

Your Assessment(s) are Scheduled. Now What?



These are the next steps in your preparation:

1. Complete the action items (e.g., Classroom and Teacher Information forms, copies of the daily schedule, etc.). The forms are included in your scheduling packet.
2. Read all pages of the scheduling packet.
3. Get answers to any questions you have.
 - Visit ncrlap.org to view our training resources, webinars, and videos.
 - Connect with us at ncrlap@uncg.edu or 866-362-7527 or reach out to your Child Care Consultant.
4. Administrators and teachers often feel more at ease if they know what to expect when observers are present in their program or classroom. Please review the information below with program staff who may be involved in upcoming Environment Rating Scale assessments. This information will give you and your staff a better understanding of the process.

Prepare families and children:

- Inform families that a visitor(s) may be present in the classroom some time during the assessment window.
- Prepare children for a visitor(s) in the classroom. Often teachers will tell children that a guest(s) is coming to watch them play and write down notes about the activities and toys they use in the classroom.

Prepare staff by involving and sharing the information below with them:

- Share relevant items from this packet with staff and see if they have any questions about what to expect.
- During the classroom observation, teachers do not need to change what they usually do. Assessors need to see a typical day including the regular staff, schedule, and interactions. Extra staff members should not be present unless these individuals are a part of the daily routine for that classroom at that time (e.g., floater that assists daily with lunch).
- Once the observation begins, assessors will limit their interactions with teachers or children and try to blend into the background. They will take notes during the entire observation to accurately assign scores for the items across all the levels of quality. At times they may stay in one place to observe, while at other times they will need to move around the indoor and outdoor environments to look at materials or observe specific events.
- Assessors try to stay out of the way, but teachers can request for assessors to move at any time if they are in a place where the teachers and/or children need to be.
- There is no teacher interview for the ITERS-3, ECERS-3, and FCCERS-3 and scores are based on a time-limited 3-hour observation.

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- There is a teacher interview with the SACERS-U assessment and the lead teacher/group leader needs to be available for approximately 45 minutes after the observation. The lead teacher/group leader answers the majority of questions; however, a few questions may be asked of other staff who work with the children at different times or in different classrooms throughout the day (when applicable).

On the day of assessment(s):

- Be ready when the assessor(s) arrive with completed and current forms. Print two copies of each classroom's daily schedule.
- Offer typical daily schedules, staffing, and activities.
- For child care centers, ensure that a designated person is present at the scheduled assessor arrival time, who can provide the paperwork to the assessor and conduct random selection.
- For child care centers with a school age program, think about where the interview for the SACERS-U assessment will occur and what is needed for classroom coverage at that time.

After the assessment(s):

- The consultant delivers and discusses the facility summary report at a later time. Assessors do not share information with the program about the results of the assessment at the end of the observation.
- When your consultant shares the facility summary report, this is a good time to ask questions and discuss strategies and ideas. It is most helpful to look at the Environment Rating Scale and assessment report together, and to refer to the NC Additional Notes.
- Consider creating an action plan that identifies areas that will enhance your program based on developmentally appropriate practices. Remember the assessment process is designed to help identify areas of strength and areas needing improvement. Acknowledge the strengths, as well as paying attention to items receiving scores of less than 5. Recognizing strengths can be helpful in supporting and motivating staff to provide high quality care every day.
- Administrators are strongly encouraged to share information with classroom teachers and involve them in planning and decision making processes regarding any needed changes. Please help all staff recognize that there will be unfamiliar information and requirements, and some low scores along with high scores. Supporting them in viewing assessments as a planning and learning opportunity will be helpful.
- Acknowledge the strengths, as well as paying attention to items receiving scores of 4 or less. Recognizing strengths can be helpful in supporting and motivating staff to provide high quality care every day.