

Appendix B

Summary of the ECERS-R tool

(modified from the *Virginia Quality Level 3 Self-Study: ECERS-R*, July 2015)

Subscale	Item	Description
Language-Reasoning	Books and Pictures	Children have access to explore a wide variety of books. Teachers read aloud during planned story time and spontaneously (e.g., in centers).
	Encouraging Children to Communicate	Teachers support children as they acquire and practice language and provide materials that facilitate communication.
	Using Language to Develop Reasoning Skills	Teachers talk with children about logical relationships (same/different) and introduce concepts using concrete experiences and objects.
	Informal Use of Language	Teachers encourage and engage in back-and-forth conversations throughout the day, including routines/transitions.
Activities	Fine Motor	Children have access to many materials that stimulate fine motor skills and a minimal ¹ -substantial ² portion of the day to freely explore them.
	Art	Children have free access to many art materials and art activities and a minimal-substantial portion of the day to freely explore them.
	Music/Movement	Children have access to music materials in the classroom, and a minimal-substantial portion of the day to freely explore them.
	Blocks	Children have access to many blocks and accessories in the classroom, and a minimal-substantial portion of the day to freely explore them. Sufficient materials and a well-organized space are provided to facilitate play for small groups of children.
	Sand/Water	Children have access to sand and/or water play as a regular part of their program and a variety of toys to facilitate sensory play.
	Dramatic Play	Children have access to many dramatic play materials and a minimal-substantial portion of the day to freely explore them.
	Nature/Science	Children have access to many nature/science materials in the classroom, and a minimal-substantial portion of the day to freely explore them.
	Math/Number	Children have access to many math/science materials in the classroom, and a minimal-substantial portion of the day to freely explore them.
	Use of TV, Video, and/or Computers	Children have limited access to technology materials, with only developmentally appropriate technology provided (preferably with adult facilitation).
	Promoting Acceptance of Diversity	Classroom materials show non-stereotyping displays of diversity across racial, cultural, abilities, and/or gender groups.

¹ Minimal portion of the day is 1 hour for an 8-hour program, 45 minutes for a 6-hour program

² Substantial portion of the day is 1/3 of the day, or 2 hours 40 minutes for an 8-hour program, 2 hours for a 6-hour

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Subscale	Item	Description
Interaction	Supervision of Gross Motor Activities	Teachers monitor and supervise effectively to protect children's safety during gross motor activities (e.g., outdoors). Teachers have positive interactions with children during gross motor activities.
	General Supervision of Children	Teachers monitor and supervise effectively to protect children's safety during activities other than gross motor (e.g., bathroom). Teachers monitor proactively for behavior problems.
	Discipline	Teachers guide behavior through clear age-appropriate expectations, simple, consistent rules, and supportive strategies to help children learn self-discipline. Proactive, non-punitive punishment is used.
	Staff-Child Interaction	Teachers interact with children in a warm, respectful way and respond sensitively to children's social-emotional needs.
	Interactions Among Children	Teachers promote positive relationships and social skills by giving children many opportunities to talk, play, and manage conflicts positively with peers.
Program Structure	Schedule	Teachers provide a consistent yet flexible routine that includes minimal-substantial portion for play, including outdoor play time, and child-led activities, with less time in whole group and minimal transitions. The daily schedule is displayed visually for children.
	Free Play	Children have at least one hour each day to freely choose materials and peers to play with. Teachers provide varied play materials and facilitate play to promote positive peer interactions and social skills.
	Group Time	Group times are relatively short and appropriate for the children in the group to promote child engagement and reduce need for corrections. Alternative activities are provided for individual children as needed.
	Provisions for Children with Disabilities	Teachers involve children with disabilities in group activities with their peers and make modifications to the environment, program, or schedule as needed to meet children's needs.