



# ITERS, ECERS, and FCCERS

## Informing Quality Practices Everyday

Training by:

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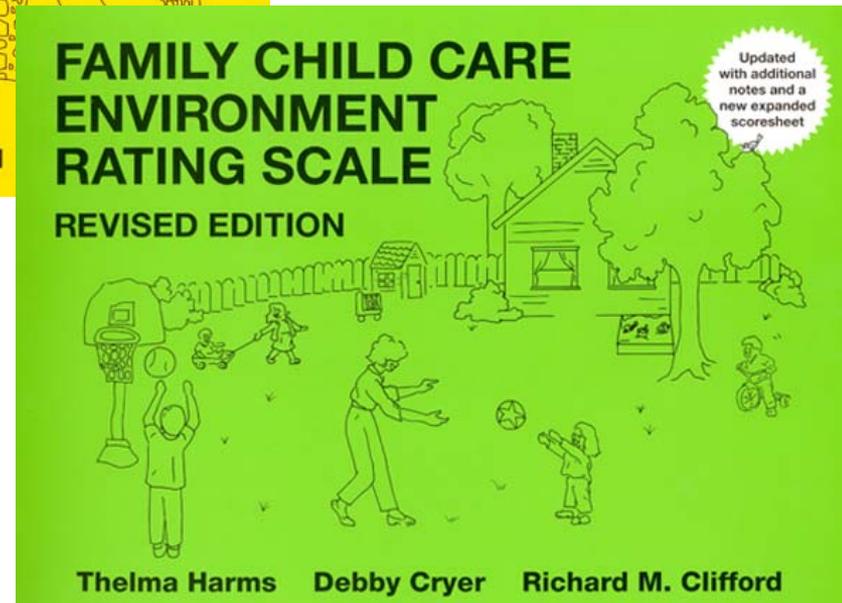
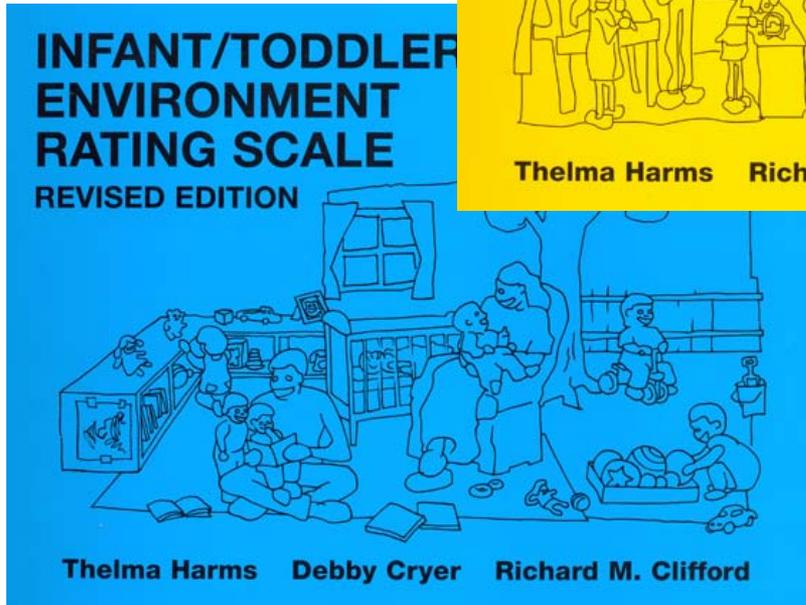
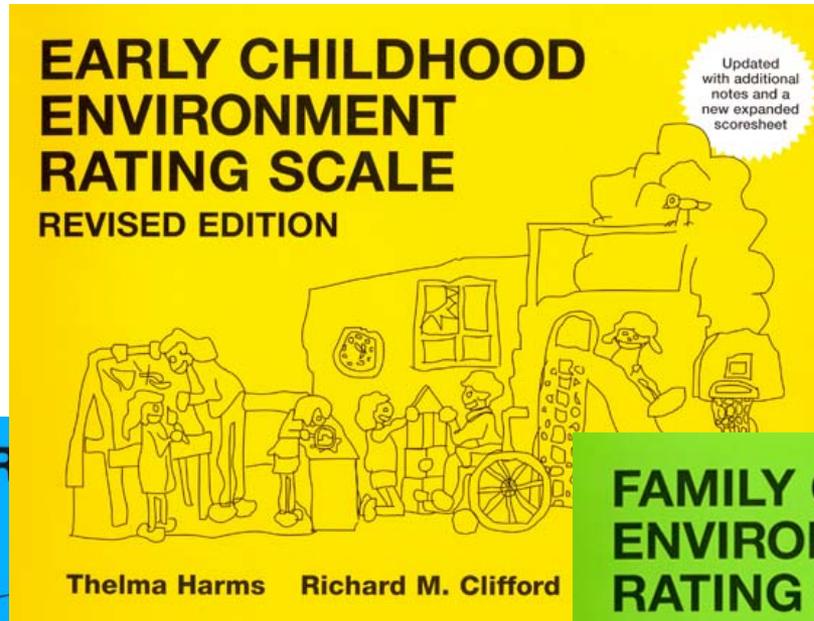
4-C Professional Development Manager



# 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





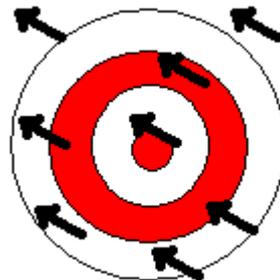
# Reliable and Valid

- 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*





# ERS Logistics





# 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)

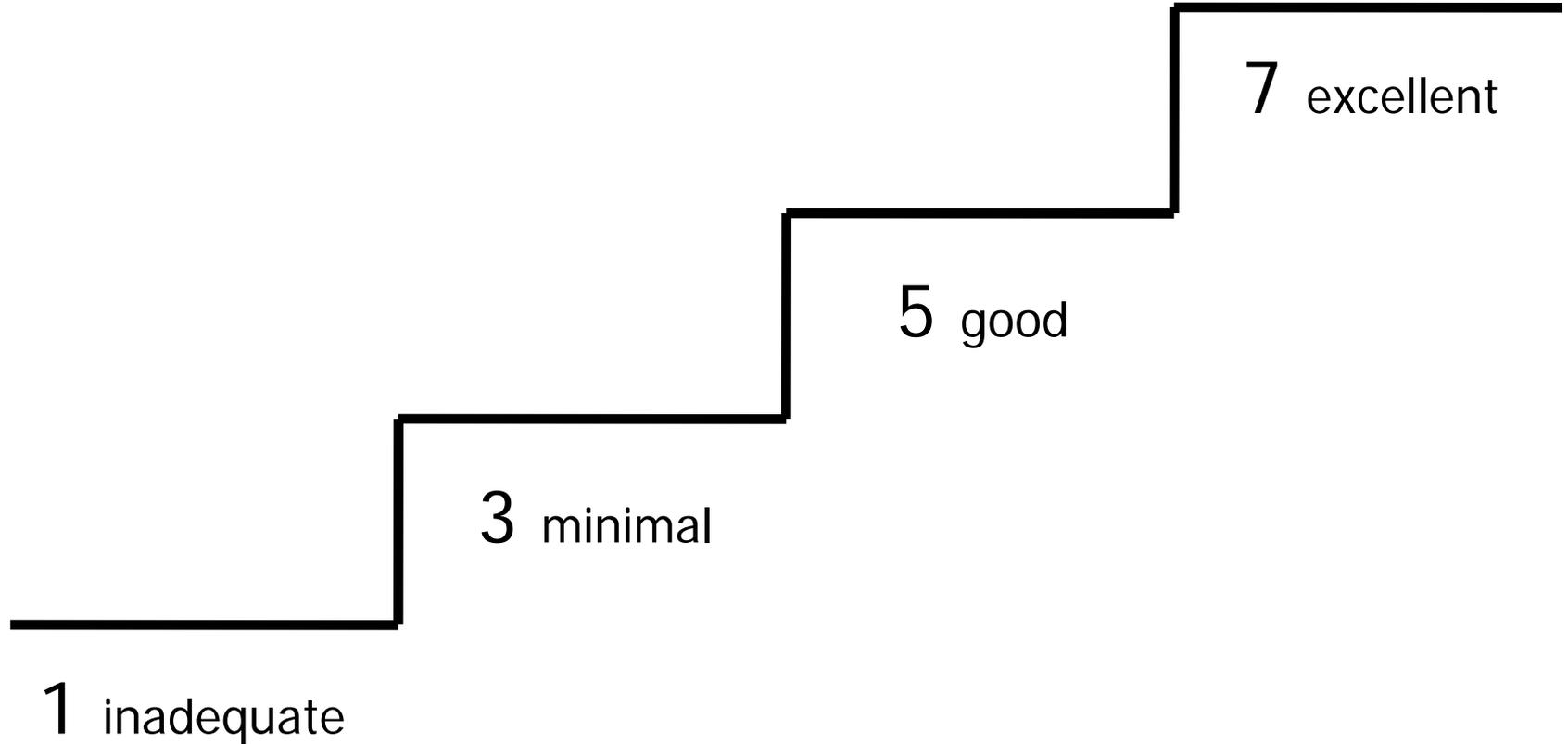


# Books and Pictures

- 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

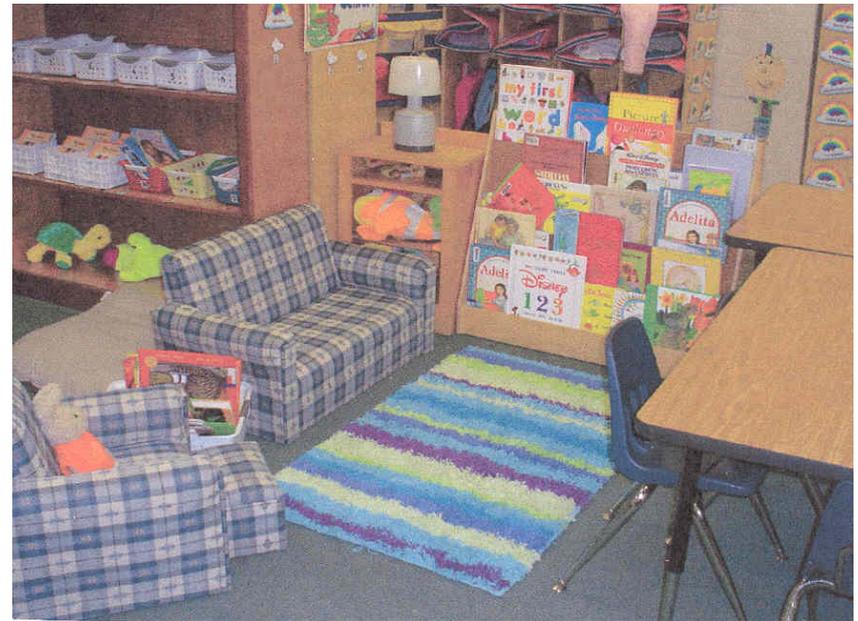


# Scoring Basics



# 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?



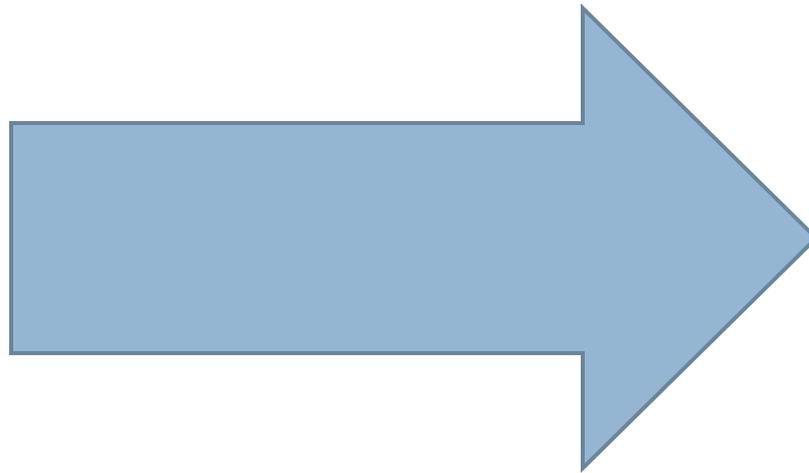


# Preparing for a Self-Assessment



# Everyone on the same page

**Staff  
Input**



**Staff  
Output**

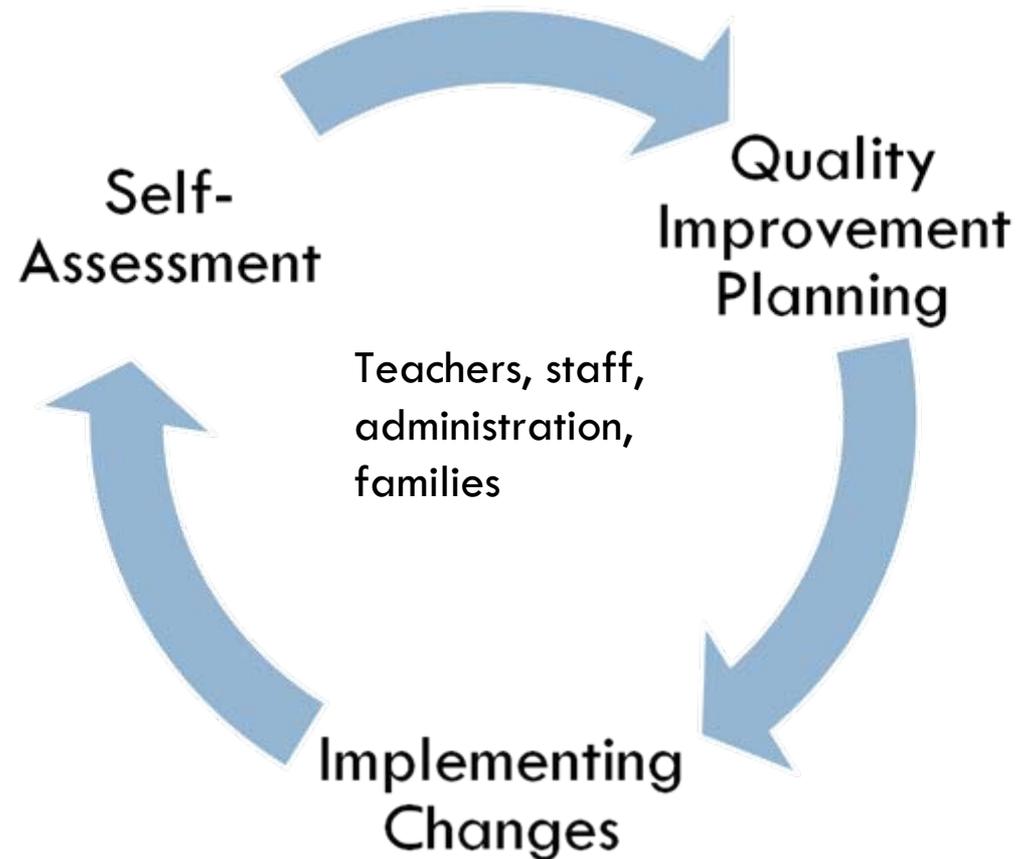


# Self-Assessment $\neq$ High Stakes

- 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

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

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



# 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

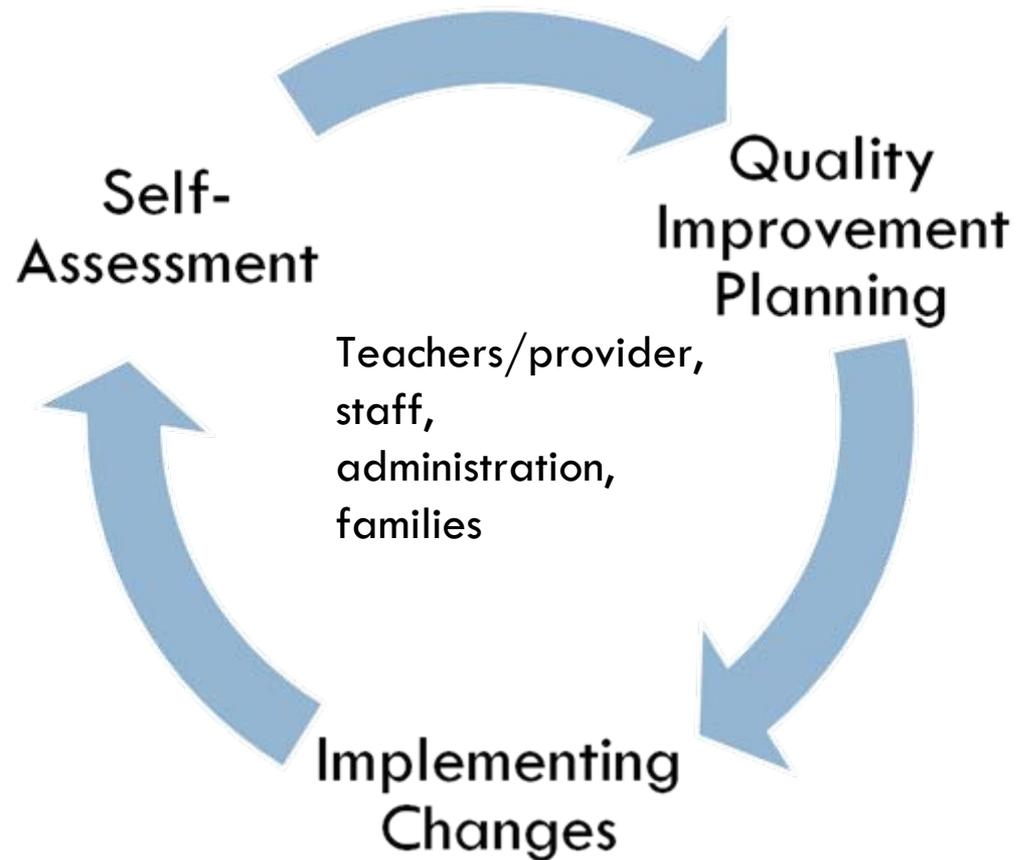


# Making changes

- 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...





# 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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