TAKE YOUR PICK:
A Look at ERS® & CLASS®
Welcome & Introductions

Stefanie Camoni

Erin DelRegno
VIRTUAL PLATFORM GUIDELINES

- Mute your microphone
- Sign-in using the chat box
- Type your questions in the chat box
- Open participant pane to select icons
  - raise hand
  - yes
  - no
  - more
- Change your view to full screen (top right)
- Minimize the participant videos (top right)
OBJECTIVES

- Explain the ERS® and CLASS® program observation instruments
- Identify how each scale is structured and used
- Understand how each scale is scored and measures quality
- Compare and contrast ERS® and CLASS®
We Want to Hear From You!

**POLL QUESTIONS**

- How familiar are you with ERS®?
- How familiar are you with CLASS®?
Think about your program...

• What goals do you focus on?
• What areas do you feel are important in providing high quality?
• What areas would you like to improve?
ENVIRONMENT RATING SCALES® (ERS®)
What is the Environment Rating Scale® (ERS®)?

- An observation instrument used to assess the overall quality of early childhood programs.

- The ERS® are comprehensive and examine a wide variety of areas that all contribute to positive child development.

- ERS® measures the quality of the classroom environment including:
  - Space and Furnishings
  - Health and Safety
  - Language
  - Activities/materials
  - Interactions
  - Program Structure (schedule, free play, etc.)
Myth: ERS® only looks at materials

• The environment rating scales® look at the whole environment

• All children have three basic needs....
  ▪ Protection of health & safety
  ▪ Building positive relationships
  ▪ Opportunities for stimulation and learning from experiences

* No one component is more or less important than the other

• All three are key aspects of quality care that contribute to positive child development – **All are included in ERS®**
Example

- ECERS-R™
- Space and Furnishings
- Furnishings for relaxation and comfort
- Cozy area accessible to children for a substantial portion of the day
### WHAT ARE INDICATORS AND HOW ARE THEY ORGANIZED?

#### 3. Furnishings for relaxation and comfort

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<tr>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td>No soft furnishing.</td>
<td>3.1</td>
<td>Some soft furnishings.</td>
<td>5.1</td>
<td>Cozy area accessible for a substantial portion of the day.</td>
<td>7.1</td>
<td>Soft furnishings in addition to cozy area accessible to children.</td>
</tr>
<tr>
<td>1.2</td>
<td>No soft toys.</td>
<td>3.2</td>
<td>Some soft toys.</td>
<td>5.2</td>
<td>Cozy area is not used for active physical play.</td>
<td>7.2</td>
<td>Many clean, soft toys accessible to children.</td>
</tr>
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<td>5.3</td>
<td>Most soft furnishings are clean and in good repair.</td>
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HOW ARE THE ITEMS SCORED?

1. Inadequate - Children may be at risk

3. Minimal - Basic health and safety

5. Good -Developmentally appropriate

7. Excellent - Enhanced developmental care
CLASSROOM ASSESSMENT SCORING SYSTEM® (CLASS®)
What is the Classroom Assessment Scoring System® (CLASS®)?

- An observation instrument used to assess the effectiveness of teacher-child interactions.
- The CLASS® instruments focus on the importance of interactions for building a supportive learning environment and promoting children’s social/emotional and cognitive development.
- CLASS® measures the quality of classroom interactions that looks at how teachers:
  - Build nurturing relationships with children
  - Create organized and well-managed settings
  - Provide children with opportunities to learn
Myth: CLASS® doesn’t look at health/safety

• CLASS® observations can take place during any part of a classroom day; including routines and transitions

• Yes, observers won’t look to see that health-related routines (hand washing, diapering, etc.) are completed effectively, but they are listening to interactions occurring during these times.

• The focus on interactions doesn’t mean that CLASS® observers will overlook major safety concerns related to supervision, ratio, verbal/physical abuse, etc.
WHY TEACHER-CHILD INTERACTIONS MATTER

1. They affect children’s learning more than other factors. They are **HOW** we improve children’s outcomes.

2. They define what we already know about effective teaching. They are **WHAT** teachers are doing already that can be done more consistently and more intentionally.

3. They represent the heart of teaching. They are **WHY** we come to work every day.

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Teacher Sensitivity

Encompasses the teacher’s awareness of and responsivity to students’ academic and emotional needs; high levels of sensitivity facilitate students’ ability to actively explore and learn because the teacher consistently provides comfort, reassurance, and encouragement

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Low (1,2)</th>
<th>Mid (3,4,5)</th>
<th>High (6,7)</th>
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<tbody>
<tr>
<td></td>
<td>“the teacher fails to, rarely...”</td>
<td>“the teacher sometimes...”</td>
<td>“the teacher consistently...”</td>
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<td>Responsiveness</td>
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<td>Addresses Problems</td>
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<td>Student Comfort</td>
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CLASS® DOMAINS AND DIMENSIONS

**Infants**

- Relational Climate
- Teacher Sensitivity
- Facilitated Exploration
- Early Language Support

**Toddlers**

- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Child Perspectives
- Behavior Guidance
- Facilitation of Learning and Development
- Quality of Feedback
- Language Modeling

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## CLASS® Domains and Dimensions

### Pre-K and K-3

#### Emotional Support
- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives

#### Classroom Organization
- Behavior Management
- Productivity
- Instructional Learning Formats

#### Instructional Support
- Concept Development
- Quality of Feedback
- Language Modeling

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How is the CLASS® Instrument Scored?

- 7-point scale (low, mid, high)
- Scores reflect the overall effectiveness of interactions in the classroom

<table>
<thead>
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COMPARING ERS® AND CLASS®
**LET’S LOOK AT DIAPERING/TOILETING WITH BOTH POIs**

**SIMILARITIES**
- Positive staff/child interactions
- Letting infant know ahead of time what will be happening
- Provisions convenient and accessible

**DIFFERENCES**

**ITERS-R™**
- Diapering procedure followed
- Hand washing completed effectively
- Disinfection of changing table & same sink
- Diapers checked/changed at least every 2 hours

**INFANT CLASS®**
- Talking to and keeping infants engaged
- Using complete and descriptive sentences
- Modeling how to have a conversation
- Adding words and ideas to infant’s actions and sounds
Let’s look at meals/snacks with both POIs

**Similarities**
- Positive environment
- Teachers sitting with the children
- Having conversations with the children

**Differences**

**ECERS-R™**
- Food served meets nutrition guidelines
- Hands washed effectively
- Tables washed and sanitized
- Cleaning bottles labeled appropriately
- Tables and chairs are child-sized

**PRE-K CLASS®**
- Everything is prepped ahead and ready
- Expectations gone over prior to mealtime
- Teachers are aware and responsive to children that need assistance
- Teachers scaffolding children’s learning
- Transition & mealtime used as learning time
These practices are important in both POIs

**ERS**
- Focused on children and what they are interested in
- Using simple, descriptive words
- Facilitating positive peer interactions among children
- Talked about positive social interaction among children
- Sensitive to child’s feelings/reaction

**CLASS**
- On floor with children and interested in their activities
- Following their lead and adding to their learning
- Labeling, using complete sentences, and new words
- Narrating children’s actions
- Attentive; aware/responsive to child

Practices looked at in ERS®, CLASS®, or Both?
THESE PRACTICES ARE IMPORTANT IN BOTH POIs

ERS®
- Conversation with children
- Turn-taking in conversations
- Socially interacting with children and exchanging information
- Asking a “How” question that required a longer, more complex answer

CLASS®
- Back and forth conversation
- Repeating what they said and extended upon it
- Open-ended questions that require more than a one-word response
- “How” question encouraged them to think and plan

Practices looked at in ERS®, CLASS®, or Both?
CONDUCTING AN ASSESSMENT

ERS®
- Observations conducted using a time sample of 3-4 consecutive hours
- Q and A with teacher
- Looks at all times of day

*If the classroom is assessed with the ECERS-3™, the time sample is three hours and there is no interview

CLASS®
- Conducted using an observation/scoring cycle process; four 15-20-minute observation cycles
- No Q and A; observation only
- Does not look at outdoor free play (except infants and toddlers)
IMPORTANT TO REMEMBER!

- Both instruments are based on Early Childhood research.
- The goal of both POIs is to support quality in early childhood programs.
- Both look at:
  - Interactions
  - Supporting and guiding children’s social/emotional development
  - Opportunities for language
  - Appropriate learning activities
How do you determine which POI your program should choose?

You decide
Poll Question

After learning about and comparing both POIs, how do you think you will use them in your program?
ADDITIONAL RESOURCES

- Program Quality Assessment in PA Blog: letstalkqualitypa.com

- Caring for Our Children: nrckids.org/CFOC

- NCQTL - 15-Minute In-Service Suites: eclkc.ohs.acf.hhs.gov/professional-development/article/15-minute-service-suites

ERS® Specific:
- Ersi.info

CLASS® Specific:
- Teachstone.com
- CLASS® Introduction: https://teachstone.com/pennsylvania-keys/
QUESTIONS AND REFLECTION

WE DO NOT LEARN FROM EXPERIENCE... WE LEARN FROM REFLECTING ON EXPERIENCE

- JOHN DEWEY
REFERENCES
