ECERS-R Observation Report

PRE-K FOR ALL

Unique ID/DBN: QBBF

Name: Divine Wisdom Catholic Academy Douglaston

Address: 45-11 245 Street

Time observation began-ended: 08:00 - 11:00

Date of Observation: 02/14/2019

Type: 6 hrs 20 mins

# of Children Enrolled in Class: 16

# of Children Present in Class: 8

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:
10. The Physical Learning Environment	4. Health, Safety & Well-being	8. Engaging Children in Meaningful Activity

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:
8. Engaging Children in Meaningful Activity	9. Creating a Positive Classroom Culture	8. Engaging Children in Meaningful Activity

Divine Wisdom Catholic Academy Douglaston 2017-18 ECERS-R

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.
Italicized	*Items that score in this range reflect less than developmentally appropriate practices ranging from "inadequate" (1 point) to "minimal" (3 points).*

Space and Furnishings
Subscale Score: 5.0   (1-7)

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

Activities
Subscale Score: 5.8   (1-7)

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

Personal Care Routines
Subscale Score: 3.5   (1-7)

		Score
9.	**Greeting/departing**	**7**
10.	*Meals/snacks*	*2*
11.	*Nap/rest*	*2*
12.	Toileting/diapering	4
13.	*Health practices*	*2*
14.	Safety Practices	4

Interaction
Subscale Score: 6.4   (1-7)

		Score
29.	Supervision of gross motor activities	4
30.	**General supervision of children**	**7**
31.	**Discipline**	**7**
32.	**Staff-child interactions**	**7**
33.	**Interactions among children**	**7**

Language-Reasoning
Subscale Score: 6.0   (1-7)

		Score
15.	**Books and pictures**	**7**
16.	**Encouraging children to communicate**	**7**
17.	*Using language to develop reasoning skills*	*3*
18.	**Informal use of language**	**7**

Program Structure
Subscale Score: 2.7   (1-7)

		Score
34.	*Schedule*	*2*
35.	*Free play*	*2*
36.	Group time	4
37.	Provisions for children with disabilities	NA

Overall Scale Score   5.1

	Overall Score	Space and Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure
QBBF	5.1	5.0	3.5	6.0	5.8	6.4	2.7
NYC Avg	4.2	3.9	2.7	5.2	4.6	5.2	3.9