

# ECERS-R Observation Report



Unique ID/DBN:	QBDB	Type:	6 hrs. 20 mins	
Name:	QUEENS POINTE TALENT, INC.	# of Children Enrolled:	16	
Address:	90-02 QUEENS BOULEVARD	# of Children Present:	9	
Date of Observation:	2/17/2016	Time observation began - ended:	8:00:00 AM	11:02:00 AM

## Early Childhood Environment Rating Scale – Revised (ECERS-R) and the Pre-K for All Quality Standards

The NYC Pre-K for All Quality Standards 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 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>Quality Standard:</b> <u>Physical Resources for Learning</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>Quality Standard:</b> <u>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>Quality Standard:</b> <u>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>Quality Standard:</b> <u>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, and maintaining a positive climate</p> <p><b>Quality Standard:</b> <u>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>Quality Standard:</b> <u>Engaging Children in Meaningful Activity</u></p>

### How the ECERS-R assessments were conducted

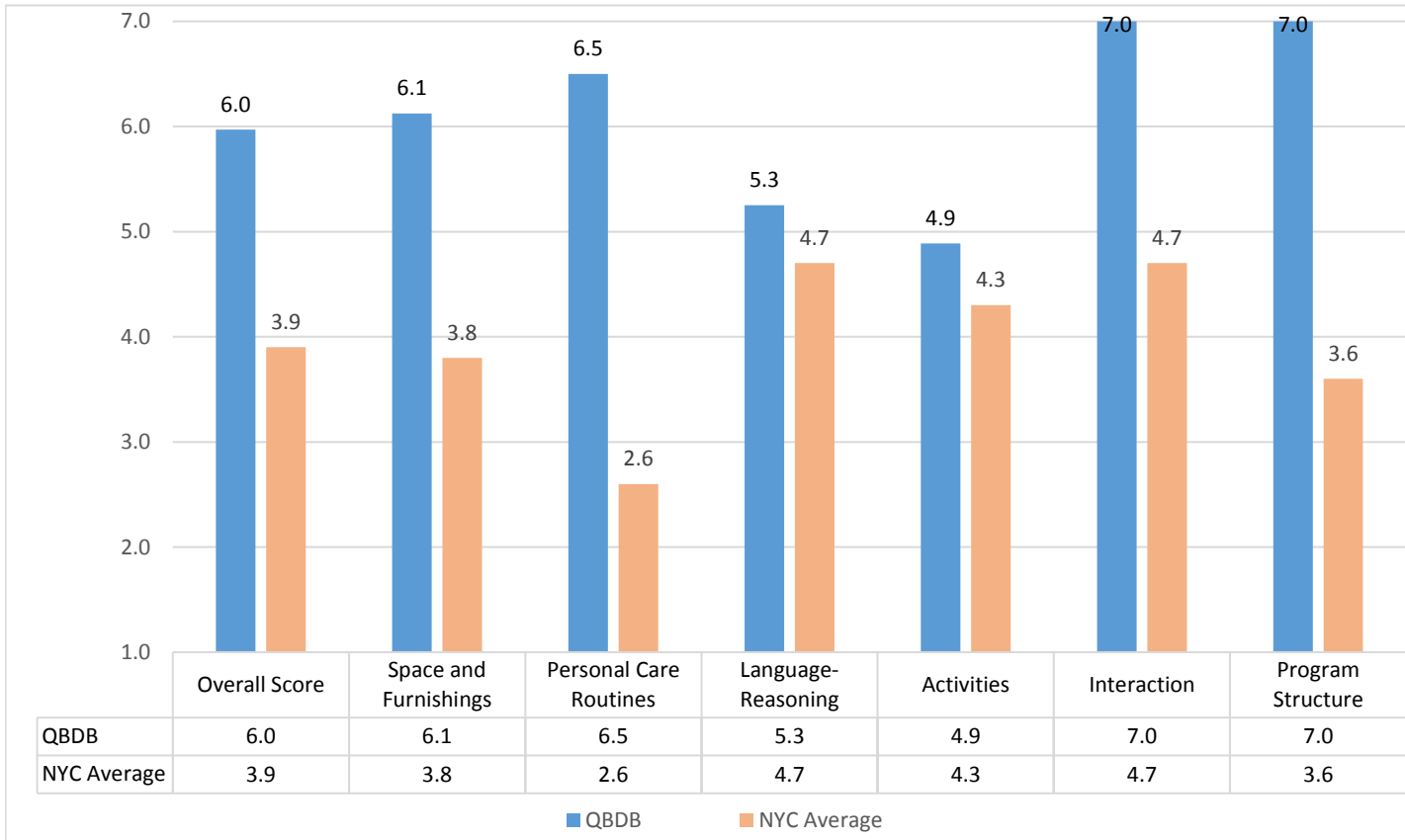
ECERS-R assessments are conducted by Pre-K Program Evaluators, who undergo a standardized training facilitated by the authors of the tool. In order to become a certified assessor, evaluators must observe and score alongside the authors who rate and determine each evaluator’s reliability. These ECERS-R reliable evaluators observe a randomly chosen classroom of children for three hours and use information from the entire observation to score each item on the scale. 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” requirements. Program time will refer to the amount of time that is funded by the DECE. That is either 6 hours and 20 minutes, 5 hours, or 2 hours and 30 minutes. Programming that occurs outside of Pre-K for All hours is not accounted for in the ECERS-R assessment.

### 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 was 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 considering a hierarchical theory that children will not fully benefit from the higher-level indicators unless the basic indicators of the item are also met. If programs should have 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)

## QUEENS POINTE TALENT, INC.

## 2015 - 2016 ECERS- R Results



<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](#).

## Score Summary

The table below outlines your scores on each *item* on the scale.

Space and Furnishings	Score (1-7)	Activities	Score (1-7)
1. Indoor Space	7	19. Fine motor	4
2. Furniture for routine care, play, and learning	7	20. Art	4
3. Furnishings for relaxation and comfort	4	21. Music/movement	7
4. Arrangement for play	7	22. Blocks	4
5. Space for privacy	4	23. Sand/water	6
6. Child-related display	7	24. Dramatic play	4
7. Space for gross-motor play	6	25. Nature/science	4
8. Gross motor equipment	7	26. Math/number	4
		27. Use of TV, video, and/or computers	NA
		28. Promoting acceptance of diversity	7
<b>Space &amp; Furnishings Overall Score</b>		<b>6.13</b>	
<b>Activities Overall Score</b>		<b>4.89</b>	
Personal Care Routines	Score (1-7)	Interaction	Score (1-7)
9. Greeting/departing	7	29. Supervision of gross motor activities	7
10. Meals/snacks	7	30. General supervision of children	7
11. Nap/rest	4	31. Discipline	7
12. Toileting/diapering	7	32. Staff-child interactions	7
13. Health practices	7	33. Interactions among children	7
14. Safety Practices	7		
<b>Personal Care Routines Overall Score</b>		<b>6.50</b>	
<b>Interaction Overall Score</b>		<b>7.00</b>	
Language Reasoning	Score (1-7)	Program Structure	Score (1-7)
15. Books and pictures	4	34. Schedule	7
16. Encouraging children to communicate	7	35. Free play	7
17. Using language to develop reasoning	5	36. Group time	7
18. Informal use of language	5	37. Provisions for children with disabilities	NA
<b>Language Reasoning Overall Score</b>		<b>5.25</b>	
<b>Program Structure Overall Score</b>		<b>7.00</b>	
<b>Overall Scale Score</b>			<b>5.97</b>
<b>Key</b>			
Green Text	Items that were scored 5 points and above reflect strengths.		
Black Text	Items that score 4 points reflect developmentally appropriate practice.		
Purple Text	Items that score in this range reflect less than developmentally appropriate practices ranging from “inadequate” (1 point) to “minimal” (3 points).		

## Detailed Score Evidence- Areas of Strength

Items with scores above five reflect program strengths. This section will highlight 2-3 items of strength observed during the ECERS-R assessment. To better understand how the evaluator arrived at these scores, this section of the report provides details for 2-3 of those indicators.

Language-Reasoning			
Item(s)	Score	ECERS-R Indicator(s) of Quality	Observed Evidence
16. Encouraging children to communicate	7	7.2 Staff link children's spoken communication with written language (Ex. Write down what children dictate and read it back to them; help them write note to parents).	7.2 This indicator requires examples of staff linking writing to spoken language be a regular practice in the classroom. It was observed that two of the classroom displays, " The Starry Night" and "Playdoh Creations" displays exhibited evidence of the staff linking writing to spoken language as each child's individual work of these displays included the child's dictation and the child's signature. This description captures the evidence for this indicator, but the score for this item is as a result of favorable scoring for all indicators of quality in this item up to this point.

Interaction			
Item	Score	ECERS-R Indicator(s) of Quality	Observed Evidence
32. Staff-child interactions	7	5.1 Staff show warmth through appropriate physical contact (Ex. Pat child on the back, return child's hug).	5.1 This indicator requires that staff use non-intrusive physical contact as a means to show warmth and give a positive message of affection, encouragement, appreciation, interest, or support to the children. Throughout the observation, staff were observed responding to the children in a positive way. The teachers were warm with the children, initiated many conversations during both routines and free play, used warm, physical contact appropriately, showed respect for the children by listening to them, and engaged with them throughout the day in a positive manner. The staff and the children appeared to be enjoying one another. During the observation, a child and teacher were engaged in play in the dramatic play area. The teacher and child were observed to be engaged in conversation about the grocery shopping. The child was observed to be placing food on the table next to the cash register. The teacher asked the child, "Are you at the supermarket?" "Can I go shopping with you?" The child laughed and replied "Yes". The teacher then smiled and replied, "I am going to buy some food for me, my mom forgot to go food shopping". The child laughed and proceeded to "scan" and enter numbers on the register. The teacher then stated "I am going to buy a banana, cheese and toast". The child smiled and replied, "It's four dollars". The teacher then smiled and replied, "Ok, thank you, don't forget I need a bag". This description captures the evidence for 5.1, 5.2, and 7.1, but the score for this item is a result of favorable scoring for all indicators of quality in this item up to this point.

## Detailed Score Evidence- Items scored below 5

Items with scores below five indicate areas of improvement. To better understand how the evaluator arrived at these scores, **this section of the report gives details about the evidence that was used to score any item scored below a five.** The three subscales that DECE emphasizes when providing support – Language-Reasoning, Interactions, and Activities – have been prioritized in this section.

Language-Reasoning			
Item	Score	ECERS-R Indicator(s) of Quality	Observed Evidence
15. Books and pictures	4	5.1 A wide selection of books are accessible for a substantial portion of the day.	5.1 As per the All About the ECERS R book, this indicator requires that a relatively large quantity of books on a variety of topics be accessible to children in a number of areas for at least 1/3 of the time the program is open. A program that operates for 6 hours and 20 minutes requires that the books be accessible for 2 hours and 7 minutes daily. As per the All About the ECERS R book, it was observed that the required categories of books which include; fantasy, nature/science, factual, race/culture, people, abilities and animals were available in the classroom. As per ECERS-R scale, accessibility starts when the last child goes to a center to when clean-up is announced. It was observed that many and varied book were accessible. It was observed the materials were accessible from 9:30 am to 10:29 am, total of 59 minutes. It was reported by the teacher during the interview that the materials would be available again from 1:45 pm to 2:10 pm, a total of 25 minutes. As per ECERS-R scale, accessibility starts when the last child goes to a center to when clean-up is announced. It was observed that many and varied materials were accessible. The total amount of time that the materials are available is 1 hour and 24 minutes of the day. Since 1 hour and 24 minutes is less than the required time according to the ECERS R scale, credit cannot be given for this indicator.

## Activities

Item	Score	ECERS-R Indicator(s) of Quality	Observed Evidence
19. Fine motor	4	5.1 Many developmentally appropriate fine motor materials of each type accessible for a substantial portion of the day.	<p>5.1 According to the All About the ECERS-R book, this indicator requires that at least three (3) examples of each type of fine motor materials be within the reach of children and that they are allowed to use them for 1/3 of the center's operating hours based on the ECERS R scale (p.39). Also based on the scale, the prorated time for 6 hour and 20 minute programs is 2 hours and 7 minutes. Fine motor materials may include small building toys such as interlocking blocks, small inch blocks, bristle blocks or tinker toys; art materials such as crayons, water colors, markers, paints, paper of various sizes, glue paste string yarn; manipulatives such as lacing cards with string, sticks with connectors for building, gears with interlocking plates and connectors, snap blocks; and puzzles such as those with frames with differing numbers of pieces, floor puzzles or those with knobs. While these are some examples, they are not a complete list of fine motor materials that may be used. It was observed that many and varied fine motor materials were accessible. In this classroom, the small building materials accessible included; bristle blocks, magna tiles, mini rings and geo cubes. The manipulatives accessible included; beads/laces, pegs/pegboards, gears, snap cubes and train tracks. The puzzles materials category included accessible included; graphic and floor puzzles. As per ECERS-R scale, accessibility starts when the last child goes to a center to when clean-up is announced. It was observed that many and varied materials were accessible. It was observed the materials were accessible from 9:30 am to 10:29 am, total of 59 minutes. It was reported by the teacher during the teacher interview that the materials would be available again from 1:45 pm to 2:10 pm, a total of 25 minutes. The total amount of time that the materials are available is 1 hour and 24 minutes of the day. Since 1 hour and 24 minutes is less than the required time according to the ECERS R scale, credit cannot be given for this indicator.</p>

## Activities

Item	Score	ECERS-R Indicator(s) of Quality	Observed Evidence
20. Art	4	5.1 Many and varied art materials accessible a substantial portion of the day.	<p>5.1 According to the ECERS-R scale (p.40), this indicator requires that at least three (3) to five (5) different art materials from at least four (4) of the five (5) categories of art materials be provided to children for at least 1/3 of the program's operating hours. Also based on the scale, the prorated time for 6 hour and 20 minute programs is 2 hours and 7 minutes. Art materials may include drawing materials such as crayons, water color markers, felt tip markers, pens pencils, chalk; paint materials such as finger and tempura paints, water color sets with appropriate brushes and paper; three dimensional materials such as play dough, clay, wood for gluing, pipe cleaners or modeling compound; collage materials such as paste/glue, pom-poms, sequins, gems, feathers, felt remnants, magazine pictures, yarn, string, buttons or glitter; and tools such as safe scissors, staplers, hole punchers, tape dispensers with tape, tools to use with play dough, stencils, sponge painters, rollers and brushes of various sizes and shapes. While these are some examples, they are not a complete list of all art materials that may be used. As per ECERS-R scale, accessibility starts when the last child goes to a center to when clean-up is announced. It was observed that many and varied materials were accessible. In this classroom, drawing art materials accessible included; crayons, markers, pencils, colored pencils and dry erase markers and boards. The paint materials accessible included; tempera paint, finger paints and various papers. The 3-Dimensional materials accessible included; playdoh pipe and pipe cleaners. The collage materials accessible included; glue, cotton balls, pom-poms, feathers and shapes. It was observed the materials were accessible from 9:30 am to 10:29 am, total of 59 minutes. It was reported by the teacher during the teacher interview that the materials would be available again from 1:45 pm to 2:10 pm, a total of 25 minutes. The total amount of time that the materials are available is 1 hour and 24 minutes of the day. Since 1 hour and 24 minutes is less than the required time according to the ECERS R scale, credit cannot be given for this indicator.</p>
22. Blocks	4	5.4 Block area accessible for play for a substantial portion of the day.	<p>5.4 According to the All About the ECERS-R book, this indicator requires that children be able to choose to use the special block area where blocks and accessories are stored for 1/3 of the program's operating hours each day. One third of this program's operating hours are calculated at 2 hours and 7 minutes. As per ECERS-R scale, accessibility starts when the last child goes to a center to when clean-up is announced. It was observed the blocks were accessible from 9:30 am to 10:29 am, total of 59 minutes. It was reported by the teacher during the teacher interview that the blocks would be available again from 1:45 pm to 2:10 pm, a total of 25 minutes. The total amount of time that the materials are available is 1 hour and 24 minutes of the day. As per ECERS-R scale, accessibility starts when the last child goes to a center to when clean-up is announced. It was observed that many and varied materials were accessible. Since 1 hour and 24 minutes is less than the required time according to the ECERS R scale, credit cannot be given for this indicator.</p>



## Activities

Item	Score	ECERS-R Indicator(s) of Quality	Observed Evidence
24. Dramatic play	4	5.2 Materials accessible for a substantial portion of the day.	<p>5.2 According to the All About the ECERS-R book, this indicator states that dramatic play materials are accessible to the children for a substantial portion of the day, which is 1/3 of a program's operating hours. In programs of 6 hours 20 minutes, children must have access to dramatic play materials for 2 hours 7 minutes. As per ECERS-R scale, accessibility starts when the last child goes to a center to when clean-up is announced. It was observed that many and varied dramatic play materials were accessible. It was observed the materials were accessible from 9:30 am to 10:29 am, total of 59 minutes. The dramatic play materials accessible included; community helper outfits, baby dolls, play food and a dollhouse and a doctor's outfit with a medical kit. It was reported by the teacher during the teacher interview that the materials would be available again from 1:45 pm to 2:10 pm, a total of 25 minutes. The total amount of time that the materials are available is 1 hour and 24 minutes of the day. As per ECERS-R scale, accessibility starts when the last child goes to a center to when clean-up is announced. It was observed that many and varied materials were accessible. Since 1 hour and 24 minutes is less than the required time according to the ECERS R scale, credit cannot be given for this indicator.</p>
25. Nature/science	4	5.1 Many developmentally appropriate games, materials, and activities from three categories accessible.	<p>5.1 According to the All About the ECERS-R book, there must be many (3-5) developmentally appropriate games, materials, and activities from 3 categories (of the 4 categories of collections of natural objects; living things; nature/science books, games, or toys; and activities) that are accessible to the children daily. The book explains nature/science materials may include collection of natural objects such as leaves, seashells, rocks, different types of wood, pinecones, birds' nests; living things such as house plants, garden the class planted, cares for, or visits regularly, class pet, aquarium with fish, snails, or other animals, ant farm with living ants, eggs that hatch; nature/science activities such as completing weather chart, after looking outside to see the weather, magnets with objects, magnifying glasses with things to look at, racing cars down slopes that vary in length and incline, sink and float activity, shaking cans filled with differing substances, smelling and matching cans, translucent color paddles to make colors that match objects or color cards; nature books, games, or toys such as factual books, matching/sequencing cards, puzzles, and animal/insect sets. While these are some examples, they are not a complete list of all nature/science materials that may be used. In addition, if the only experience with nature/science that the children have is playing outdoors, credit cannot be given to this indicator. It was observed that the collections of natural objects category had no representation. The living things category had one representation which included a plant. The activities category had only two representations which included magnets with objects and magnifying glasses with objects. Also the books/games/toys category had only one representation which included; factual books. Therefore credit cannot be given for this indicator.</p>

# Activities

Item	Score	ECERS-R Indicator(s) of Quality	Observed Evidence
26. Math/number	4	<p>5.2 Materials are accessible for a substantial portion of the day.</p> <p>5.1 Many developmentally appropriate materials of various types accessible (Ex. Materials for counting, measuring, learning shape and size).</p>	<p>5.2 According to the All About the ECERS-R book, this indicator requires that nature/science materials credited for indicator 5.1 be accessible to the children for a substantial portion of the day, which is 1/3 of a program's operating hours. In programs of 6 hours 20 minutes, children must have access to nature/science materials for 2 hours 7 minutes. As per ECERS-R scale, accessibility starts when the last child goes to a center to when clean-up is announced. It was observed the materials were accessible from 9:30 am to 10:29 am, total of 59 minutes. It was reported by the teacher during the teacher interview that the materials would be available again from 1:45 pm to 2:10 pm, a total of 25 minutes. The total amount of time that the materials are available is 1 hour and 24 minutes of the day. Since 1 hour and 24 minutes is less than the required time according to the ECERS R scale and the materials present did not satisfy the indicator for 5.1 credit cannot be given for this indicator.</p> <p>5.1 According to the ECERS-R scale, this indicator states that there are many (3-5) developmentally appropriate materials of the 5 math categories of counting, measuring, comparing quantities, recognizing shapes, and written numbers that are accessible to the children. According to the All About ECERS-R book, math/number materials may include counting materials such as: money, pegboards with various numbers of holes, beads and bead patterns, counting bears or similar if used for counting, puzzles with numerals matching quantities; written number materials such as numeral puzzles, phones, cash register, number books, number posters, clocks, and calendars; measuring materials such as measuring cups/spoons, balance scale with objects, timer, rulers with objects, height chart; comparing quantity materials such as interlocking or smooth cubes, dominoes, abacus, cards, nesting cups, graduated cylinders; shape materials such as puzzles with geometric shapes, pattern blocks, block shelf labels. While these are some examples, they are not a complete list of all math/number materials that may be used. It was observed that the classroom had the following math materials; counting (money, peg boards with various holes, beads and bead patterns), written numbers (telephone, cash register, number books, number poster), comparing quantities (cubes, nesting cups, cards, graduated cylinders), shapes (puzzles, pattern blocks, shelf labels). The category of measuring had only two representations which included; measuring cups and balance scale with objects. Therefore credit cannot be given for this indicator.</p>

## Activities

Item	Score	ECERS-R Indicator(s) of Quality	Observed Evidence
		5.2 Materials are accessible for a substantial portion of the day.	<p>5.2 According to All About the ECERS R book, materials credited for indicator 5.1 must be accessible for a substantial portion of the day. For a program that operates for 6 hours and 20 minutes, substantial portion of the day is calculated as 2 hours and 7 minutes. As per ECERS-R scale, accessibility starts when the last child goes to a center until clean-up is announced. It was observed that many and varied materials were accessible. It was observed the materials were accessible from 9:30 am to 10:29 am, total of 59 minutes. It was reported by the teacher during the teacher interview that the materials would be available again from 1:45 pm to 2:10 pm, a total of 25 minutes. The total amount of time that the materials are available is 1 hour and 24 minutes of the day. As per ECERS-R scale, accessibility starts when the last child goes to a center to when clean-up is announced. It was observed that many and varied materials were accessible. Since 1 hour and 24 minutes is less than the required time according to the ECERS R scale and materials present did not satisfy the requirement for indicator 5.1 , credit cannot be given for this indicator.</p>

## Space and Furnishings

Item	Score	ECERS-R Indicator(s) of Quality	Observed Evidence
3. Furnishings for relaxation and comfort	4	5.1 Cozy area accessible to children for a substantial portion of the day.	5.1 According to the All About the ECERS R book, this indicator requires that there be a clearly defined space with a substantial amount of softness that is accessible to children for at least 1/3 of the time that the program is in session. In a program that operates 6 hours and 20 minutes it is required that the furnishings for relaxation be accessible for 2 hours and 7 minutes of the day. The book states that, "one small thing, in itself, does not constitute a cozy area. A small padded chair, a child-sized beanbag chair, a few small stuffed pillows, or a carpeted corner by itself is not enough. However, credit can be given for a combination of such small furnishings that are gathered together in one area." In this classroom, the defined cozy area included a chair, carpet and bean bag. This area was accessible from 9:30 am to 10:29 am, for a total of 59 minutes (it is important to note, that calculation for accessibility starts after the last child is permitted to chose a center, until clean up is announce). It was reported by the teacher during the interview that the materials would be available again from 1:45 pm to 2:10 pm, a total of 25 minutes. The total amount of time that the materials are available is 1 hour and 24 minutes of the day. Since 1 hour and 24 minutes is less than the required time according to the ECERS R scale, credit cannot be given for this indicator.
5. Space for privacy	4	5.2 Space for privacy accessible for use for a substantial portion of the day.	5.2 According to the All About the ECERS R book, this indicator requires that children be allowed access to the private space for at least 1/3 of the hours that the program is in operation. In a program that operates 6 hours and 20 minutes it is required that the spaces for privacy be accessible for 2 hours and 7 minutes of the day. A space for privacy is defined in the ECERS-R, notes for clarification, as a place where one or two children can play protected from intrusion by other children, yet be supervised by staff. It was observed that the spaces for privacy, which included the art easel, sand and water tables, music center and the quiet corner were accessible 9:30 am to 10:29 am, total of 59 minutes (it is important to note, that calculation for accessibility starts after the last child is permitted to chose a center, until clean up is announce). It was reported by the teacher during the teacher interview that the materials would be available again from 1:45 pm to 2:10 pm, a total of 25 minutes. The total amount of time that the materials are available is 1 hour and 24 minutes of the day. Since 1 hour and 24 minutes is less than the required time according to the ECERS R scale, credit cannot be given for this indicator.

## Personal Care Routines

Item	Score	ECERS-R Indicator(s) of Quality	Observed Evidence
11. Nap/rest	4	5.3 All cots or mats are at least 3 feet apart or separated by a solid barrier.	5.3 According to the All About the ECERS-R book, this indicator requires that all cots and mats be placed 3 feet apart regardless of a solid screen or other barrier being used between them to help reduce the spread of respiratory illnesses and other diseases in childcare centers. This distance reduces the total amount of exposure to germs children face during the entire day. A separation of at least three feet also provides easy access to the children if staff need to get to them in an emergency situation. Solid screens or other barriers, such as crib ends or toy shelves, are not acceptable because they would have to extend from the floor to the ceiling to prevent air born contamination from one child to another, and would disrupt supervision. Even if one mat is placed closer than the required three feet, then credit cannot be given. During the teacher interview the teacher reported that the cots are separated 2 feet apart. Due to the fact that not all cots are not placed three feet apart credit cannot be given.

## Recommendations

Note that the observations conducted and/or the reports prepared as part of the Early Childhood Environment Rating Scale-Revised (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 NYCDOE employee (including, but not limited to, any letter to file, rating or tenure determination), and shall not be introduced by the NYCDOE in any disciplinary proceeding, grievance/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.

Based upon the overall subscale scores received during the ECERS-R observation, please note the following recommendations. QUEENS POINTE TALENT, INC. scored above the NYC average in the subscales of Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, and Program Structure. QUEENS POINTE TALENT, INC. scored above the NYC DOE average on the Space and Furnishings subscale. Scores in the Personal Care Routines subscale were above the citywide average. Scores in the Language and Reasoning subscale were above the citywide average. Along with Activities and Interactions, this is one of the three subscales that DECE emphasizes when providing instructional support. Scores in the Activities subscale were above the citywide average. Along with Language-Reasoning and Interactions, this is one of the three subscales that DECE emphasizes when providing instructional support. Scores in the Interaction subscale were above the citywide average. Along with Language-Reasoning and Activities, this is one of the three subscales that DECE emphasizes when providing instructional support. Finally, this program scored above the NYC DOE average on the Program Structure subscale.

### Further Background on the ECERS-R tool

Observations were conducted using the Early Childhood Environment Rating Scale, Revised edition (ECERS-R). The ECERS-R scale was developed at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. The scale includes 7 subscales, 6 of which the DECE observes, and 43 items, 37 of which the DECE observes. The table on page 3 of this report illustrates these subscales and items. If you are interested in learning more about the ECERS-R tool please visit the University of North Carolina at Chapel Hill website at

<http://ers.fpg.unc.edu/c-overview-subscales-and-items-ecer>