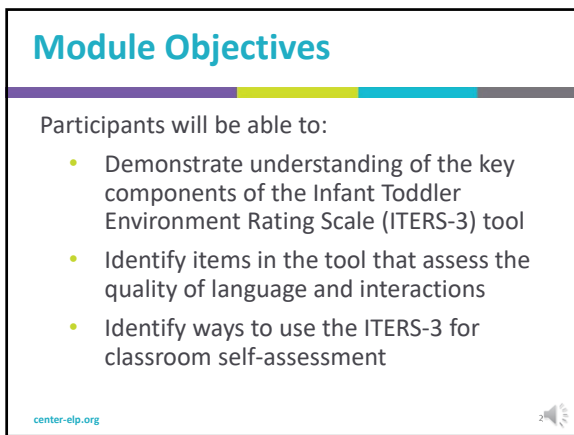
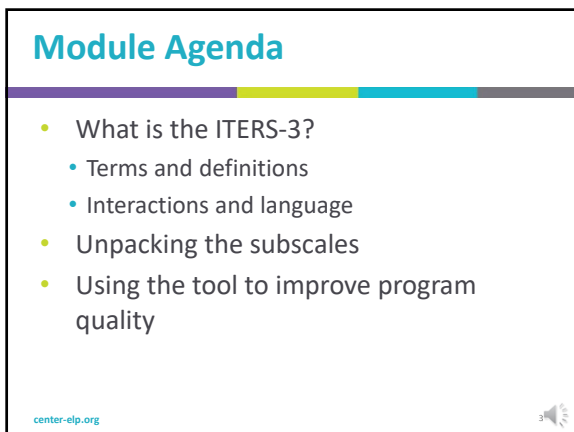


1



2



3

How Do You Measure Quality?

Regulations



Standards



Assessment Tools



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4

Learning Environment Standard

Standard 1: LEARNING ENVIRONMENT

Domain 1: Health, Safety & Nutrition

Daily activities and interactions show that the program is providing safe, healthy, and stimulating environments. The program provides indoor and outdoor spaces to support varied and enriching experiences for children. Staff interactions demonstrate that staff respect, care for, and enjoy working with children. The program supports the inclusion of children with disabilities and developmental delays, respects the cultural and linguistic diversity of the population it serves, and promotes the acceptance of diversity among staff, families, and children.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is licensed by DEPT of Health and Human Services	Compliance with DEPT Licensing Regulations	Compliance with DEPT Licensing Regulations	Compliance with DEPT Licensing Regulations	Compliance with DEPT Licensing Regulations
Basic Assessment Program (BAP) Public Health	Basic Assessment Program (BAP) Public Health	Basic Assessment Program (BAP) Public Health	Basic Assessment Program (BAP) Public Health	Basic Assessment Program (BAP) Public Health
Learning Environment Training	Learning Environment Training	Learning Environment Training	Learning Environment Training	Learning Environment Training
Average 100% of all 100% score of 10 for public and no regional observation score less than 90%	Average 100% of all 100% score of 10 for public and no regional observation score less than 90%	Average 100% of all 100% score of 10 for public and no regional observation score less than 90%	Average 100% of all 100% score of 10 for public and no regional observation score less than 90%	Average 100% of all 100% score of 10 for public and no regional observation score less than 90%

This slide was developed and presented by the DE Department of Health, Health Service Center, and the DE Department of Education. It is a work product of the Center for Early Learning Professionals and is not an official policy of the State of Delaware.

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Research Base

- Tools have been updated and revised
- Research evidence from relevant fields: health, education, and development
- Professional views of “best practice”

Caring for Our Children
National Health and Safety Performance Standards
Guidelines for Early Care and Education Programs
Third Edition




American Academy of Pediatrics | National Center for Early Childhood Development | National Center for Health Statistics

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6

What does the ITERS-3 Measure?



- What children directly experience
- Interactions
- How materials and space are used
- Accessibility
- Daily schedule and routines

Photo Credit: Education Development Center (EDC)

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7

7-Point Scale

1–2	Inadequate	Children might be at risk
3–4	Minimal	Meets basic health & safety
5–6	Good	Developmentally appropriate
7	Excellent	<u>Enhanced</u> developmental care

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Keep in mind...

“It is the **average total score** that is related to positive child development, but not any of the single requirements by themselves.”

—All About the ITERS-R, p. xii

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1	2	3	4	5	6	7	
SPACE AND FURNISHINGS							
1. Indoor space*							
1.1 Not enough space to provide adequate care for the highest number of children allowed to attend at one time (Ex: basic furniture crowds space so children and staff cannot move freely; crowding causes conflicts among children). 1.2 Space lacks adequate lighting, ventilation, and temperature control, and is very noisy (Ex: staff or children complain about temperature; staff must talk loudly to be heard above constant noise). 1.3 Space is generally in poor repair (Ex: much peeling paint on walls; chipping plaster; damaged floors; large water stains on ceiling). 1.4 Space is poorly maintained (Ex: dirt and grime on floors and rugs; sinks dirty; much built-up soil around barbecues or furniture; daily cleaning neglected).	2.1 Enough indoor space for children, adults, and furnishings.* 2.2 Adequate lighting with some direct natural light, ventilation control, comfortable temperature, and reasonable noise level (Ex: staff and children usually do not need to raise their voices to be heard; roomphony). 2.3 Space is generally in good repair with no major issues. 2.4 Space is reasonably clean, with durable and easy-to-clean indoor surfaces, and is well-maintained.* 2.5 Space for children is accessible to all children and adults currently using the room.*	3.1 Ample indoor space for routine care and play that allows children and staff to circulate freely, for restrooms and group times, and for play activities.* 3.2 Ventilation can be controlled by room staff (Ex: windows can be opened; fan available; heat/AC controls located in room). 3.3 Natural light can be controlled. (Ex: adjustable blinds or curtains). 3.4 Space for children is accessible to children and adults with special needs, even when no such children or adults are present.*					

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Notes for Clarification

Item 1.
Consider only the space used by children when scoring this item. Score the space based on the maximum number of children allowed to use the room at one time and on the adequacy of the space and furnishings for that number of children. Space that is adequate for a small number of children present may not be adequate if all children are present, so scoring must be based on the maximum number of children allowed at one time.

1.1, 3.1, 5.1. “Not enough space” means that there is not enough room for all furnishings and room for children and adults to move about freely. Ex: tables and chairs are crowded together, only enough space available for a few open shelves, staff have to continually rearrange furniture to make room for different activities, children and staff have to squeeze by to move from one area to another. “Enough indoor space” means that furnishings for play and learning fit reasonably well into the room and children and staff can move about with few problems. If the room is used for napping, cots or cots could be placed in lanes 18” apart without diminishing a reasonable amount of open space for play. “Ample indoor space” means that all needed furnishings for routine care, play, and learning easily fit. Cribbles fit into the room without crowding. If the space is used for napping, there should be 30” between napping surfaces without having to rearrange furnishings or sacrifice space for play. There is a spacious feeling in the room and any crowding is because children and adults want to go closer together, not because of insufficient space. There is plenty of space in restrooms or play areas, as well as for larger gatherings of children.

1.2. Score for only when all four characteristics of the space are observed.

1.3. “Poor repair” means that there is at least one major problem that presents health and/or safety risks. For this indicator, do not consider minor issues such as small flaking on edge or occasional paint missing when space is pecked off.

3.2. Score No when any one of the requirements is missing.

3.4. There is always some restriction from the normal activities of the day. “Reasonably clean” means that there is evidence of daily cleaning, such as floors vacuumed and mopped, and that major problems, such as food or water on the floor, are cleaned up promptly.

3.5, 7.2. For indicator 5.5, “accessible” means that the facility, room, and any outdoor or other indoor space used by children can be reached by mobile children in the group and by adults—this is only required for children enrolled and adults working in the room. Indicator 7.2 requires accessibility for children and adults with disabilities who require special accommodations. For this highest level of quality, full accessibility is required even if no one with disabilities is currently enrolled or working in the room. Doorways must be at least 32” wide; door handles must be able to be operated by persons with limited use of hands (such as a lever or push bar); checkbook at entrance must fit high or low, and if over 5’ must be leveled to make entrance easier. If there are other obvious impediments to access for people with special needs, such as narrow walls in restrooms, mats with no strip or denture, or if an inaccessible keypad or card reader must be used to access the facility, credits cannot be given for indicator 7.2.

5.2. When opening windows/blinds is the only method of ventilation control available, the windows/blinds must have screens, bars, or another appropriate safety feature if they may present a danger of children climbing out and falling a significant distance. Score No if such a precaution is not present and there is no other method of allowing fresh air into the indoor space.

7.1. Most natural lighting should be controllable, but a small window that does not create a problem of bright light or heat that interferes with activities is acceptable.

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Continuous Quality Improvement, Not Perfection

“The scales assist program staff to make well-informed choices as to which areas the staff might emphasize in program improvement. It is not required that all things be perfect...”

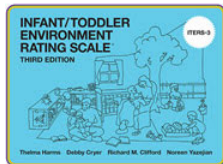
—Debby Cryer, “Understanding the Meaning of Environment Rating Scale Scores”

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Key Components of the ECERS-3

- Designed for use up to 36 months.
- Reliance on observation of ongoing classroom activity
- Uses the 3-hour observation only to base assessment



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What the ITERS-3 Measures

- Focus on interactions and teacher's role (**29 items!!**)
- Emphasis on language, interactions, accessibility, and supervision
- Less focus on number of materials
- Heavy focus on **how** teachers use materials with children
 - Different expectations of use based on child's age and developmental ability

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Important Terms

ITERS-3 terms:

- Definition of age groups
- Accessible
- Staff
- Engaged
- Weather permitting
- Negative, positive, neutral
- Observed
- Play area and interest area

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Age Ranges

- Infants
 - Young infants (0-5 months)
 - Older infants (6-11 months)
- Toddlers
 - Younger Toddlers (12-17 months)
 - Older Toddlers (18-24 months)
- Twos
 - Younger Twos (24-29 months)
 - Older Twos (30-35 months)

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Accessible

- At a minimum, children must have access to materials, free play, and equipment, based on age expectations, with few major lapses.
- Access with only a few short lapses is considered good.
- And children having access with no lapses and almost no restrictions is considered excellent.

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Accessibility Considerations

Different Expectations for:

- Young infants
- Older infants
- Young Toddlers
- Older toddlers
- Younger Twos
- Older Twos



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Barriers to Accessibility

- Infant seats, swings, and other restrictive devices
- Time spent with nothing to do
- High shelves
- Non-mobile infants
- Limited materials
- Long routines

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Is It Accessible



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Play Area vs. Interest Area

*All interest areas are play areas, but...
all play areas are NOT interest areas.*

- **Play Area:** a space where play materials are provided for children
- **Interest Center:** a clearly defined play area for a particular kind of play

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Slide 21

- BA8** Note about the narration- I hadn't mentioned COVID in any of the ECERS module, just so that it could live on past COVID regs and guidance. Just pointing out a difference between the two modules.
Bickerstaff, Ashleigh, 4/15/2021

Interest Areas



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Negative, Positive, Neutral

Negative interactions often carry messages of anger, coldness, disrespect, impatience, lack of interest, or unhappiness.

Positive interactions carry messages of happiness, contentment, relaxation, patience, respect, and interest.

Neutral interactions do not give strong messages of any type.

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Subscales

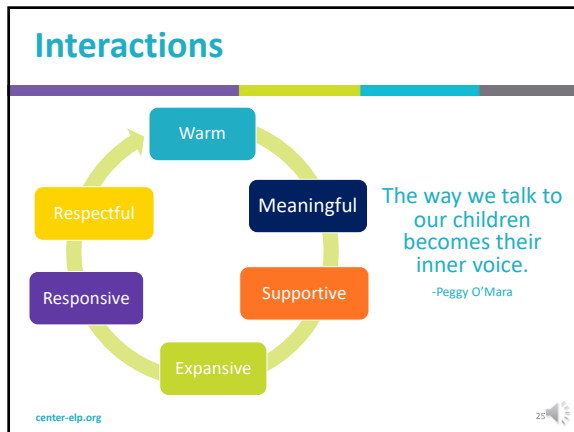
ITERS-3 (6 subscales)

- Space & Furnishings
- Personal Care Routines
- Language & Books
- Activities
- Interaction
- Program Structure

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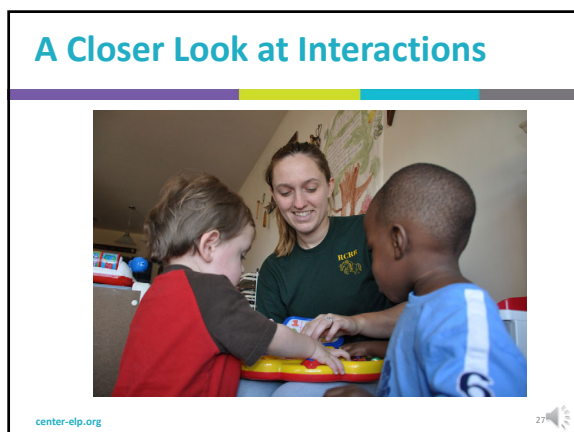
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- ### Interaction Subscale
- 6 Items:**
- Supervision of gross motor play
 - Supervision of play and learning
 - Peer interaction
 - Staff-child interaction
 - Providing physical warmth/touch
 - Guiding children's behavior
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Language and Books Subscale

6 Items:

- Talking with children
- Encouraging vocabulary development
- Responding to children's communication
- Encouraging children to communicate
- Staff use of books with children
- Encouraging children's use of books

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Item 10: Encouraging vocabulary development

Minimum: Staff sometimes.....

- Use specific words
- Talk about materials or experiences

Good: Staff frequently.....

- Repeat words
- Make comparisons and contrasts

Excellent: Staff generally....

- use a wide variety of words
- verbally explain

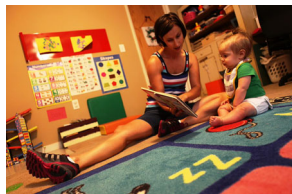
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Item 13: Staff use of books with children

- Access and how often
- Wide selection of books
- Interest and enjoyment
- Staff involvement and interaction



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EA13

Activities Subscale

10 Items


- Fine motor
- Art
- Music and movement
- Blocks
- Dramatic play
- Nature/science
- Math/number
- Appropriate use of technology
- Promoting acceptance of diversity
- Gross motor

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Item 21: Math/Number



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Space and Furnishings Subscale

4 Items:

- Indoor space
- Furnishings for care, play, and learning
- Room arrangement
- Display for children

*Softness and cozy space within items above

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Slide 31

BA13 Do you want the math/number bullet bolded?
Bickerstaff, Ashleigh, 4/15/2021

Item 4: Display for Children

- Display is:
 - Interesting and familiar to children
 - Colorful, simple
 - Individualized artwork of older toddlers and twos
 - Visible for children to see and touch
- Staff:
 - Talk about display in ways that interest children
 - Use display for extended talk
 - Point out and talk to children about displayed materials

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Display for Children



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Program Structure Subscale

- 3 Items:**
- Schedule and transitions
 - Free play
 - Group play activities




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NCOTL
2017-2018



VIDEO: Schedules and Routines
Picture Cards



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Personal Care Routines Subscale

4 Items:

- Meals/snacks
- Diapering/toileting
- Health practices
- Safety practices



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Caring for our Children: cfoc.nrckids.org

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How will I get my classroom ready?

Resources:

- ITERS-3 manual
- Self-assessment using quality indicators
- Materials checklist
- Professional development and support (routines, schedules, language, interactions)
- Additional ITERS-3 PD Opportunities
- ERS Institute: Online training www.ersi.info
- CELP Technical Assistance
- BrightStars

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Contact Information

The Center for Early Learning Professionals
401-736-9020
www.center-elp.org

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