

# ECERS-R Observation Report



Unique ID/DBN: 84q170

Date of Observation: 02/14/2018

Name: Peninsula Preparatory Academy Charter School Annex

Type: 6 hrs 20 mins

Address: 617 Beach 20 Street

# of Children Enrolled in Class: 18

Time observation began-ended: 08:00 - 11:15

# of Children Present in Class: 15

## 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:

<p><b>Space &amp; Furnishings</b></p> <p>8 Items</p> <p>Examines indoor and outdoor space, furnishings, room arrangement, and other factors related to the physical space</p> <p><b>PQS Alignment:</b></p> <p><u>10. The Physical Learning Environment</u></p>	<p><b>Personal Care Routines</b></p> <p>6 Items</p> <p>Examines the content and practices around meals and snacks and nap/rest, hand washing among students and staff, and other health and safety practices</p> <p><b>PQS Alignment:</b></p> <p><u>4. Health, Safety &amp; Well-being</u></p>	<p><b>Language-Reasoning</b></p> <p>4 Items</p> <p>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</p> <p><b>PQS Alignment:</b></p> <p><u>8. Engaging Children in Meaningful Activity</u></p>
<p><b>Activities</b></p> <p>10 Items</p> <p>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</p> <p><b>PQS Alignment:</b></p> <p><u>8. Engaging Children in Meaningful Activity</u></p>	<p><b>Interaction</b></p> <p>5 Items</p> <p>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</p> <p><b>PQS Alignment:</b></p> <p><u>9. Creating a Positive Classroom Culture</u></p>	<p><b>Program Structure</b></p> <p>4 Items</p> <p>Examines the daily schedule, the amount of time children are kept in whole groups, transitions, and provisions for students with disabilities</p> <p><b>PQS Alignment:</b></p> <p><u>8. Engaging Children in Meaningful Activity</u></p>

# Peninsula Preparatory Academy Charter School Annex 2017-18

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

<b>Bold</b>	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).

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

<b>Activities</b>		Score
<b>Subscale Score: 5.3</b>		(1-7)
19. <b>Fine motor</b>		7
20. <b>Art</b>		7
21. <i>Music/movement</i>		2
22. Blocks		4
23. <b>Sand/water</b>		6
24. <b>Dramatic play</b>		6
25. <b>Nature/science</b>		6
26. <b>Math/number</b>		7
27. <i>Use of TV, video, and/or computers</i>		2
28. <b>Promoting acceptance of diversity</b>		6

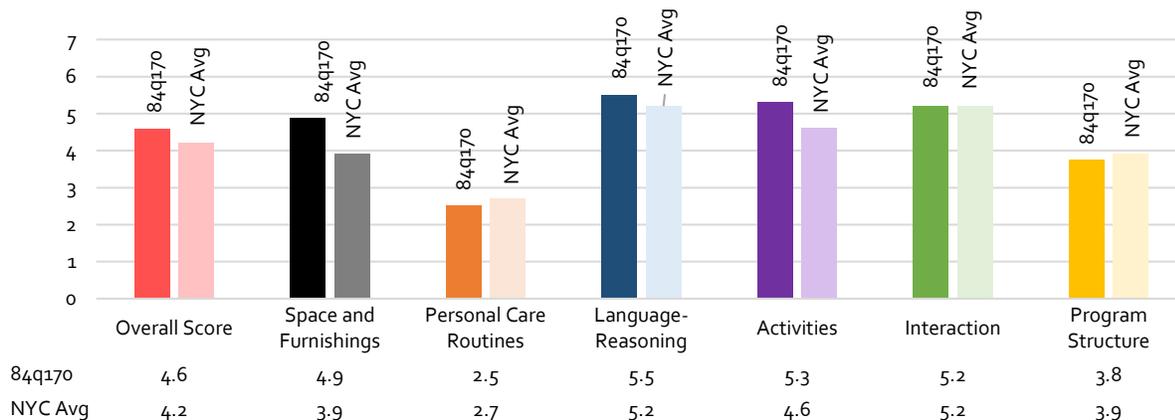
<b>Personal Care Routines</b>		Score
<b>Subscale Score: 2.5</b>		(1-7)
9. Greeting/departing		4
10. <i>Meals/snacks</i>		2
11. Nap/rest		4
12. <i>Toileting/diapering</i>		2
13. <i>Health practices</i>		1
14. <i>Safety Practices</i>		2

<b>Interaction</b>		Score
<b>Subscale Score: 5.2</b>		(1-7)
29. Supervision of gross motor activities		4
30. <b>General supervision of children</b>		7
31. Discipline		4
32. <b>Staff-child interactions</b>		7
33. Interactions among children		4

<b>Language-Reasoning</b>		Score
<b>Subscale Score: 5.5</b>		(1-7)
15. Books and pictures		4
16. <b>Encouraging children to communicate</b>		7
17. Using language to develop reasoning skills		4
18. <b>Informal use of language</b>		7

<b>Program Structure</b>		Score
<b>Subscale Score: 3.8</b>		(1-7)
34. <i>Schedule</i>		2
35. <i>Free play</i>		2
36. <b>Group time</b>		7
37. Provisions for children with disabilities		4

## Overall Scale Score 4.6



## 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.<sup>1</sup>

## 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.

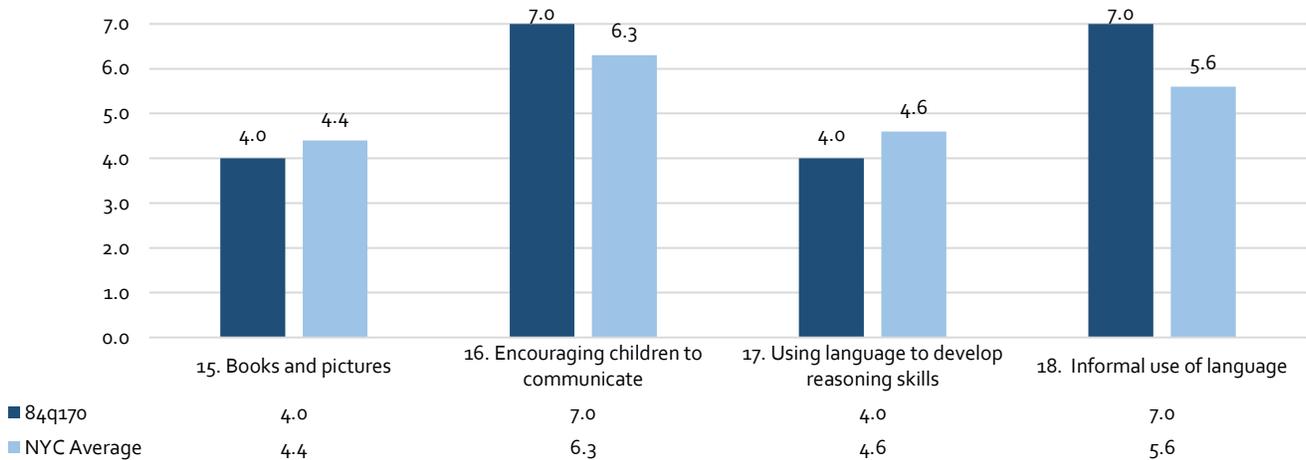
The end of the report has an appendix that includes an expanded schedule outlining what the evaluator saw on the day of the observation and a chart outlining how the schedule contributed to scores on time-related portions of the tool.

**For questions regarding the scores within this report, please contact the DECE by emailing your questions to [programassessment@schools.nyc.gov](mailto:programassessment@schools.nyc.gov)**

<sup>1</sup>For 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

A wide variety of books was available to children for more than two and a half hours daily, a notable achievement. The Library contained puppets, a Listening Center, and classmate books about the children. Materials encouraging communication were available throughout the classroom. The Block Center contained people figures, signs, and animals; the Dramatic Play Center contained many dress-up clothes, babies, and phones; and the Fine Motor/Math Center contained games such as letter and number Bingo. Staff balanced listening and talking appropriately for the children. At morning meeting, a staff member discussed the current theme of "Starry Night" and encouraged children to answer questions. During breakfast, a staff member sat with children, initiating conversations. During free play in centers, staff members walked around the room, talking to all children at various times. Children were asked about their creations, staff often shared information with children, and fostered communication among children. For example, when a child wanted to make a lighthouse in the Block Center, a staff member told her that another child who was very good with blocks could help her. They worked together, and when the child wanted to create windows for the lighthouse, a staff member commended the idea. Children's dictation was included on most of children's displayed work, including paintings and art creations depicting "Starry Night." These areas represented strengths for this program.

## Items scoring below 5: Language – Reasoning

### Item 15: Books and pictures

Score: 4

Indicator 5.5

ECERS-R Indicator of Quality: Staff read books to children informally (Ex. During free play, at naptime, as an extension of an activity).

#### Indicator Description

This indicator requires that staff be observed reading informally to one child or a very small group of children at least once in order for credit to be given. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 154).

#### Observed Evidence

Staff did not read a book informally to an individual child or small group during the observation. Therefore, credit could not be given.

### 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

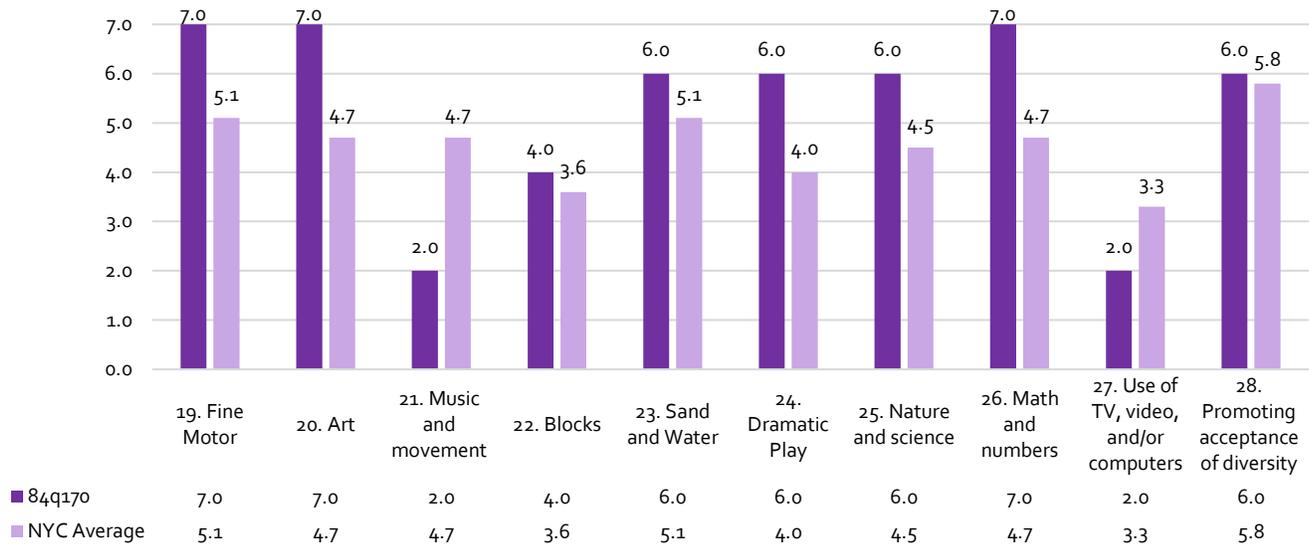
This indicator requires at least two instances of staff encouraging children to explain their thinking about logical concepts when intentionally using materials designed to stimulate reasoning. For example, when using bear counters, a staff member might ask a child why the different objects were sorted into separate groups or why one group of bears has more or less; or, when completing a number puzzle, a staff member might ask asking 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

A child played a math board game involving dog bones. A staff member explained, "You landed on four, put four [bones] there." She then counted with the child, and asked, "How many go there?" However, staff did not ask children questions to encourage them to explain their logical reasoning, such as "How do you know?" or "Why do you think so?" Since there were fewer than two instances of staff encouraging children to explain their thinking about logical concepts when intentionally using materials designed to stimulate reasoning, 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

Most activity centers were well-stocked with materials and available to children for significantly longer than a third of the school day. Materials were clearly labeled and positioned on low shelves for children's independent use. Children built structures with Legos and Magna-Tiles; painted at the easel with tempera paint; created their own interpretations of "Starry Night" with modeling clay and with paint; and made cupcakes with play dough. Children also played at a light table with toys, using flashlights to experiment with light, and built structures at the woodworking table with tools. Children have access to water (and a variety of toys) during morning Center Time and to sand during afternoon Center Time. Activities (such as sink/float, adding food coloring, and changing the toys and materials) are rotated regularly. The Dramatic Play Center contained dress-up clothing, multicultural outfits, babies of different skin colors, foods from different cultures, and enough space to pretend to drive to a "party" complete with a disco ball. Other experiences enriching children's dramatic play are offered as well including visits from a fireman, airport worker, and bus driver. Nature/Science and Math/Number also contained ample materials and activities (e.g., taste tests, cooking play dough) are offered regularly. There were many strengths in this subscale.

## Items scoring below 5: Activities

### Item 21: Music/movement

Score: 2

Indicator 3.1

ECERS-R Indicator of Quality: Some music materials accessible for children's use (Ex. Simple instruments; music toys; tape player with tapes).

#### Indicator Description

This indicator requires that at least two different music materials be accessible to children for at least 47 minutes of the Pre-K for All day. Music materials include anything that children can use to create or listen to music, such as musical instruments or a CD player with CDs. In order to be considered accessible, recorded music must be within reach of children. For more information about this indicator's requirements, please see the All About the ECERS-R book (pp. 213-214).

#### Observed Evidence

Children did not have access to at least two different music materials. There were no musical instruments in the classroom. The teacher reported in the interview that she "puts them out on the table" for children to use and that this occurs "sometimes." Additionally, when asked if children can access recorded music, the teacher stated that they wake up from nap time to soft music, and that "sometimes music is played related to the theme." Since children do not have regular daily access, credit could not be given.

### 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/or equipment in the Block Center that did not involve block play. Children played with puzzles on the rug in the Block Center next to block structures. 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, indicator 5.3 was not given credit. Therefore, credit could not be given.

Indicator 3.3

ECERS-R Indicator of Quality: Time children allowed to use TV/video or computer is limited (Ex. TV/videos limited to one hour daily in full-day program; computer turns limited to 20 minutes daily).

**Indicator Description**

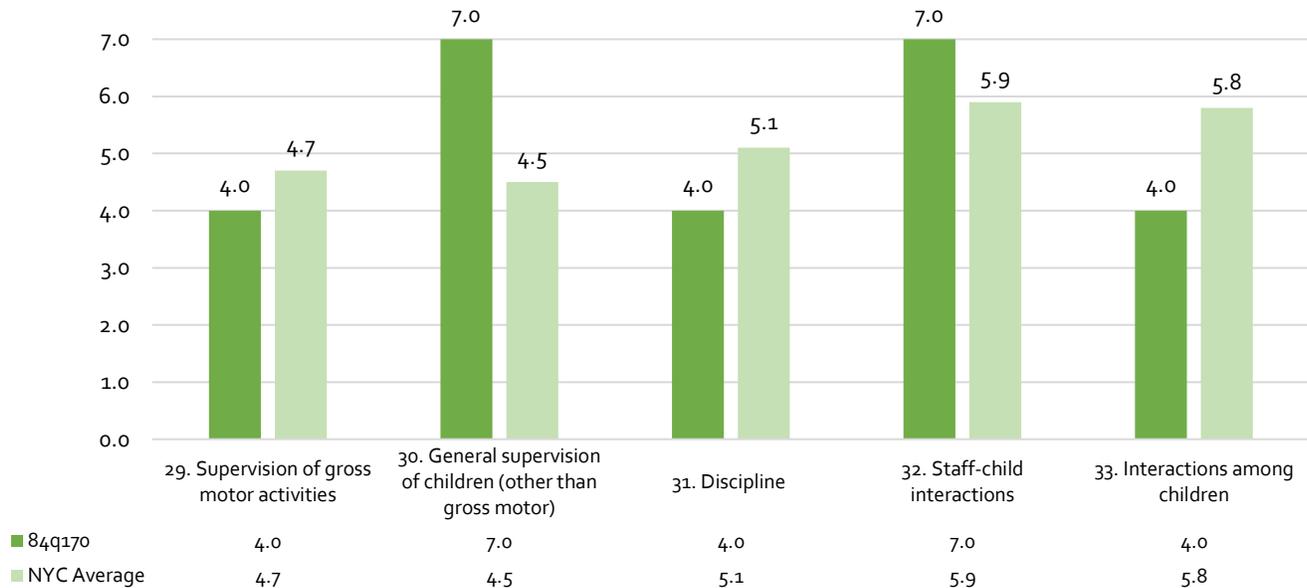
This indicator requires that programs that follow the media screen time recommendations in the 2011 version of *Caring for Our Children* (pp. 66-67). Screen time for children should last no more than 15 minutes per day and/or no more than 30 minutes per week. This is so children have ample time when they can be creative, imaginative, move around, and have hands on experience with real materials. For more information about this indicator's requirements, please see the *All About the ECERS-R* book (p. 281).

**Observed Evidence**

Based on teacher interview, staff permit children's media screen time to exceed 15 minutes per day. While the teacher stated in the interview that children may not exceed 30 minutes on the computer, she said that children may use the computer for "fifteen, sometimes 20 minutes a day." Therefore, credit could not be given.

## 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

Staff provided consistently careful supervision to children as they played in the classroom. Staff members were aware of the whole group even when working with children individually in centers, and stood by in the bathroom as children used the toilet, to ensure proper procedures were carried out. As children played in the classroom, staff appreciated their efforts often. When a child did not want to play during Center Time, staff repeatedly asked her if she was okay, checked her, rubbed her back, and gently encouraged to try something to play with. Children were allowed the freedom to choose to play where they wished, but staff provided help when needed and talked to all children about ideas related to their play. As children walked into the classroom in the morning, a staff member asked, "Where's my hug?" and some children gave multiple hugs. Staff members seemed to enjoy being with the children, and modeled positive, respectful behavior when speaking to children politely, allowing children plenty of time to play, and giving children access to ample play materials. While there was room for improvement, there were many promising practices observed which were highlighted as strengths.

## Items scoring below 5: Interaction

### Item 29: Supervision of gross motor activities

Score: 4

Indicator 5.1

ECERS-R Indicator of Quality: Staff act to prevent dangerous situations before they occur (Ex. Remove broken toys or other dangers prior to children's use; stop rough play before children get hurt).

#### Indicator Description

This indicator requires that staff notice things that might cause accidents and correct them before anyone is hurt. For example, staff should: stop rough play; remove broken toys or equipment; keep a tricycle path separate from other play areas; clear fall zones of obstructions; cover electrical outlets; and secure electrical cords. For more information about this indicator's requirements, please see the All About the ECERS-R book (pp. 302-303).

#### Observed Evidence

Staff did not act to prevent dangerous situations before accidents occurred. In the indoor gross motor space, children played close to a loose electrical cord (coming from a speaker), as well as to an uncovered electrical outlet. In the outdoor playground, children were allowed to run and play in the fall zone of the stationary climber and next to the slide exit. There was at least one instance of children running into each other and falling on the ground. Additionally, a staff member assisted a child making a hopscotch course fewer than 3' from the climbing structure, obstructing the fall zone. Therefore, credit could not be given.

Indicator 5.2

ECERS-R Indicator of Quality: Program is set up to avoid conflict and promote age-appropriate interaction (Ex. Duplicate toys accessible; child with favorite toy given protected place to play).

### Indicator Description

This indicator requires that staff use preventative disciplinary strategies to minimize difficulties with behavior. Staff must understand what children are able to do well and what causes problems among them. Staff should arrange the classroom environment to allow children to get along well without adding unnecessary restrictions. Preventative discipline strategies include: maintaining a dependable routine; keeping children interested, challenged and busy; avoiding competition and crowding; and giving children lots of time for active play. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 324).

### Observed Evidence

The program was not set up to avoid conflict and promote age-appropriate interactions due to long transitions and competition over equipment. Several transitions were handled in a large group. Children washed hands before breakfast with some waiting in the hall outside of the bathroom for longer than three minutes. While a staff member engaged some children in a game, not all participated during the transition and there were reminders from staff at this time to keep quiet. After cleanup from centers, some children sat on the rug without an activity for more than five minutes. Children spent almost seven minutes putting on jackets, scarves, gloves, and hats before walking to the gymnasium and taking everything off immediately. In the indoor gross motor period, 15 children played with one soccer ball (with two nets), one basketball, one tunnel, and six hula hoops. Children fought over the balls, were told to share multiple times, and wrestled each other for balls with a child bumping into a wall on one occasion, rubbing her arm and frowning. Two more balls were brought out after five minutes, but children continued fighting over equipment. During the transition inside, children pushed each other while waiting together in a line. Therefore, credit could not be given.

Indicator 5.2

ECERS-R Indicator of Quality: Staff help children develop appropriate social behavior with peers (Ex. Help children talk through conflicts instead of fighting; encourage socially isolated children to find friends; help children understand feelings of others).

### Indicator Description

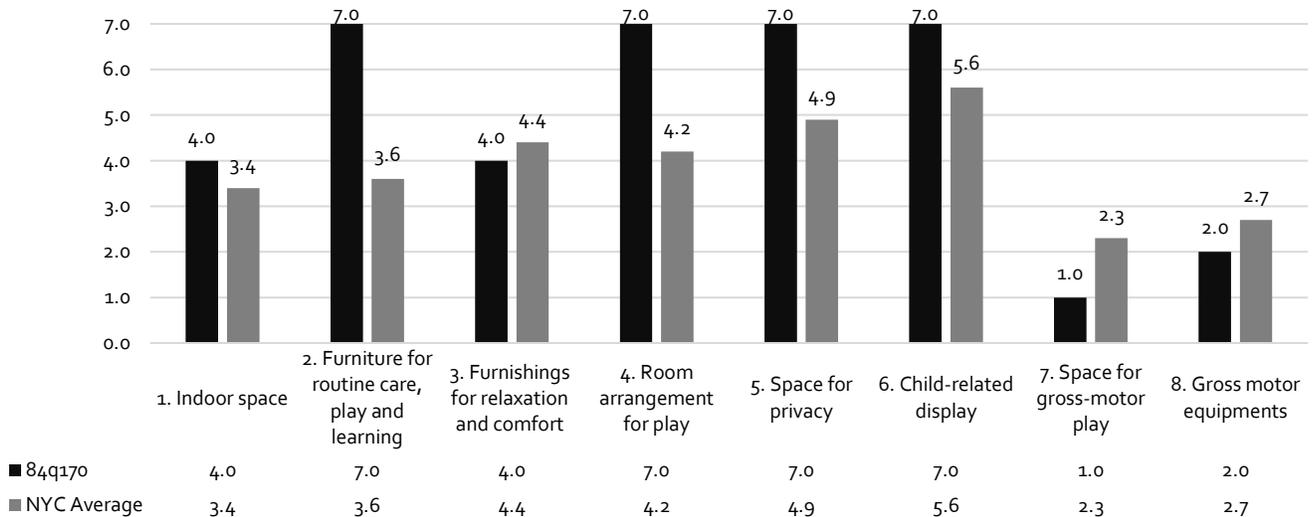
This indicator requires that staff help children learn developmentally appropriate behaviors that enable them to get along well with one another. Staff must not only stop negative behavior but also proactively teach children positive social behaviors. These include: cooperating; being friendly; taking turns; showing interest in what others do; helping; and understanding the effects of their actions on others. For more information about this indicator's requirements, please see the All About the ECERS-R book (pp. 346-347).

### Observed Evidence

Staff did not take action to help children develop appropriate social behavior during several conflicts between children. In one instance, a child started crying, and a staff member walked over to another child asking what he did to the child and saying, "Tell him sorry." Staff did not encourage the children to work out the issue themselves or talk about their feelings. In another instance, children began fighting over blocks. A staff member encouraged children to use different colored blocks and said, "Sharing is caring, remember?" During gross motor play, when children fought over the balls, staff repeatedly reminded children to share, and when walking back to the classroom for lunch, a child pushed another child in front of a staff member, who did not respond. 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 5.3

ECERS-R Indicator of Quality: Space is accessible to children and adults with disabilities.

#### Indicator Description

This indicator requires that the building, classroom, bathroom, and floor(s) used by the children are accessible for children and adults with disabilities, including those using wheelchairs. At this score level, the requirement is regardless of whether anyone with a disability is currently enrolled in the program. For more information about this indicator’s requirements, please see the All About the ECERS-R book (p. 7).

#### Observed Evidence

The following spaces were not accessible for persons with disabilities: the building entrance (required walking up several steps); the bathroom (stalls measured 22" wide); and the gross motor space (required walking up/down a flight of stairs). There is no elevator as reported by staff. Therefore, credit could not be given.

**Item 3: Furnishings for relaxation and comfort****Score: 4**

Indicator 5.2

ECERS-R Indicator of Quality: Cozy area is not used for active physical play.

**Indicator Description**

This indicator requires that the cozy area be protected from intrusion by children engaged in active play. The cozy area should be strategically placed away from classroom traffic, and staff should be diligent in redirecting active play to another area. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 17).

**Observed Evidence**

The classroom "cozy area" was not strategically placed away from traffic as it was located directly next to cubbies. Children accessed their cubbies periodically to take things out of their bag or put art projects away. Therefore, credit could not be given.

**Item 7: Space for gross-motor play****Score: 1**

Indicator 3.1

ECERS-R Indicator of Quality: Some space outdoors or indoors used for gross motor/physical play.

**Indicator Description**

This indicator requires that children have access to a gross motor space, whether indoors or outdoors, for at least 47 minutes 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. 60-61).

**Observed Evidence**

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

Indicator 3.2

ECERS-R Indicator of Quality: Gross motor space is generally safe. (Ex. Sufficient cushioning under climbing equipment; fenced in outdoor area).

### Indicator Description

This indicator requires that the gross motor space is generally safe as per the U.S. Consumer Product Safety Commission Public Playground Safety Handbook (CPSC). This means that there are no major safety hazards that could cause serious injuries, and very few minor ones that could cause small cuts, bumps, or bruises. Fences surrounding a playground must: measure at least 48 inches high, have access gate latches 48 inches high, and have vertical members four inches apart or less. Playgrounds within 30 feet of a street or parking lot must be completely fenced in or have barriers. Surfaces should be soft enough to cushion falls, and extend a minimum of six feet from equipment over 18 inches. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 61).

### Observed Evidence

The indoor gross motor space contained loose electrical cords and uncovered outlets. The loose electrical cord came from a speaker that was in children's play space. The uncovered outlets were also next to the area children played in. Loose electrical cords and uncovered outlets are major safety hazards. The outdoor play space had a fence (leading to a 10' drop) with vertical members measuring 4.5" wide. Several children played directly up against the fence. This is also considered a major safety hazard, in the event that a child slipped through the vertical members and fell down several feet. Additionally, a child and staff member drew hopscotch on the ground with chalk fewer than 3' from the stationary climbing structure. Many children took turns hopping here. A fall zone of fewer than 6' all around a climbing structure is also considered a major safety hazard. Therefore, credit could not be given.

## Item 8: Gross motor equipment

Score: 2

Indicator 3.1

ECERS-R Indicator of Quality: Some gross motor equipment accessible to all children for at least one hour daily.

### Indicator Description

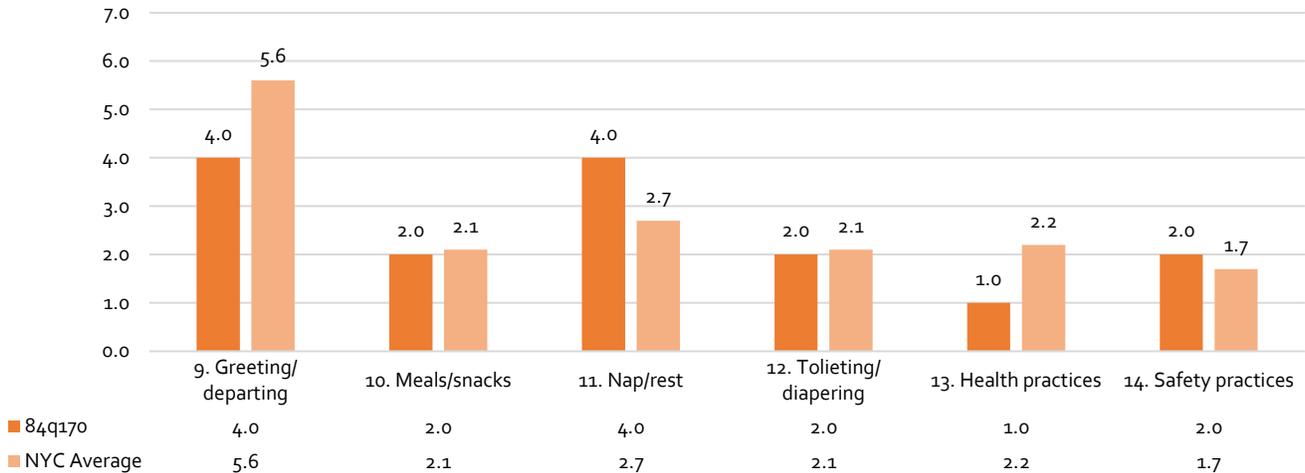
This indicator requires that all children have access to some gross motor equipment, indoors or outdoors, for 47 minutes of the Pre-K for All day. Equipment includes stationary items, such as anchored climbers and slides, and portable items, such as balls, hula hoops, and tricycles. "Some" means that all children can have access to equipment without crowding or long waits. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 73).

### Observed Evidence

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

## 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 (<http://schools.nyc.gov/Academics/EarlyChildhood/educators/HandCleaningProcedures>).

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	N/A
Hand Cleaning Mistakes	
<b>Children</b>	Hands not washed. Recontamination took place when touching items with bare hands immediately following handwashing.
<b>Staff</b>	Hands not washed. Recontamination.
<p><b>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.</b></p>	

## Items scoring below 5: Personal Care Routines

### Item 9: Greeting/departing

Score: 4

Indicator 5.3

ECERS-R Indicator of Quality: Parents greeted warmly by staff.

#### Indicator Description

This indicator requires that approximately 75% of the families and children are greeted warmly and that there are no negative interactions upon arrival. It also requires that daily drop off procedures encourage families to enter the classroom. For more information about this indicator's requirements, please see the All About the ECERS-R book (pp. 85-86) and NYC DECE Additional Notes for this item.

#### Observed Evidence

Daily drop-off procedures did not encourage families to enter the classroom. Families were greeted by a staff member at the door to the school, where children then walked into the classroom. Therefore, credit could not be given.

### 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 after washing properly, all children and staff contaminated their hands by touching the top of the trash can to dispose of their paper towels. Additionally, table sanitization procedures were not properly followed. A staff member sprayed on Bio Conqueror 105 cleaning spray and immediately wiped it off with a paper towel. This is not an EPA approved sanitizer. Tables were also not cleaned first with soap and water. Therefore, credit could not be given.

**Item 11: Nap/rest****Score: 4**

Indicator 5.3

ECERS-R Indicator of Quality: All cots or mats are at least 3 feet apart or separated by a solid barrier.

**Indicator Description**

This indicator requires that all cots/mats be placed at least 36 inches apart during nap/rest. This minimizes the possible spread of diseases such as respiratory illness, lice, scabies, and ringworm, which are among the most common health problems in early childhood education. Solid screens or other barriers, such as toy shelves, are not considered acceptable substitutes for 36" spacing because they would have to extend from the floor to the ceiling to prevent airborne contamination between children. For more information about this indicator's requirements, please see the All About the ECERS-R book (pp. 108-109).

**Observed Evidence**

All cots were not placed at least 36 inches apart rest. The teacher reported in the interview that all cots are placed 24" apart during nap time. Therefore, credit could not be given.

**Item 12: Toileting/diapering****Score: 2**

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 sanitized 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. 117-118).

**Observed Evidence**

A sink used for handwashing after toileting was not sanitized before being used for food-related or other handwashing routines. All handwashing took place in the bathroom sinks, which were not sanitized during the observation. 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.

**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 after toileting as indicated in the hand cleaning table. Please note that while children washed hands properly, all contaminated their hands by touching the top of the trash can when throwing away their paper towel. Therefore, credit could not be given.

**Item 13: Health practices****Score: 1**

Indicator 1.2

ECERS-R Indicator of Quality: Smoking is allowed in child care areas, either indoors or outdoors.

**Indicator Description**

This indicator describes a situation in which smoking occurs in spaces used by children, indoors or outdoors, and staff do not redirect children away from it. No cigarette butts or other smoking debris should be found on a program's private playground at any time. In addition, if smoking occurs at a public playground during the observation, staff must take measures to keep children away from smoking and smoke debris. Since inhaling cigarette smoke has been shown to be harmful, children and non-smoking adults should not be exposed to smoking. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 126) and the NYC DECE Additional Notes for this item.

**Observed Evidence**

Smoking debris was observed on the school's private playground. There were two cigarette butts in the playground; one near the edge of the mat and another several feet off of the mat. Therefore, this indicator was scored "Yes."

**Item 14: Safety Practices****Score: 2**

Indicator 3.1

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

**Indicator Description**

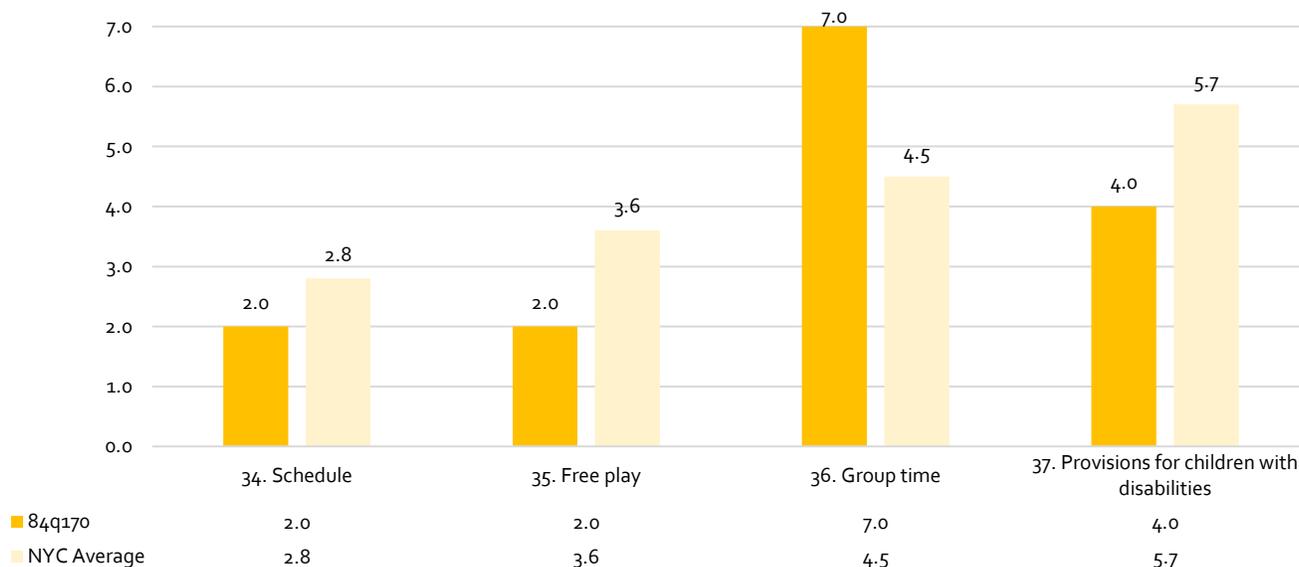
This indicator requires that there be no major safety hazards that could cause serious injury and no more than 5 minor safety hazards, indoors or outdoors. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 138).

**Observed Evidence**

Inside the gross motor space, there was a loose electrical cord and an uncovered electrical outlet, both directly next to children's play space. Outside, the vertical members of the fence measured 4.5" wide, which would allow a child to slip and fall several feet below. 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 only had 23 minutes of outdoor play. In addition, according to the schedule and staff report, on Mondays and Thursdays, children have music and movement and do not have any outdoor play. Therefore, outdoor play does not occur daily, and credit could not be given. Please see the appendices at the end of this report.

**Item 35: Free play****Score: 2**

Indicator 3.1

**ECERS-R Indicator of Quality:** Some free play occurs daily indoors and outdoors, weather permitting.**Indicator Description**

This indicator requires that children have free play for at least 47 minutes of the Pre-K for All day. Free play occurs when children may choose where, with what, and with whom they play. In order for credit to be given, a portion of free play must happen indoors, and a portion must happen outdoors, weather permitting. If there is no active precipitation, weather advisory, or temperatures below 25 degrees, weather permits, and children should go outdoors. (Note that programs may keep children indoors any time there is ice on the playground or if there is uncleared snow within two business days of a major storm.) For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 369).

**Observed Evidence**

A portion of free play does not occur outdoors on a daily basis. According to the schedule and reported by staff, children do not have any free play on Mondays or Thursdays when they have music and movement and time in the gymnasium. Therefore, credit could not be given.

**Item 37: Provisions for children with disabilities****Score: 4**

Indicator 5.3

**ECERS-R Indicator of Quality:** Parents frequently involved in sharing information with staff, setting goals, and giving feedback about how program is working.**Indicator Description**

This indicator requires regular communication between staff and the parents of children with disabilities. Informal communication should happen daily or almost daily, and formal meetings must happen at least twice yearly. For more information about this indicator's requirements, please see the All About the ECERS-R book (p. 396).

**Observed Evidence**

Staff reported infrequent communication with parents of the children with disabilities. The teacher reported that she is in contact with the parents of a child with a disability once a week or if something comes up. Therefore, credit could not be given.

## 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	08:00 AM - 08:08 AM	Observed	Children arrived to the classroom and put away their belongings in their cubbies. Children who arrived earlier were given the option to look at books as they waited.
Transition	08:08 AM - 08:17 AM	Observed	Children lined up and walked down the hall with staff to the bathroom. Children washed their hands, used the toilet as needed, and walked back to the classroom.
Breakfast/Centers	08:17 AM - 08:29 AM	Observed	Children had the option to eat breakfast or draw pictures, look at books, or play with puzzles.
Circle/Whole Group	08:29 AM - 08:37 AM	Observed	Children put away materials and met on the meeting rug. A staff member discussed upcoming birthdays, reviewed the calendar, and talked about the painting, "The Starry Night." A staff member reviewed different available activities in the centers relating to the painting. Children began choosing centers at 8:36 AM.
Centers/Choice	08:37 AM - 09:51 AM	Observed	Children played freely in all centers.
Transition	09:51 AM - 10:12 AM	Observed	Children and staff cleaned up centers. Children began waiting on the meeting rug at 9:57 AM, were called to get jackets at 10:02 AM, and began waiting on line at 10:06 AM. At 10:09 AM, the class walked to the gymnasium.
Gross Motor/Recess	10:12 AM - 10:26 AM	Observed	Children took off their outerwear and placed everything along the wall. At 10:13 AM, staff led children in movements as a group (e.g., stretching and hopping). Children had free play with portable gross motor equipment starting at 10:16 AM.
Transition	10:26 AM - 10:34 AM	Observed	Children cleaned up equipment, put on their outerwear, and lined up. At 10:31 AM, the class walked outside to the playground, where staff discussed safety rules.
Gross Motor/Recess	10:34 AM - 10:57 AM	Observed	Children ran around the playground several times as a group and at 10:35 AM, they had free play on a stationary climbing structure. A staff member brought out chalk at 10:50 AM.
Transition	10:57 AM - 11:00 AM	Observed	Children lined up and walked back inside to the classroom.
Bathroom	11:00 AM - 11:12 AM	Observed	Children put their outerwear back in their cubbies, lined up, and walked together as a group to the bathroom where children used the toilet as needed and washed hands. At 11:12 AM, children and staff returned to the classroom.
Lunch	11:12 AM - 11:35 AM	Observed/Reported	Children arrived back to the classroom, helped set the tables, and sat down to eat lunch.
Bathroom/Hand washing	11:35 AM - 11:45 AM	Reported	Children and staff cleaned up, went to the bathroom, and washed hands. A staff member set up the cots in the classroom.
Nap	11:45 AM - 12:35 PM	Reported	Children went back to the classroom and napped.
Circle/Whole Group	12:35 PM - 12:55 PM	Reported	Children put away their belongings and met for a meeting. Children chose centers.
Centers/Choice	12:55 PM - 02:05 PM	Reported	Children played freely in all centers.
Transition	02:05 PM - 02:15 PM	Reported	Children cleaned up centers.
Meeting/Dismissal	02:15 PM - 02:20 PM	Reported	Children met on the meeting rug and packed up. Pre-K for All hours ended at 2:20 PM.

### Schedule Notes

According to the schedule and staff report, the class has music and movement on Mondays and Thursdays, and no outdoor gross motor play.

## 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	2:36	Yes	Yes	Breakfast/Centers, Centers/Choice, Centers/Choice
5. Space for Privacy	2:24	Yes	Yes	Centers/Choice, Centers/Choice
7. Gross Motor Space	0:36	No	N/A	Gross, Motor/, Recess, Gross, Motor/, Recess
8. Gross Motor Equipment	0:32	No	N/A	Gross, Motor/, Recess, Gross, Motor/, Recess
15. Books and pictures	2:36	Yes	Yes	Breakfast/Centers, Centers/Choice, Centers/Choice
19. Fine Motor	2:43	Yes	Yes	Breakfast/Centers, Centers/Choice, Gross, Motor/, Recess, Centers/Choice
20. Art	2:43	Yes	Yes	Breakfast/Centers, Centers/Choice, Gross, Motor/, Recess, Centers/Choice
21. Music and Movement	2:24	Yes	N/A	Centers/Choice, Centers/Choice
22. Blocks	2:24	Yes	Yes	Centers/Choice, Centers/Choice
23. Sand/Water	2:24	Yes	N/A	Centers/Choice, Centers/Choice
24. Dramatic Play	2:24	Yes	Yes	Centers/Choice, Centers/Choice
25. Nature Science	2:24	Yes	Yes	Centers/Choice, Centers/Choice
26. Math/Number	2:24	Yes	Yes	Centers/Choice, Centers/Choice
34. Schedule - Roll up	3:12	Yes	Yes	Breakfast/Centers, Centers/Choice, Gross, Motor/, Recess, Gross, Motor/, Recess, Centers/Choice
35. Free Play	3:08	Yes	Yes	Breakfast/Centers, Centers/Choice, Gross, Motor/, Recess, Gross, Motor/, Recess, Centers/Choice

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. Peninsula Preparatory Academy Charater School Annex scored above the NYC average in the subscale of Space and Furnishings, Language-Reasoning, Activities, and Interaction. Peninsula Preparatory Academy Charater School Annex scored at the NYC average in the subscale(s) of Program Structure. Peninsula Preparatory Academy Charater School Annex scored below the NYC average in the subscale(s) of Personal Care Routines. 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:

- Consider reworking the schedule so that children can access gross motor equipment for at least 47 minutes during the Pre-K for All day of 6 hours 20 minutes, regardless of whether it takes place indoors or outdoors. Appropriate equipment challenges the children to develop large muscle coordination through active play, in a safe way. The equipment may be portable (balls, hula hoops, and tricycles), and/or stationary (installed features such as slides or climbing units). If gross motor materials are limited to a climber/slide unit, it should be large enough for children to have access without crowding or waiting. Build in time for children to put on coats and transition to and from gross motor space, so they actually have at least 47 minutes to use equipment.
- Promote frequent communication and engagement between the families of children with disabilities and classroom staff. Programs should meet with the family regularly to learn and share about the child and his or her progress in the classroom and towards IEP goals. In turn, classroom staff can utilize this data in curricular and instructional planning, creating specific opportunities for families to review their child's work and to discuss their child's progress toward achieving IEP goals. Programs and families should also discuss upcoming CPSE meeting to ensure participation and any changes or concerns regarding the delivery of services. This communication should take place through formal meetings twice a year, daily (or almost daily) informal conversations, or phone/written communications.
- 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
- Improper table cleaning and sanitizing procedures were observed during the assessment and this affected scoring for one or more times in the report. Eating surfaces must be kept clean to avoid the spread of disease, and cleaning products must be used appropriately to ensure the safety of children. For more information about specific table cleaning requirements, please see the table cleaning resource on the DECE website.  
<http://schools.nyc.gov/Academics/EarlyChildhood/educators/TableCleaning>