ITERS, ECERS, and FCCERS

Informing Quality Practices Everyday

Training by:
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Agenda

- What are the Environment Rating Scales (ERS)?

- How do I use them to:
  - assess my program?
  - create a quality improvement plan?
  - implement change?

- What role do the ERSs play in Youngstar?
ITERS, ECERS and FCCERS
Reliable and Valid

- Reliable: Consistency in measurement
- Valid: Strength in conclusions

Reliable, not Valid

Not valid, nor reliable

Reliable and Valid
Measuring Quality?

- **Structural Indicators:**
  - Licensing compliance
  - Ratios
  - Group size
  - Cost of care
  - Type of care
Measuring Quality

- **Process Quality**
  - Interactions between:
    - staff and children
    - children, staff, and families
    - children and peers
  - Space arrangement and use
  - Interactions with the materials and activities
  - Schedule of events
  - Accessibility of materials
Why is the environment important?

“The quality of the physical space and materials provided affects the level of involvement of the children and the quality of interaction between adults and children.” – NAEYC
Environmental Rating Scales

Health and Safety

Relationships

Learning Opportunities

Environmental Rating Scales

Licensing
Subscales

- Space and Furnishings
- Personal Care Routines
- Language
- Activities
- Interaction
- Program Structure
- Parents and Staff
Items

- Program structure:
  - Schedule
  - Free Play
  - Group Time
  - Provisions for children with disabilities
ERS Vocabulary

- Accessible
  - Children can reach and use materials, furnishings, equipment, and so forth.
  - Materials are accessible for at least 1 hour a day for an 8 hour program
ERS Vocabulary

- **Substantial Portion of the Day:**
  - At least one-third of the time children are in attendance.

- **Much of the Day:**
  - Most of the time that any child may be awake and able to play
ERS Vocabulary

- Some and many
denote quantity or frequency. Specific guidelines may be given in various items or in notes for clarification.
ERS Vocabulary

- Varied

  - materials required for any item should promote different skills and play experiences in their use.

  - materials should also vary in other qualities, such as color, size, texture, etc
Wisconsin Interpretation

- Specific changes related to the scoring for YoungStar purposes
- Review handouts
- Visit [www.dcf.wisconsin.gov](http://www.dcf.wisconsin.gov) for up-to-date changes
Assessing

- Scoring is completed for each item
- Items in each subscale are averaged
- Scores for all items are averaged for the final score
- Some items can be scored NA if they do not apply (nap in a part day program)
Books and Pictures

- Scale of 1 (inadequate) to 7 (excellent)
- Start at 1.1
- Move through each item, noting which indicators are met, which are not
- When an indicator is not met, this is an opportunity
- Note asterisks
Scoring Basics

1 inadequate
3 minimal
5 good
7 excellent
Let’s practice….

- Look at 5.1 (ECERS, ITERS) or 5.2 (FCCERS) – read indicator and notes for clarification
- Examine the books
- Which topic(s) would the books fall under?
Preparing for a Self-Assessment
Everyone on the same page

Staff Input → Staff Output
Self-Assessment ≠ High Stakes

- Focus on strengths
- Be a good listener
- Respect another point of view
- Be aware of cultural differences
- Provide support — resources, access to training, help with the heavy lifting, time
- Results should not be tied to pay or job title
Reflective Practice

Self-Assessment

Teachers, staff, administration, families

Implementing Changes

Quality Improvement Planning

Diagram showing the cycle of reflective practice involving self-assessment, quality improvement planning, implementing changes, and involving teachers, staff, administration, and families.
Self-Assessment

Using the ECERS to create a baseline
Make it manageable

- One classroom at a time
- One age group at a time
- One subscale at a time
- One item at a time
- One indicator at a time
Choose the observer

- Self-assessment by teachers
- Director assesses (reliability)
- Peer assessment
- Parent/Family assessment
- Reliable rater
Observe

- Provide time outside of supervisory role
- Check in as needed
- Monitor reactions
- Score each indicator within an item
Planning

Using ERS to build a Quality Improvement Plan
Think about strengths and challenges

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Strengths</th>
<th>Challenges</th>
<th>Organize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indoor Space</td>
<td>3.4 Space is clean and well maintained</td>
<td>5.3 Space does not meet accessibility requirements</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>5.1 Enough space-no crowding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture for Routine Care and Learning</td>
<td>5.1 Furniture is child sized</td>
<td>7.2 No woodworking bench, sand/water table, or easel in classroom</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>7.1 Routine care furniture is convenient</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Building a Plan

- Who?
- What?
- When?
- Where?
- How?
- Why?
Let’s practice…

- Quality Action Plan on each table
- Results of an observation on each table

- What item(s) would you classify as a challenge?
- Would you rate this as an immediate, short term, or long term project?
- What goals might you set?
- What might an action plan look like for the challenge(s)?
Implementation

Making change a reality
Making changes

- Each teacher/teaching team will need different support
- Be ready to talk about money / resources
- Be ready to compromise
- Provide continued support and let teachers know they can ask for help without consequences
- Family providers may need to partner with other family providers
Start again…

- Self-Assessment
- Quality Improvement Planning
- Implementing Changes

Teachers/provider, staff, administration, families
ERS and YoungStar
YoungStar

- Three, Four, and Five Stars: Can be used for Self-Assessment

- Microgrant: Can be used for self-assessment

- Tool used for Formal Rating with Observation

- Will guide Technical Assistance
Questions, Stories, Concerns?

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