

# Your Modified Assessment(s) are Scheduled. Now What?



These are the next steps in your preparation:

1. Begin or finish the Reflective Self-Study. If this process has already been completed for your program gather all of the completed Thinking More About worksheets and the verification form in one location for when the assessor arrives
2. Complete the action items for the Modified Assessment (e.g., Classroom and Teacher Information forms, copies of the daily schedules, etc.). The forms are included in your scheduling packet.
3. Get answers to any questions you have.
  - Visit [ncrlap.org](http://ncrlap.org)
  - Use the phone numbers included in the cover letter of the scheduling packet to reach out to your Scheduler or 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 (ERS) assessments. This information will give you and your staff a better understanding of the process.

## 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.
- For child care centers, make sure teachers have the information needed to complete the Reflective Self-Study if this has not occurred (e.g., introduction to process, a copy of each Thinking More About worksheet).
- Preferably the observation will occur when children are not in the classroom/child care room; this will likely be during the outdoor play times. Assessors will take notes needed to score specific ERS items and photographs of the areas, display, and materials. They will also visit the outdoor space(s) for the same purpose. To complete the Modified Assessment, assessors need 30-45 minutes in the classroom or child care room. If staff are present at this time, they may be asked to move so that photographs can be taken. If children return before expected, the assessor will finish, while attempting to maintain social distancing at all times; photographs will not be taken of the children.
- Teachers need to be available for a 30-45 minute interview after the observation. This may occur at nap time or another time that is convenient the same day as the observation or the next day in some cases. The assessor will work with the administrator or individual teachers to set the time. It can occur in-person if there is an outdoor space or well-ventilated indoor space that allows for social distancing. The lead teacher answers the majority of questions; however, a few questions may be asked of other classroom teachers or teachers who work with the children at different times throughout the day (when applicable).

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## On the day of assessment(s):

- Be ready when the assessor(s) arrive with completed and current forms. Print a copy of each classroom's daily schedule. Also, have the Reflective Self-Study Verification form and Thinking More About worksheets for each classroom.
- Offer typical set-up for indoor and outdoor areas used by children in terms of arrangement and materials/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.
- Think about where and when the interview(s) will occur and what is needed for classroom coverage at that time. Also, consider where you would like the assessor to wait for different classroom observations or interviews. This could be in their car or in an unused space in your program.

## After the assessment(s):

- The consultant delivers and discusses the facility summary report for the Modified Assessment(s) 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 Modified Assessments and the Reflective Self-Study are 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 or that were identified during the self-study. 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.