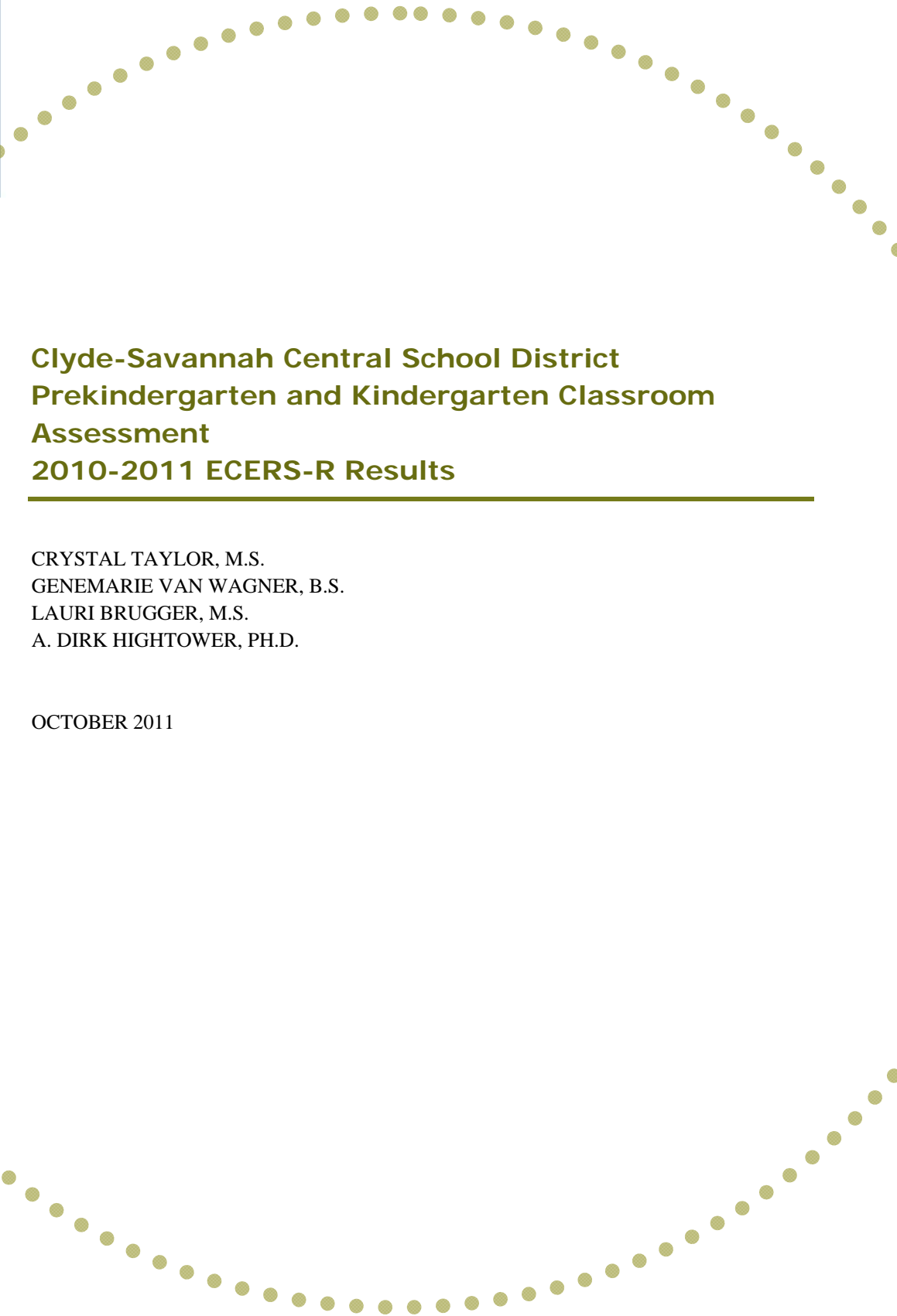


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STRENGTHENING SOCIAL AND
EMOTIONAL HEALTH



Clyde-Savannah Central School District Prekindergarten and Kindergarten Classroom Assessment 2010-2011 ECERS-R Results

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Table of Contents

ECERS-R – A Measure of Classroom Environment Quality	1
Classroom Observation Process	4
Quality of Clyde-Savannah Classrooms	6
ECERS-R Scores by Subscale	7
ECERS-R Scores by Item	8

ECERS-R – A Measure of Classroom Environment Quality

Classroom quality is key to the provision of early education services. Independent, well-trained observers rated the quality of classroom environments using the Early Childhood Environment Rating Scale – Revised (ECERS-R)¹. The ECERS-R was developed at the University of North Carolina in the 1970s, and revised in 1998. It is the most widely used objective observational tool of early education classroom quality and environment. The ECERS-R measures seven areas of classroom quality based on 43 distinct items. Each area contains from 5 to 10 items that represent various elements of that area:

- ❖ Space and Furnishings
 - Indoor space
 - Furniture for routine care, play, and learning
 - Furnishings for relaxation and comfort
 - Room arrangement for play
 - Space for privacy
 - Child-related display
 - Space for gross motor play
 - Gross motor equipment
- ❖ Personal Care Routines
 - Greeting/departing
 - Meals/snacks
 - Nap/rest
 - Toileting/diapering
 - Health practices
 - Safety practices
- ❖ Language-Reasoning
 - Books and pictures
 - Encouraging children to communicate
 - Using language to develop reasoning skills
 - Informal use of language

¹ Harms, T., Clifford, R. M., Cryer, D. (2005) *Early Childhood Environment Rating Scale: Revised Edition*. North Carolina. Frank Porter Graham Child Development Institute.

- ❖ Activities
 - Fine motor
 - Music/movement
 - Blocks
 - Sand/water
 - Dramatic play
 - Nature/science
 - Math/number
 - Use of T.V., video, and/or computers
 - Promoting acceptance of diversity
- ❖ Interaction
 - Supervision of gross motor activities
 - General supervision of children (other than gross motor)
 - Discipline
 - Staff-child interactions
 - Interactions among children
- ❖ Program Structure
 - Schedule
 - Free play
 - Group time
 - Provisions for children with disabilities
- ❖ Parents and Staff
 - Provisions for parents
 - Provisions for personal needs of staff
 - Provisions for professional needs of staff
 - Staff interaction and cooperation
 - Supervision and evaluation of staff
 - Opportunities for professional growth

The rating scale ranges from 1 to 7. A score of 1 is considered “inadequate,” a score of 3 as meeting “minimal” standards, a score of 5 is equivalent to meeting “good” quality standards, and a score of 7 indicates “excellent” quality.

After an observer is trained and meets inter-rater reliability of .85 for ECERS-R overall scores with a master trainer, he or she is normally assigned five to eight classrooms. During a typical observation, an observer spends three to five hours observing the classroom, focusing on the 43

distinct items that make up the ECERS-R. After the classroom observation, the observer typically spends an additional 30 to 60 minutes interviewing the teacher to address any questions about classroom activities or features that could not be discerned during the observation phase.

How are master observers trained?

In the first year of training, observers must participate in a fifteen-hour training program. In every subsequent year, four to five hours of additional training are required. Refinement of observation skills, inter-rater reliability, logistics of the observation process, observation guidelines, and protocol are carefully reviewed with master observers every year.

Master Observers are trained to attain and maintain a minimum level of inter-rater reliability ($a/a+d > .80$). Master Observers are recruited and selected based on their years of experience in early childhood education (>10 years), skills in program observation, and their personal interest.

Additionally, teachers are provided Introductory ECERS-R Training and receive individual classroom program score results. This feedback process allows for identifying areas of strength and improvement.

Where is the ECERS-R being used?

The ECERS-R is used in many studies investigating the quality and outcomes of early childhood education, both in the United States and internationally. The ECERS-R was adopted to measure the quality of early childhood classrooms funded by universal prekindergarten in the State of Georgia. It was also used in the cost, quality, and outcome studies that assessed quality in 120 classrooms in three states, in a study involving 150 classrooms in Florida, and in a study that evaluated the quality of 32 Head Start classrooms. Studies in Germany, France, Portugal, and Sweden have used the ECERS-R. In short, the ECERS-R is one of the premiere measures used to evaluate quality of early childhood education environments both in the U.S. and around the world.

Classroom Observation Process

Classroom Observation Process

- ❖ The observer contacts the classroom teacher/provider to schedule the observation date.
- ❖ The program observation occurs (3 to 6 hours).
- ❖ The observer conducts a 30-60 minute interview with the teacher/provider immediately after the observation to obtain information not evident during observation.
- ❖ The observer completes the score sheet and submits it to Children's Institute for processing.
- ❖ The project coordinator reviews the score sheet for accuracy.
- ❖ The score sheet is checked again for accuracy by a data clerk, the information is entered into the database, and a summary report is produced.
- ❖ Copies of the original score sheet and summary report are mailed directly to the teacher/provider.
- ❖ The teacher/provider reviews the information.
- ❖ If the teacher/provider disagrees with any item(s) in the report and wants to address this, he or she requests a Collaborative Review (outlined below).

Classroom observations by Master Observers for Clyde-Savannah Central School District Prekindergarten and Kindergarten classrooms were completed in March 2011.

Collaborative Review Process

After an observation is complete, the independent observer returns the completed score sheet to Children's Institute for processing. Copies of the score sheet and summary report are returned directly to the teacher, along with a cover letter that serves as a guide in their review of the report. The letter includes an invitation to contact the project coordinator if the teacher feels a score does not accurately represent the program.

- ❖ If a teacher questions any item(s) and wishes to address this formally, the teacher contacts the project coordinator to obtain a Collaborative Review Request Form within which he or she outlines the details of the item(s) in question with additional supporting information.
- ❖ Upon receipt of the Collaborative Review Request, the project coordinator reviews the information provided by the teacher, consults with the independent Master Observer who completed the observation, and conducts a detailed re-examination of each quality

indicator score questioned. After consideration of these references, a determination is made whether any items should be scored differently.

- ❖ In a detailed letter to the teacher, the project coordinator formally addresses each questioned item and whether the item(s) score has been changed. A revised copy of the score sheet is returned with any applicable adjusted scores as well as a new summary report.
- ❖ The revised scores are entered into the database.
- ❖ If the teacher informs the project coordinator that he or she remains dissatisfied with the results of the process thus far, the coordinator arranges for a second independent observer to conduct a second complete observation and submit a formal report.

There were no Collaborative Reviews requested for Clyde-Savannah classrooms this year.

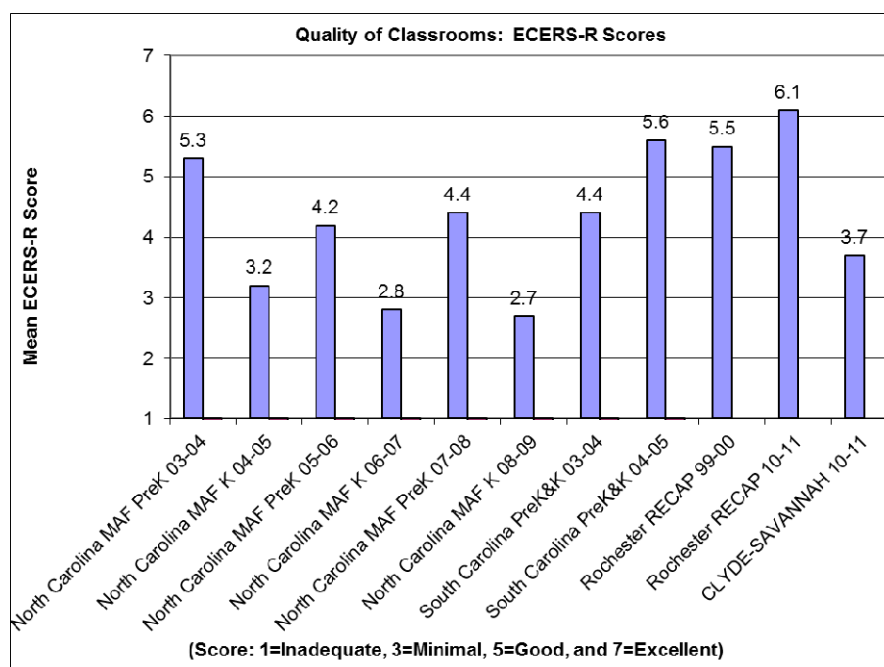
Quality of Clyde-Savannah Classrooms

How do Clyde-Savannah Prekindergarten and Kindergarten classrooms compare with Early Childhood Education (ECE) systems across the US?

Using the ECERS-R allows comparison of the quality of the prekindergarten and kindergarten classrooms in Clyde-Savannah with early childhood education programs in other states and nations.

In Figure 1 below, Clyde-Savannah classrooms had a mean ECERS-R score of 3.7. The median score was 3.8. For comparison purposes, the first year that a mean ECERS-R score was published for Rochester's RECAP program was in 1999-2000, the mean was 5.5. This year the Rochester RECAP mean ECERS-R was 6.1, documenting a continuous improvement process. Also included are scores for both prekindergarten and kindergarten programs in North Carolina² and South Carolina.³

Figure 1. Overall Quality of Participating Clyde-Savannah Classrooms



² Peisner-Feinberg, E. S. & Maris, C. L. (August 2006) *Evaluation of the North Carolina More at Four Pre-kindergarten Program: Children's Longitudinal Outcomes and Classroom Quality in Kindergarten*. University of North Carolina at Chapel Hill FPG Child Development Institute.
http://www.fpg.unc.edu/~mafeval/pdfs/maf_Yr4_es_2.pdf

³ Hooks, L. M., Scott-Little, C., Marshall, B. J. & Brown, G. (June 2006) *Accountability for Quality: One State's Experience in Improving Practice*. *Early Childhood Education Journal*, Vol. 33, No. 6.
http://www.santaclaracares.org/pdfs/Hooks_Accountability%20for%20Quality.pdf

ECERS-R Scores by Subscale

Table 1. Mean ECERS-R Scores by Subscale and Total

Clyde-Savannah Central School District 2010-11 Overall ECERS-R Scores by Subscale and Total					
Subscale	N	Mean	Std. Dev.	Min	Max
Space and Furnishings	3	4.2	0.4	3.8	4.5
Personal Care Routines	3	2.5	0.6	1.8	3.0
Language-Reasoning	3	4.2	1.2	3.3	5.5
Activities	3	2.1	0.5	1.7	2.6
Interaction	3	4.9	0.8	4.0	5.6
Program Structure	3	2.7	1.3	1.3	4.0
Parents and Staff	3	5.2	0.5	4.7	5.7
Total – All Subscales	3	3.7	0.5	3.2	4.1
Note: Scores have a potential range of 1 to 7, 7 being the highest.					

ECERS-R Scores by Item

Table 2. Scores for All ECERS-R Items

Clyde-Savannah Central School District 2010-11 ECERS Scores By Item					
ECERS-R Area	Item	N	Mean	Min	Max
Space and Furnishings	Indoor space	3	7.0	7.0	7.0
	Furniture for routine care, play, learn	3	6.3	6.0	7.0
	Furniture for relaxation	3	2.3	1.0	3.0
	Room arrangement for play	3	4.3	3.0	5.0
	Space for privacy	3	4.0	4.0	4.0
	Child-related display	3	3.3	3.0	4.0
	Space for gross motor	3	4.0	2.0	6.0
	Gross motor equipment	3	2.0	2.0	2.0
	Total	3	4.2	3.8	4.5
Personal Care Routines	Greeting/departing	3	6.0	4.0	7.0
	Meals/snacks	3	1.0	1.0	1.0
	Nap/rest	0			
	Toileting/diapering	3	1.0	1.0	1.0
	Health practices	3	1.7	1.0	2.0
	Safety practices	3	2.7	2.0	4.0
	Total	3	2.5	1.8	3.0
Language-Reasoning	Books and pictures	3	4.0	4.0	4.0
	Encourage children to communicate	3	4.7	3.0	7.0
	Use language to develop reasoning skills	3	4.0	4.0	4.0
	Informal use of language	3	4.0	2.0	7.0
	Total	3	4.2	3.3	5.5
Activities	Fine motor	3	3.0	1.0	4.0
	Art	3	1.3	1.0	2.0
	Music/movement	3	2.0	2.0	2.0
	Blocks	3	1.0	1.0	1.0
	Sand/water	3	1.7	1.0	3.0
	Dramatic play	3	2.0	2.0	2.0
	Nature/science	3	1.3	1.0	2.0
	Math/number	3	3.3	2.0	4.0
	Use of TV, video, computers	3	3.3	1.0	7.0
	Promoting acceptance of diversity	3	2.3	2.0	3.0
	Total	3	2.1	1.7	2.6

ECERS-R Area	Item	N	Mean	Min	Max
Interaction	Supervision of gross motor activities	3	6.0	5.0	7.0
	General supervision	3	4.3	1.0	7.0
	Discipline	3	6.0	5.0	7.0
	Staff-child interactions	3	5.3	2.0	7.0
	Interactions among children	3	3.0	1.0	6.0
	Total	3	4.9	4.0	5.6
Program Structure	Schedule	3	1.7	1.0	2.0
	Free play	3	1.3	1.0	2.0
	Group time	3	4.0	2.0	6.0
	Provisions for children with disabilities	1	7.0	7.0	7.0
	Total	3	2.7	1.3	4.0
Parents and Staff	Provisions for parents	3	4.3	4.0	5.0
	Provisions for personal needs of staff	3	4.3	4.0	5.0
	Provisions for professional needs of staff	3	7.0	7.0	7.0
	Staff interaction and cooperation	2	6.5	6.0	7.0
	Supervision and evaluation of staff	3	6.0	5.0	7.0
	Opportunities for professional growth	3	3.3	1.0	5.0
	Total	3	5.2	4.7	5.7
Overall	Total	3	3.7	3.2	4.1