence

The classroom provided children with a very inviting Reading Center, which had many books on the current transportation theme among others. Staff read a book informally to a child on two occasions. In the various communications activities that took place during routines, free play, and group times, staff balanced listening with talking, as they spoke with children. At breakfast, staff talked with children about their commute to school and how they felt. When one child tried to explain how she felt on a train with many people, a staff member said, "Maybe you felt sad or overwhelmed. Overwhelmed means a lot of people around you so you feel sort of scared." Toward the end of breakfast, a staff member introduced pictures of objects related to the transportation theme and children responded by identifying the objects. The staff member then placed the pictures on the wall under the respective letters that was easily visible to children. Also on the walls, there were transcriptions of children's descriptions next to their creations, which showed that staff linked children's spoken communication with written language. Staff also asked questions that encouraged children to give longer responses while at the same time adding information to expand on ideas presented by children. For example, during the first Center Time, staff asked children, "Which vehicle do you think will go [down the ramp] the fastest? What does yours have or what's different compared to the other [vehicle]?" The staff member then explained how the different sizes of the wheel will determine how fast the vehicles go down a ramp. These are some of the strengths for this program in the Language-Reasoning subscale.

Items scoring below 5: Language – Reasoning

Item 17: Using language to develop reasoning skills

Score: 4

Indicator 5.2

ECERS-R Indicator of Quality: Children encouraged to talk through or explain their reasoning when solving problems (Ex. Why they sorted objects into different groups; in what way are two pictures the same or different).

Indicator Description

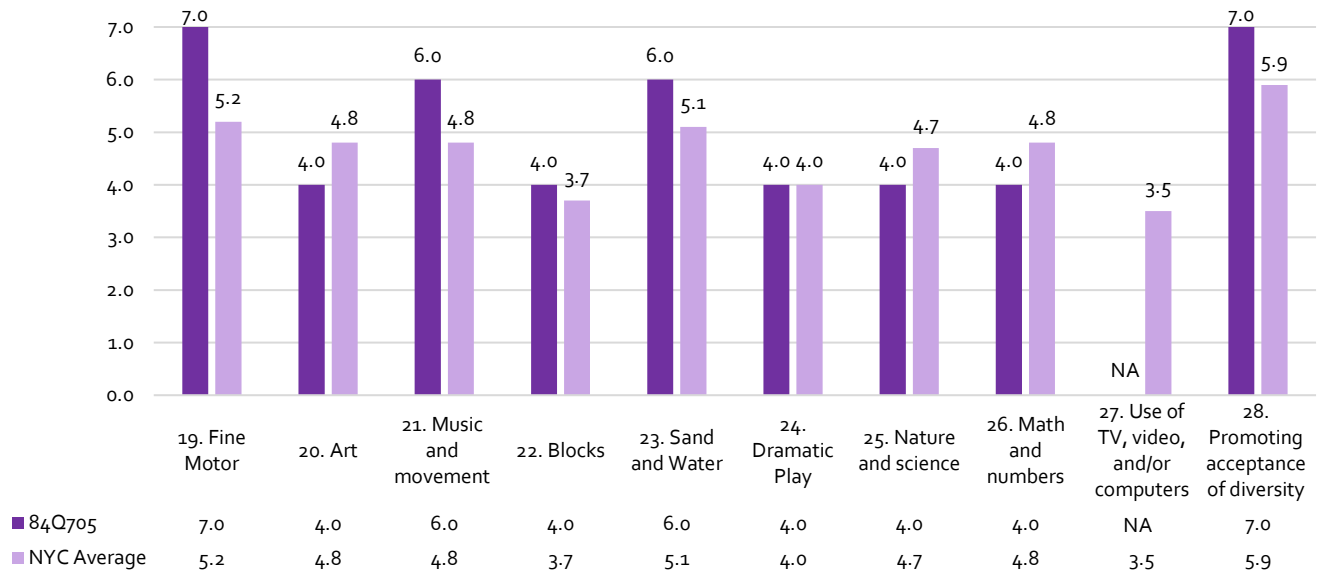
This indicator requires at least two instances of staff encouraging children to explain their thinking as they solve a logical problem using materials designed to stimulate reasoning or those intentionally set up for that purpose. For example, when using bear counters, a staff member might ask a child why the different objects were sorted into separate groups or why one group of bears has more or less than the other; or, when completing a number puzzle, a staff member might ask why a written number matches a picture of objects. By listening to the child's explanation, a staff member can assess his or her understanding of the concept. For more information about this indicator's requirements, please see the All About the ECERS-R book (p.173).

Observed Evidence

Staff did not encourage children to talk through or explain their thinking when solving problems with materials that stimulate logical reasoning or those intentionally set up for this purpose, at least twice during the observation. During the first Center Time, children measured three vehicles using measuring links. A staff member asked them to identify which vehicle was longest and shortest. In another instance, after a child rolled a dice to determine how many bones to feed the dog, a staff member asked her how many bones were in the bowl and how many more she needed. In neither instance, after children responded correctly, did the staff member ask them any follow up questions for them to explain how they got their answers. For example, "Why do you think that the vehicle that measured 2.5 links was the longest and that the one that was 1.5 links was the shortest?" or "How do you know you need five more [bones] to make six?" Therefore, credit could not be given.

Activities

Play is an important vehicle for developing a variety of skills outlined in the New York State Prekindergarten Foundation for the Common Core (PKFCC) and is woven into many of the PQSs. Rather than detracting from academic learning, purposeful play supports the abilities that underlie such learning. When children have a sufficient amount of time to play and can access learning centers and the materials in them, they have some of the essential supports necessary for their play to continue developing in complexity. As children actively and confidently explore and learn through play, they develop the background knowledge that is essential for making connections and deepening understandings. Furthermore, children should be empowered and encouraged to intentionally self-select from the variety of learning activities and the resources should be representative of the diversity of children in the classroom and in New York City (PQS 8: Engaging Children in Meaningful Activity).



Selected Item of Strength: Activities

Observed Evidence

Many developmentally appropriate fine motor materials was available for more than one-third of the Pre-K for All day. Children played with both sand and water and the teacher reported that staff change the activities that can be done with these materials on a regular basis. They also had independent access to recorded music on the iPad. In addition to the housekeeping theme, the classroom's Dramatic Play Center provided children with props for meaningful play in two additional themes of firefighter and doctor. During Recess, two children put on the firefighter hats, air tank, and drove the cardboard firetruck pretending to use hoses to put out a fire. Staff members played along, pretending to fall over as they got hosed down with water. The teacher provided examples of the fine motor, math, and dramatic play materials that are rotated based on children's interest and the thematic unit. The classroom also had many pictures, books, and other materials that promoted diversity. Further, staff and children sang in both Spanish and English during Morning Meeting and the teacher reported various ways how parents are involved in promoting diversity on a monthly basis. For example, the class celebrated with a giving thanks feast in November; a holiday cookie decorating party in December; a parents' feast of cultural food; and a parents' cultural presentation among others. These were some of the many promising practices in the Activities subscale for this program.

Items scoring below 5: Activities

Item 20: Art

Score: 4

Indicator 5.1

ECERS-R Indicator of Quality: Many and varied art materials accessible a substantial portion of the day.

Indicator Description

This indicator requires that three to five different art materials from at least four of five categories (drawing, paint, three-dimensional, collage, and tools) be accessible to children for at least one-third of the Pre-K for All day. For more information about this indicator's requirements and examples of materials for each of the five categories, please see the All About the ECERS-R book (p. 203).

Observed Evidence

The time requirement was not met for this indicator. Therefore, credit could not be given. Please see the appendices at the end of this report.

Drawing materials observed:

Crayons; Markers; Pencils; Chalk; Chalk boards; Colored Pencils; Various Papers; White Boards.

Paint materials observed:

Water Colors.

3-Dimensional materials observed:

Play Dough; Pipe Cleaners; "Junk".

Collage materials observed:

Paste / Glue; Various Papers; Felt; Yarn; Cotton Balls; Pom-poms; Sequins; Feathers; Paper plates; Foam shapes.

Tools observed:

Scissors; Tape; Brushes / rollers / sponge painters; Play Dough Tools; Stampers / Ink Pads; Dot Paints.

Item 22: Blocks**Score: 4**

Indicator 5.3

ECERS-R Indicator of Quality: Special block area set aside out of traffic, with storage and suitable building surface (Ex. Flat rug or other steady surface).

Indicator Description

This indicator requires that there is a special block area with a level surface on which blocks can be effectively balanced and that this area encourages children to play with blocks and accessories without major interruptions. Materials in the Block Center should be specifically for block play, and not include other types of toys or equipment that could interfere with building structures by taking up space used for building or causing children to walk through the space to access them. For more information about this indicator's requirements, please see the All About the ECERS-R book (pp. 224-225).

Observed Evidence

There were toys and other materials in the Block Center that were unrelated to and interfered with block play. There was a construction tool kit, a construction hat, and a bin of measuring tools (inch worms, measuring links, and measuring feet) in this Center and children used them during Center Time. The Block Center was also the meeting area and had many soft toys and other materials against the walls. During the first Center Time, two children laid on the pillows and covered themselves with the blankets/throws and told another child to be quiet and not enter the space. Staff did not redirect these children from this activity in the Block Center. Therefore, this could not be considered a special block area and credit could not be given.

Indicator 5.4

ECERS-R Indicator of Quality: Block area accessible for play for a substantial portion of the day.

Indicator Description

This indicator requires that there is a "special block area" (as defined by indicators 5.1, 5.2, and 5.3) accessible to children for at least one-third of the Pre-K for All day. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 225).

Observed Evidence

Although blocks and accessories were accessible for the required time, the requirements for indicator 5.3 were not met. Therefore, credit could not be given.

Item 24: Dramatic play**Score: 4**

Indicator 5.2

ECERS-R Indicator of Quality: Materials accessible for a substantial portion of the day.

Indicator Description

This indicator requires that there is a sufficient amount of dramatic play materials accessible to children for at least one-third of the Pre-K for All day. For more information about this indicator's requirements, please see the All About the ECERS-R book (pp. 243-244).

Observed Evidence

There were enough dramatic play materials as required by indicator 5.1. However, the time requirement for this indicator was not met. Children only had access to the required materials for this indicator during the arrival period and Center Times in the classroom (1 hour 50 minutes). During the Recess times, although children had access to many dramatic play props, they did not have access to gendered clothing and housekeeping furniture. Therefore, credit could not be given. Please see the appendices at the end of this report.

Item 25: Nature/science**Score: 4**

Indicator 5.2

ECERS-R Indicator of Quality: Materials are accessible for a substantial portion of the day.

Indicator Description

This indicator requires that there are a sufficient amount of nature/science materials accessible to children for at least one-third of the Pre-K for All day. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 259).

Observed Evidence

The time requirement was not met for this indicator. Therefore, credit could not be given. Please see the appendices at the end of this report.

Collections observed:

Shells; Pinecones; Sea glass.

Living Things observed:

3 plants.

Books, Games, Toys observed:

Factual Books; Puzzles; Animal Sets.

Activities observed:

Magnets w/ objects; Magnifying Glasses w/ objects; Feely box w/ objects; Animal mystery box; Balance scale; Light table; Sensory bin.

Item 26: Math/number**Score: 4**

Indicator 5.2

ECERS-R Indicator of Quality: Materials are accessible for a substantial portion of the day.

Indicator Description

This indicator requires that math/number materials credited in indicator 5.1 be accessible to children for at least one-third of the Pre-K for All day. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 271).

Observed Evidence

The time requirement for this indicator was not met. Therefore, credit could not be given. Please see the appendices at the end of this report.

Counting materials observed:

Counting Games; Puzzles with numerals matching quantities.

Written Numbers materials observed:

Numeral Puzzles; Phones; Cash Registers; Number Books; Number Posters; Clocks; Number locks.

Measuring materials observed:

Balance scale with objects; Timer; Inch worms: Measuring feet; Measuring links.

Comparing Quantities materials observed:

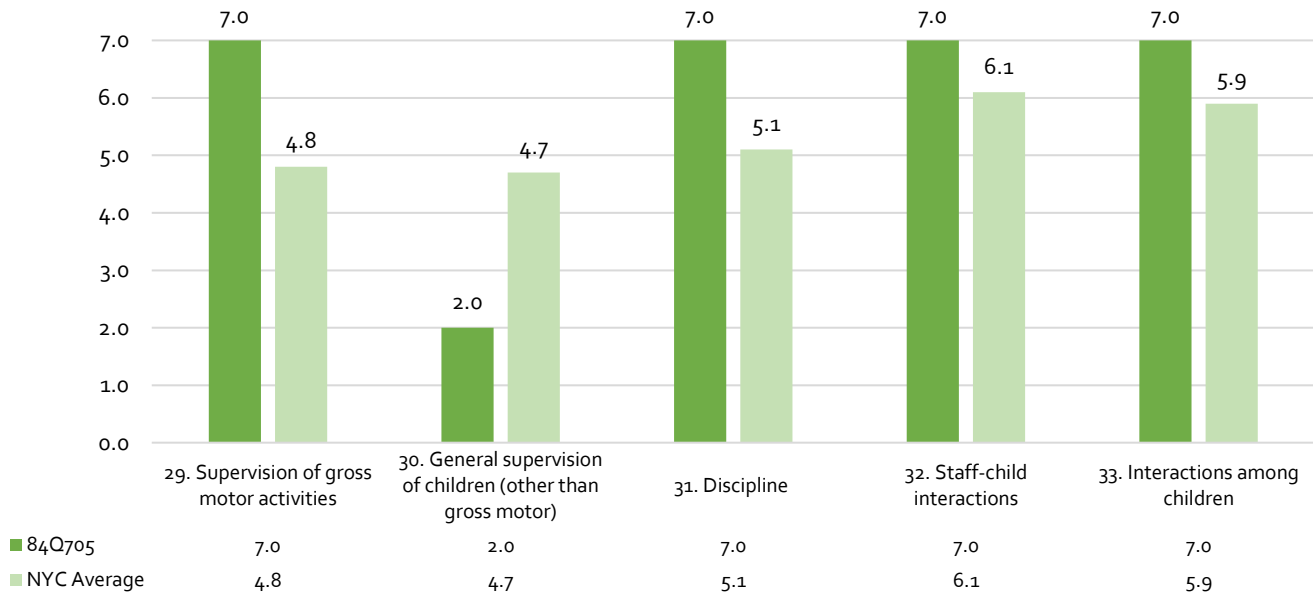
Cubes; Dominoes; Dice.

Shapes observed:

Puzzles with geometric shapes; Block shelf labels; Shape Books; Pattern beads; Shape treasures: Magna-Tiles.

Interaction

It is important for children to feel emotionally and physically safe in their environment and comfortable to experiment and play. This kind of support should be provided through positive staff-child interactions and vigilant supervision throughout the day. All staff can and should model and promote respectful and compassionate interactions throughout the day, act as a source of comfort and support for children, and support positive interactions between children. (POS 9: Creating a Positive Classroom Culture).



Selected Item of Strength: Interaction

Observed Evidence

Peer interactions were positive. Children carried out routines, played, and transitioned without conflict. They worked together to clean up after breakfast, Recess, and Center Times. On one occasion, when a child felt something was in her eye and had it covered with a tissue, her peers approached her and asked her what happened. A staff member assured them that the child will be fine. Staff modeled good social skills, showed warmth and respect, and seemed to enjoy being with children. A staff member showed children how to use the pom poms and dance and children laughed heartily. At arrival time, one staff member kneeled outside the door and greeted each child and parent with a handshake and a smile and they were again greeted in the same way by a second staff member who sat on a children just inside the classroom door so as to be at children's eye level. A child who arrived later was also welcomed with a handshake, a smile, and a greeting. Staff acknowledged children's efforts and praised their accomplishments, often giving them high fives and compliments. During Recess, staff also showed children how to use the obstacle course, roll the hula hoop, jump on the hop scotch mat, and to lengthen their arms to throw a ball in the bucket. Although there is room for improvement, these are some of the reasons the Interaction subscale is an area of strength for this program.

Items scoring below 5: Interaction

Item 30: General supervision of children

Score: 2

Indicator 3.1

ECERS-R Indicator of Quality: Sufficiently supervision to protect children's safety.

Indicator Description

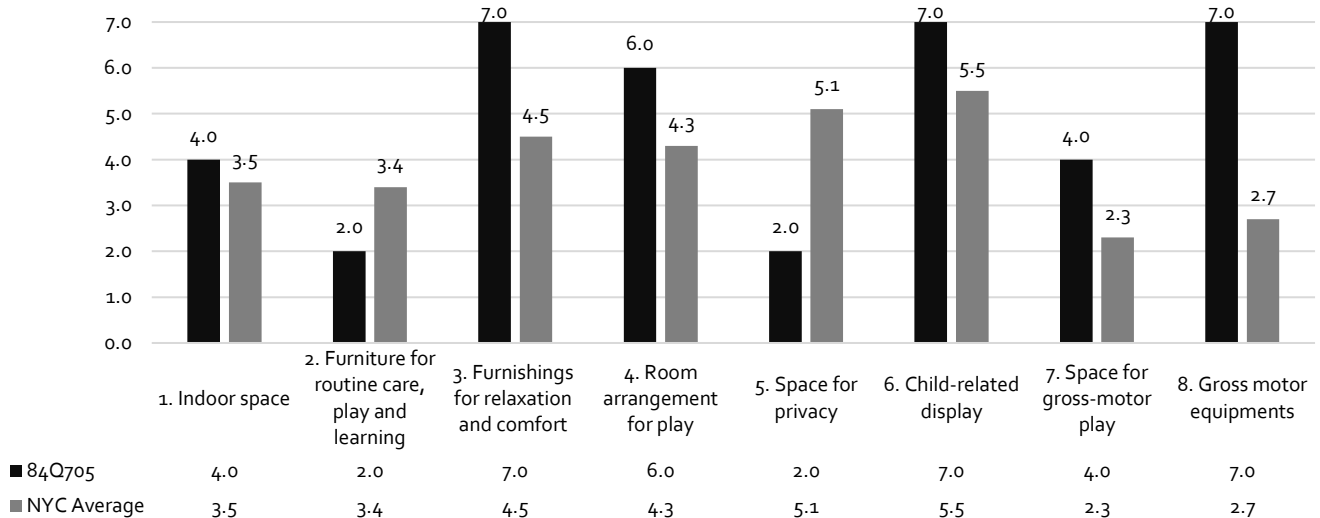
This indicator requires that staff position themselves to see all children, remain attentive to children's basic safety needs, and never leave children unsupervised. Staff must also pay extra attention in more hazardous areas and intervene when problems occur that could seriously compromise a child's safety. For more information about this indicator's requirements, please see the All About the ECERS-R book (pp. 309-310).

Observed Evidence

Supervision was not sufficient to protect children's health and safety. When the class was in recess in the hallway, a child went to the Cozy Area in the classroom. A staff member told her that another staff was in the classroom; however, that staff member had briefly left the room. The child was alone in the classroom for approximately 1 minute (8:42 AM to 8:43 AM). In addition, another child used the toilet in the classroom at 8:42 AM and left it unflushed. At this time, a staff member was not in the classroom but returned as the child left the bathroom. She did not check or ask the child if he followed proper toileting procedures. The toilet was left unflushed until 8:59 AM, when a staff member took another child to the bathroom. In addition, staff did not act to prevent dangerous situations before accidents occurred. In the recess area, there were Duplos and other bins of toys a few feet away from the entrance. Children also played with wooden blocks in this space. As a child returned from the classroom running into the recess area, he stumbled over a child playing with toys and they both fell down. Therefore, credit could not be given.

Space & Furnishings

It is important for children to have learning environments that are safe, engaging, and age appropriate. Physical resources should be arranged and managed to meet the diverse needs of children, ranging from quiet and private time in the classroom to gross motor activities with many peers. Clean, well-kept, and appropriately-sized furniture and spaces communicate to children that they are valued community members, and facilitate children’s purposeful play, learning, and development (PQS 10: The Physical Learning Environment).



Items scoring below 5: Space & Furnishings

Item 1: Indoor space

Score: 4

Indicator 5.2

ECERS-R Indicator of Quality: Good ventilation, some natural lighting through windows or skylight.

Indicator Description

This indicator requires at least some natural light from windows or a skylight. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 8).

Observed Evidence

This classroom did not have any source of natural lighting as there were no windows. Furthermore, the glass panels on the classroom door and walls did not let in any natural light since they faced the hallway. Therefore, credit could not be given.

Item 2: Furniture for routine care, play and learning**Score: 2**

Indicator 3.1

ECERS-R Indicator of Quality: Sufficient furniture for routine care, play, and learning.

Indicator Description

This indicator requires that programs provide enough basic furniture for nap, meals/snacks, and activities, as well as for storing children's possessions separately and organizing learning materials. In order to reduce the spread of lice and scabies, each child enrolled must have an individual cubby space large enough for all of his/her possessions. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 10).

Observed Evidence

Children's cubbies were not large enough to adequately store all of their personal belongings. Cubbies measured 30 inches high, 10 inches wide, and 5.5 inches deep. Children's belongings, such as backpacks and coats were stored in large plastic bags and they all protruded even after an attempt was made to push them in. Therefore, credit could not be given.

Item 5: Space for privacy**Score: 2**

Indicator 3.2

ECERS-R Indicator of Quality: Space for privacy can be easily supervised by staff.

Indicator Description

This indicator requires that there be a space (indoors or outdoors) where one or two children can play without intrusion by other children, yet be easily supervised by staff. Staff must move around the room and the outdoor areas, frequently enough to see the spaces for privacy used by children to ensure their safety. Staff must be easily able to see children play in spaces for privacy while engaged in usual caregiving activities. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 36) and DECE Guidance.

Observed Evidence

A space for privacy could not be easily supervised by staff. A child used the classroom Cozy Area/Reading Center when the class was in the recess area in the hallway, outside the classroom. The staff member who allowed the child to use the Cozy Area thought another staff member was in the classroom. However, that staff member had briefly stepped out of the classroom and the child was left unsupervised from 8:42 AM to 8:43 AM (1 minute). Although the classroom entrance is in the line of sight from the recess area, unless a staff member is in the classroom, this space for privacy could not easily be supervised when the class uses the recess area. Therefore, credit could not be given.

Indicator 5.2

ECERS-R Indicator of Quality: Space is easily accessible for children in group (Ex. On same level and near classroom; no barriers for children with disabilities).

Indicator Description

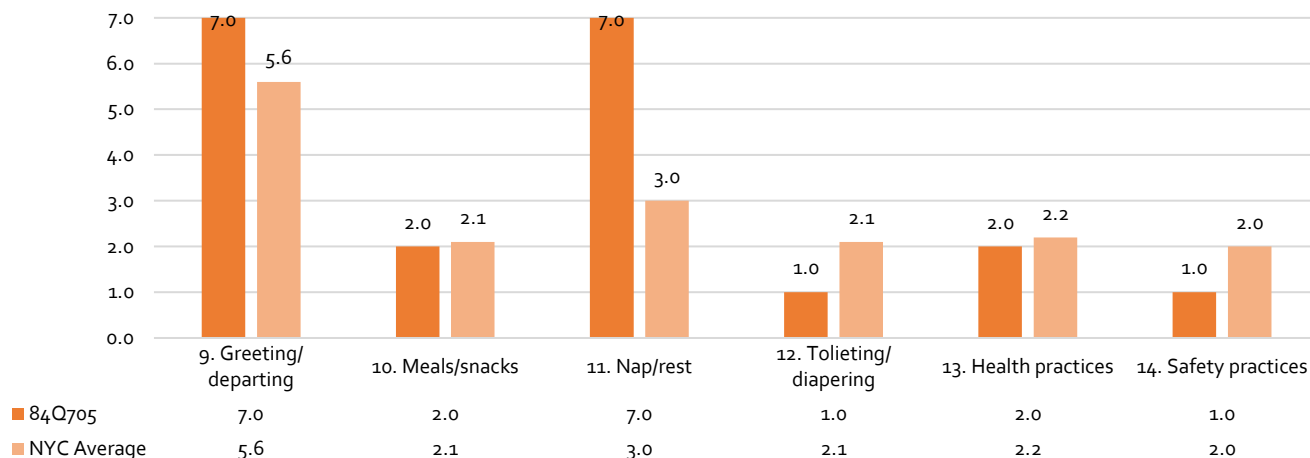
This indicator requires that all spaces used for gross motor play, indoors and outdoors, are easily accessible to children in the group, without too much effort or complication (e.g., without too long of a walk or many stairs). For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 64).

Observed Evidence

The outdoor gross motor space used by the class was not easily accessible to children. The class uses the private playground a block away on 82nd St. for its outdoor play activities. Therefore, credit could not be given.

Personal Care Routines

Pre-K is an important time to teach and reinforce personal care habits that keep children safe and healthy, so that it is less likely that they are absent due to injury or sickness. All staff can use daily events such as mealtimes or toileting to develop these skills and provide meaningful learning experiences. By encouraging safe and healthy practices and responding appropriately to safety hazards, staff help ensure that children are better prepared to come to school ready to learn. This holistic approach to education, including the provision of healthy foods, is fundamentally important to the learning and development of children (PQS 4: Health, Safety & Well-being).



Hand Cleaning

Hand cleaning procedures are considered in three ECERS-R items (items 10, 12, and 13). Too many instances of improper hand cleaning procedures (as outlined in the ECERS-R) may have affected your scores for one or more these items (see table below). For more information about specific procedures, please see the following resource (<https://infohub.nyced.org/docs/default-source/default-document-library/hand-cleaningprocedures.pdf>).

Hand cleaning is an important tool for creating a safe and healthy environment and building safe and healthy habits. While this is important, we encourage programs to focus quality improvement efforts around larger parts of those subscales that are more directly related to the PQS and your overall program score, such as classroom schedules that allow for ample center time and ensure regular access to a variety of materials. For example, materials and the time that children have to play are important factors in 15 of 37 items on the ECERS-R scale.

Credit given in the following situations:

- Hand cleaning happens correctly 75% of the required instances by staff and children and/or
- There was much effort made and almost all of the time the hand cleaning procedures were correctly carried out.

The table below outlines when and how the hand cleaning mistakes happened:

Item	Credit Given (Y/N) and When incorrect Hand Cleaning Happened
Item 10: Meals	No; Before meals and/or snacks. After touching food while serving or eating.
Item 12: Toileting	No; After toileting procedures.
Item 13: General Health Practices	No; At arrival. At re-entry. Before messy and/or wet or moist materials. After messy and/or wet or moist materials. After bodily fluids: sneezed in hands.
Hand Cleaning Mistakes	
Children	Hands not washed. Hands not wet before soap. Lathering took place under the flow of water. Recontamination took place when touching items with bare hands immediately following handwashing.
Staff	Under flow of water. Recontamination.
Please Note: Hand Sanitizer can be used unless hands are visibly dirty however it should not be in place of regular hand washing. Children must be supervised while using it and the product must contain 60-95% alcohol.	

Items scoring below 5: Personal Care Routines

Item 10: Meals/snacks

Score: 2

Indicator 3.3

ECERS-R Indicator of Quality: Sanitary conditions usually maintained.

Indicator Description

This indicator requires that there be a significant attempt to complete all required meal time sanitary practices with no major lapses. This includes: cleaning and sanitizing the tables; hand cleaning; and food handling. Consistent use of basic sanitary procedures before, during, and after meals/snacks can substantially reduce the spread of illness. For more information about this indicator's requirements, please see the ECERS-R Additional Notes for Clarification and the hand cleaning guidance on the first page of the Personal Care Routines section.

Observed Evidence

Proper hand cleaning procedures were not followed during meal times as indicated in the table found on the first page of the Personal Care Routines section. Please note that hand sanitizer should not be used after a meal; children's hands should be cleaned with soap and water. Therefore, credit could not be given.

Item 12: Toileting/diapering

Score: 1

Indicator 3.1

ECERS-R Indicator of Quality: Sanitary conditions are maintained.

Indicator Description

This indicator requires that toileting conditions be sanitary, with no major problems and no more than one minor problem observed. Additionally, classroom sinks used for food-related routines and other purposes must be disinfected with a bleach solution (or an EPA approved disinfectant) if they are used for handwashing after toileting. For more information on this indicator's requirements, please see the All About the ECERS-R book (pp. 111- 112 and pp. 117-118). In addition, this indicator requires that sanitary toileting conditions be maintained, with no major problems and no more than one minor problem observed. For example, spills must be cleaned up, trash removed from floors, and sinks cleaned. Additionally, toilets must be flushed after use, as well as sanitized and cleaned daily. For more information on this indicator's requirements, please see the All About the ECERS-R book (pp. 117-118).

Observed Evidence

Staff did not disinfect the bathroom sink between handwashing after toileting and before other handwashing instances. Additionally, the toilet was not consistently flushed after toileting. At 8:42 AM, a child used the toilet and left it unflushed. Therefore, credit could not be given.

Indicator 3.3	ECERS-R Indicator of Quality: Staff and children wash hands most of the time after toileting.
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Indicator Description

This indicator requires that children and staff wash hands properly after toileting at least 75% of the time. Hand cleaning is the most important way to prevent the spread of intestinal diseases. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 118) and the hand cleaning guidance on the first page of the Personal Care Routines section.

Observed Evidence

Proper hand cleaning procedures were not followed, as indicated in the hand cleaning table on the first page of the Personal Care Routines section. Therefore, credit could not be given.

Indicator 3.5	ECERS-R Indicator of Quality: Adequate supervision for age and abilities of children.
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Indicator Description

This indicator requires that staff monitor toileting to protect children's safety. Staff must also ensure that children usually complete toileting procedures correctly, including use of toilet tissue and flushing. Credit cannot be given if preschoolers go into the bathroom, close the door, and have the ability to lock it. Although staff do not have to have line-of-sight supervision, if children close the door or stall, staff must verbally check on them. For more information about this indicator's requirements, please see the All About the ECERS-R book (pp. 119-120) and the NYC DECE Additional Notes for this item.

Observed Evidence

Staff did not adequately supervise toileting. When the class was in recess in the hallway, a child used the toilet in the classroom at 8:42 AM and left it unflushed. At this time, a staff member was not in the classroom but returned as the child left the bathroom at 8:43 AM. She did not check or ask the child if he followed proper toileting procedures. The toilet was left unflushed until 8:59 AM, when a staff member took another child to the bathroom. Therefore, credit could not be given.

Item 13: Health practices	Score: 2
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Indicator 3.1	ECERS-R Indicator of Quality: Adequate handwashing by staff and children takes place after wiping noses, after handling animals, or when otherwise soiled.
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Indicator Description

This indicator requires proper hand cleaning by children and staff in 75% of all required instances, other than meals and toileting (which are scored in other Items). The required instances are: upon arrival and re-entering the classroom from outside; before and after water or dough play; after sand or messy play; after contact with bodily fluids, such as after coughing; and after touching contaminated objects, such as trash can lids or pets. For more information about this indicator's requirements, please see the All About the ECERS-R book (pp. 123-127) and the hand cleaning guidance on the first page of the Personal Care Routines section.

Observed Evidence

Proper hand cleaning procedures were not followed, as indicated in the hand cleaning table on the first page of the Personal Care Routines section. Therefore, credit could not be given.

Indicator 3.1

ECERS-R Indicator of Quality: No major safety hazards indoors or outdoors.

Indicator Description

This indicator requires that there be no major safety hazards that could cause serious injury and no more than five minor safety hazards, indoors or outdoors. For more information about this indicator's requirements, and specific information on hazards observed in indoor/outdoor spaces used by children, please see the Safety Chart in this report, the CSPC, and the All About the ECERS-R book (pp. 135-138).

Observed Evidence

There were hazards in indoor and outdoor spaces used by children as indicated below. Therefore, credit could not be given.

Safety hazards in gross motor spaces (Item 7) and gross motor equipment (Item 8) are also considered in this indicator.

Major Hazards

- There was the danger of vehicular traffic. (Outdoor - When children walked from the program to the 82nd St. Y Academics private playground a block away.)

Minor Hazards

- There were loose cords where children played. (Classroom - Under the light table in the Science Center.)
- There was a risk of choking. (Classroom - The sensory bin contained small beads. A staff member sat with children as they played with the beads.)
- Play activities were placed by the doorway. (Classroom - Children played with Legos on the floor space which was a few feet away from the opening of the classroom door.)
- Fence/latch/gate was less than 48" high. (Gate latch was 41" high at the private playground (82nd St. Y Academics).)
- Fence vertical members were more than 4" apart. (The distance between the vertical members on the fence measured 4.5".)

Indicator 3.2

ECERS-R Indicator of Quality: Adequate supervision to protect children's safety indoors and outdoors.

Indicator Description

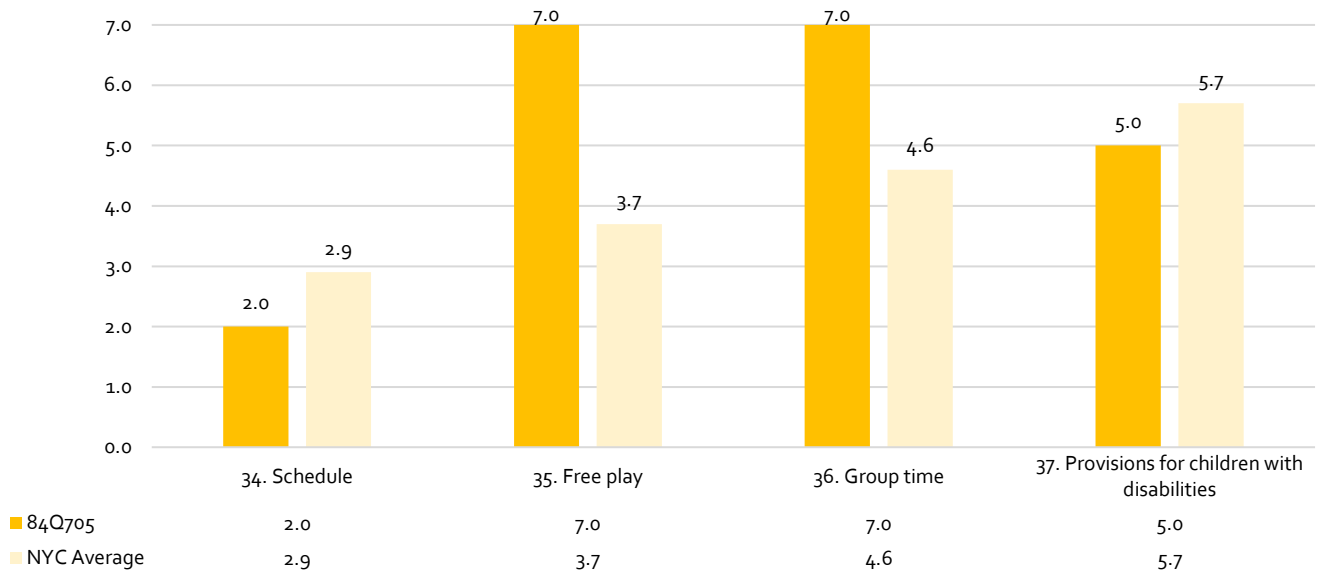
This indicator requires that staff position themselves so that children can be seen in all areas and attend to children's basic safety needs during both routines and play. To give credit for this indicator, staff must intervene when problems arise that could seriously compromise a child's safety. For more information about this indicator's requirements, please see the All About the ECERS-R book (pp. 138-139).

Observed Evidence

Staff did not provide adequate supervision to protect children's safety. When the class was in recess in the hallway, a child used the toilet in the classroom unsupervised at 8:42 AM. At this time, a staff member was not in the classroom but returned as the child left the bathroom at 8:43 AM. Therefore, credit could not be given.

Program Structure

Children are active learners who thrive when staff plan and respond to children’s learning and development throughout the day. The daily schedule should be predictable, yet flexible based on the ages and abilities of the children, offering choices of teacher and child initiated activities. Play is an important vehicle for developing a variety of skills outlined in the PKFCC and is woven into many of the PQSs. Rather than detracting from academic learning, purposeful play supports the abilities that underlie such learning. When children have a sufficient amount of time to play and can access learning centers and the materials in them, they have some of the essential supports necessary for their play to continue developing in complexity. A balance of center time, small group and whole group learning opportunities empower children to develop and grow at their own rate and supports teachers to take advantage of teachable moments. Implementing a schedule that allows for these experiences involves not only the lead teacher but also other adults, such as the paraprofessional or assistant, other supporting teachers (e.g., cluster teachers, SEITs), cafeteria workers, and school leadership. The entire pre-K team needs to be involved when it comes to making adjustments to the schedule to allow for children to have an adequate amount of time to play and access materials indoors and outdoors (PQS 8: Engaging Children in Meaningful Activity).



Items scoring below 5: Program Structure

Item 34: Schedule

Score: 2

Indicator 3.3

ECERS-R Indicator of Quality: At least one indoor and one outdoor play period (weather permitting) occurs daily.

Indicator Description

This indicator requires that there be daily indoor and outdoor play (weather permitting) and that each take place for 47 minutes of the Pre-K for All day. Children should go outside daily unless it is raining, there is ice on the playground, there is a weather advisory or it is below 25 degrees. For more information about this indicator's requirements, please see the All About the ECERS-R book (pp. 356-358).

Observed Evidence

The time requirement was not met for outdoor play. Children did not go outside on the day of the observation because the weather did not permit. On weather permitting days, however, the teacher reported that they will have outdoor gross motor play in the private playground from approximately 1:50 PM to 2:30 PM (40 minutes). Therefore, credit could not be given. Please see the appendices at the end of this report.

Classroom Schedule on Day of Observation

Below is the schedule observed and reported on the day of the observation. Components marked as "Observed" were seen and noted by the evaluator while they were in the classroom. Components marked as "Reported" were input based upon feedback from the teacher interview and the posted classroom schedule.

Component	Time	Observed or Reported	Notes
Arrival	08:20 AM - 08:37 AM	Observed	Staff greeted families and children. Families helped children put away their belongings in the cubbies. Children then lined up, washed their hands, and used the toilet as needed. As they finished, they wrote their names and played with puzzles. At 8:32 AM, a child used the iPad to listen to music, a staff member showed children how to dance with pom poms, and children played in the Dramatic Play Center.
Transition	08:37 AM - 08:40 AM	Observed	Children put away materials, lined up, and went outside the classroom to the recess area in the hallway, where a staff member explained safety rules.
Recess	08:40 AM - 09:13 AM	Observed	Children played with a stationary composite structure, portable gross motor equipment, blocks and accessories, Duplos, and dramatic play props. One child also used the Cozy Area/Reading Center in the classroom.
Transition	09:13 AM - 09:15 AM	Observed	Staff and children put away toys and equipment, lined up, and returned to the classroom.
Breakfast	09:15 AM - 09:35 AM	Observed	Children lined up, washed their hands, ate breakfast, and cleaned up when finished. At 9:28 AM, while children ate, a staff member showed children pictures of theme-related objects and asked them to identify each. She then placed the pictures under the respective letters on the wall.
Transition	09:35 AM - 09:37 AM	Observed	A staff member gave children hand sanitizer and then they went to the carpet. Four children helped to clean the tables and breakfast area. They washed their hands and joined their peers on the carpet.
Morning_Meeting	09:37 AM - 09:46 AM	Observed	Staff and children sang songs in English and Spanish and did movement activities for 2 minutes. They then reviewed the calendar and a staff member discussed Center Time activities. She asked children a theme-related question, recorded their responses on a chart, and then discussed the chart.
Transition	09:46 AM - 09:49 AM	Observed	Children chose centers.
Center_Time	09:49 AM - 10:26 AM	Observed	Children played in centers.
Transition	10:26 AM - 10:34 AM	Observed	Staff and children cleaned up center materials, lined up, and went to the hallway recess area, where a staff member reviewed safety rules.
Recess	10:34 AM - 11:03 AM	Observed	Children played in the recess area as they did in the earlier recess period.
Transition	11:03 AM - 11:07 AM	Observed	Staff and children put away toys and equipment, lined up, and returned to the classroom where they gathered on the carpet. A staff member reviewed center options and children chose centers.
Center_Time	11:07 AM - 12:15 PM	Observed/Reported	Children played in centers.
Transition	12:15 PM - 12:20 PM	Reported	Staff and children cleaned up center materials and washed hands in preparation for lunch.
Lunch	12:20 PM - 12:50 PM	Reported	Children ate lunch and cleaned up as they finished. A staff member put down cots.
Transition	12:50 PM - 12:55 PM	Reported	Children used the bathroom as needed, retrieve their linens, and prepared for nap.
Nap	12:55 PM - 01:35 PM	Reported	Children had nap time.

Transition	01:35 PM - 01:45 PM	Reported	Staff and children put away nap provisions.
Recess	01:45 PM - 02:15 PM	Reported	Due to the weather advisory (temperature below 25 degrees), children had recess as in the morning, instead of outside time.
Transition	02:15 AM - 02:20 AM	Reported	Staff and children put away toys and equipment, lined up, and returned to the classroom where they used hand sanitizer and then gathered on the carpet.
Music_and_Movement	02:20 AM - 02:37 AM	Reported	Staff and children did music and movement activities.
Transition	02:37 PM - 02:40 PM	Reported	Children lined up and washed hands in preparation for snack. Pre-K for All hours ended at 2:40 PM. Children stayed for additional program services.

Schedule Notes

Based on the weekly schedule, children's outdoor time is from 1:45 PM to 2:30 PM (45 minutes) or, according to staff report, from 1:50 PM to 2:30 PM (40 minutes). During this daily outdoor time, children only have access to portable and stationary gross motor equipment at the 82nd St. Y Academics private playground and do not have access to the other materials available when they would have used the indoor recess area on non-weather permitting days. However, they do have access to all the materials in the recess area during the two morning recess periods on a daily basis. This did not affect the scoring of any items.

Time Related Items

Within the ECERS-R scale, 15 items require specific information about the amount of time materials or activities are available. The table below contains specific information about when materials were available or activities took place at your site related to time requirements. If an item met the time requirement for an indicator, but did not meet the materials requirement, specific information about this is included earlier in the report. Please see that portion of the report for more information.

Item	Amount of Time Observed	Minimal Requirement Met? (materials accessible for at least 47 minutes)	Higher Level Requirement Met? (materials accessible for at least 2 hours, 7 minutes)	Times Accessible
3. Furnishings for relaxation	3:17	Yes	Yes	Recess, Center Time, Recess, Center Time, Recess
5. Space for Privacy	3:17	Yes	Yes	Recess, Center Time, Recess, Center Time, Recess
7. Gross Motor Space	1:51	Yes	N/A	Recess, Morning Meeting, Recess, Recess, Music and Movement
8. Gross Motor Equipment	1:32	Yes	N/A	Recess, Recess, Recess
15. Books and pictures	3:17	Yes	Yes	Recess, Center Time, Recess, Center Time, Recess
19. Fine Motor	3:33	Yes	Yes	Arrival, Recess, Center Time, Recess, Center Time, Recess
20. Art	1:45	Yes	No	Center Time, Center Time
21. Music and Movement	2:07	Yes	N/A	Arrival, Center Time, Center Time, Music and Movement
22. Blocks	3:17	Yes	Yes	Recess, Center Time, Recess, Center Time, Recess
23. Sand/Water	1:45	Yes	N/A	Center Time, Center Time
24. Dramatic Play	3:22	Yes	Yes	Arrival, Recess, Center Time, Recess, Center Time, Recess
25. Nature Science	1:45	Yes	No	Center Time, Center Time
26. Math/Number	1:45	Yes	No	Center Time, Center Time
34. Schedule - Roll up	3:51	Yes	Yes	Arrival, Recess, Center Time, Recess, Center Time, Recess, Music and Movement
35. Free Play	3:34	Yes	Yes	Arrival, Recess, Center Time, Recess, Center Time, Recess

The observations conducted and/or the reports prepared as part of the ECERS-R assessment, or any other assessment of the pre-kindergarten program, shall be used only for purposes of assessing the quality of the pre-kindergarten program generally and shall not be placed in any teacher's official file or used in any action or employment-related decision involving an individual DOE employee (including, but not limited to, any letter to file, rating or tenure determination), and shall not be introduced by the DOE in any disciplinary proceeding, grievance or arbitration, case or action. Furthermore, the results of the ECERS-R evaluations will not be used in any evaluation of any CSA member nor will the reports about ECERS-R evaluations identify specific CSA members by name in any way.

Recommendations

Based upon the overall subscale scores received during the ECERS-R observation, please note the following recommendations. Renaissance Charter School UPK scored above the NYC average in the subscale of Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, and Program Structure. Site leaders and principals are encouraged to consider specific indicators (individually numbered) under each item within the Personal Care Routines subscale in conjunction with other data to determine how this can support program goals.

The recommendations below reflect broader trends seen during the observation that may have impacted scores across multiple items and could be considered for programmatic changes:

- Pay more attention to children as they are toileting to ensure that sanitary procedures (e.g., hand washing) are carried out and that children are developing good personal care and hygiene skills. In bathrooms with stalls, an adult should be present to make sure children are safe, supervise hand washing, and make sure that the toilets are flushed. If the bathroom is located outside of the classroom, make sure an adult is always present when children use the bathroom. Younger children need careful supervision to make sure that they are using the bathroom correctly and safely.
- Classroom staff should coordinate their supervision with one another, so that no area being used by children is unsupervised. For example, during a clean-up transition, while staff rotate to help groups of children, they should frequently scan the entire room and communicate if there are any areas in need of assistance. Alternatively, if a staff member needs to leave the room for any reason, make sure that there is proper coverage for that time period. This way, there are no opportunities for children to be left improperly supervised for any amount of time.
- Integrate materials during play to help children develop their understanding of logical concepts and reasoning skills. Staff should ask questions to support children's thinking and use of these materials. Examples of these materials include sequencing cards, matching games, measurement tools, balance scales with things to weigh, objects for counting and sorting, and number/object matching puzzles. Even natural objects can be used, such as rocks of different sizes to put into a sequence or to sort by size, with the specific and formal intention to teach these concepts. Logical concepts include: same/different, cause/effect, classifying, sequencing, one-to-one correspondence, and spatial relationships. Staff can explain the concept while children are using the materials. Some examples include: "These two are same/different because..." "This side of the scale is lower than the other side because it is heavier" "This is a pattern because the colors repeat themselves" or "This does not belong in this category because..." Additionally, staff should encourage children to explain their reasoning. Questions from staff encouraging children to explain their thinking about logical concepts when using these materials include, "Why did you put that color next in the pattern?" "How do you know this group has more?" "How do you know these two shapes are same/different?" "How do you know this side weighs less on the balance scale?" This allows staff to meaningfully engage children with reasoning and problem solving skills
- Create opportunities for children to be outdoors on a daily basis. Outdoor play provides fresh air and a space for children to be active and noisy. Even on colder days, as long as there is not a lot of ice on the playground, an effort should be made to take children outside. While it is preferred that children can play freely on a playground, on days when the weather is more challenging, consider taking neighborhood walks or playing group games outside. Clearing snow and dressing children for cold weather can be a challenge, but the experiences that children gain from being outside enhance their overall learning and development across the domains of the PKFCC.